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имени В. Г. КОРОЛЕНКО»*

***КОРОЛЕНКО
ОБ ИСТОРИИ БРИТАНИИ***

Часть 2

Учебно-методическое пособие

Авторы-составители:

М. А. Кропачева, Е. С. Литвинова

Учебное электронное издание на компакт-диске

***GLIMPSES
OF BRITISH HISTORY***

Part 2

Textbook

*Глазов
ГГПИ
2021*

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Учебно-методическое пособие может быть использовано для подготовки студентов к практическим занятиям по иностранному языку, стать основой для самостоятельной работы студентов. В содержание пособия включены материалы по истории Британии, рассматриваются события Средних веков – от норманнского вторжения до начала Возрождения.

Учебно-методическое пособие предназначено для студентов-бакалавров, чье направление или профиль связаны с изучением истории.

Системные требования: процессор с тактовой частотой 1,3 ГГц и выше; 256 Mb RAM; свободное место на HDD 16 Mb; Windows 2000/XP/7/8/10; Adobe Acrobat Reader; дисковод CD-ROM 2-х и выше; мышь.

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УЧЕБНОЕ ИЗДАНИЕ

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие представляет собой набор текстов исторической направленности с заданиями после них. Предназначено для использования студентами профилей, связанных с историей, т. к. содержит страноведческий материал по истории Британии.

Пособие может быть использовано для обучения иностранному языку студентов-бакалавров на втором курсе, чье направление или профиль связаны с изучением истории, а также может стать основой для самостоятельной работы студентов и других заинтересованных в освоении истории Британии лиц.

В учебно-методическое пособие вошли тексты, освещающие события истории Британии времен зрелого и позднего Средневековья до начала Возрождения. Каждый текст снабжен заданиями как лексической, так и грамматической направленности, а также коммуникативными и творческими заданиями, завершающими каждую тему.

Кроме того, в пособие включены ссылки на страницы в сети Интернет, что позволяет получить дополнительную информацию об упоминаемых в текстах событиях, явлениях и личностях.

При возникновении трудностей с пониманием содержания текстов обучающимся рекомендуется обратиться к комментариям после каждого текста, словарям или ссылкам на интернет-ресурсы, указанным в тексте. В случае затруднений с выполнением грамматических упражнений рекомендуется обращаться к справочникам по грамматике английского языка.

Unit V. ANGLO-NORMAN BRITAIN

1. Read the texts and make sure you understand them

Text 1

1066 was a crucial year for the Saxon King, and for the history of the English. Harold had to fight against two enemies at the same time. In the South [William of Normandy](#) was preparing to land in England, in the North, in Yorkshire, the Danes renewed their attacks against England.

Harold succeeded in defeating the Danes and rushed his armies back to the South to meet William who had landed near Hastings. His men were tired, though they had done so well in the battle against the Danish Vikings. William's army was better armed, better organized and he had cavalry. Had Harold waited and given his army a rest, the outcome of the battle might have been different. But after a hard and long struggle Harold and his brothers were killed in the battle of Hastings and the flower of Saxon nobility lay dead together with them on the battle field.

The [Bayeux Tapestry](#) tells a complete story of the Norman Conquest of Saxon England in over seventy scenes. In one of the scenes the Latin writing says «Harold the King is dead», and under the inscription stands a man with an arrow in his eye believed to be King Harold.



William captured London and was crowned King of England in Westminster Abbey on Christmas Day, 1066. The Norman period in English history had begun. Some historians argue concerning possible ways of English history, had the Anglo-Saxons defeated William. But History doesn't rely on the Conditional Mood.

All the invasions, raids and conquests were contributing new and new waves of peoples to be integrated into a newly appearing nation of the English, to understand which we must know its historical roots, studying historical facts.

Glossary

| | |
|-------------------------|---------------------------|
| <i>crucial</i> | важный, значительный |
| <i>inscription</i> | надпись |
| <i>conditional mood</i> | сослагательное наклонение |

Text 2

The Norman Conquest did have immediate social, political and cultural implications. The new tough foreign aristocracy captured power and lands. By 1100 (12th c.) there were 500 Norman castles in the English countryside. There was a blow against the Church as well; Saxon bishops were either deposed or replaced by Normans. During the 11th and 12th centuries an apparatus of Government of exceptional effectiveness was established.

England was also drawn into close links with the other side of the Channel. But there was a language gap between the local (Anglo-Saxon) population and the new landowners, of both the Church and the Norman Aristocracy. Latin was a language of monasteries, Norman French was now the language of law and authority, English, spoken differently in the various regions, remained the language of the people.

The brightest evidence of the situation in the country was the Domesday Book (1086), a survey of England's land and people; according to it Norman society still rested on «lordship, secular and spiritual, and the King, wise or foolish, was the lord of lords, with only Lord in Heaven and the Saints above him».

Historians have introduced into their interpretation of Norman and other European lordship the term «[feudalism](#)», first employed during the 12th century. The term was used in both narrow and broad sense. Narrowly it was related to military (knightly) service as a condition of tenure of land. Broadly it was related to the tenure of land itself, obligation and dependence, as expressed in the term «[vassalage](#)». The first relationship focuses on warfare in an

age of violence, the second on the use as well as the tenure of land in an age when land was the key to society.

Glossary

| | |
|---------------------|--|
| <i>implication</i> | последствие |
| <i>to depose</i> | свергнуть |
| <i>language gap</i> | языковой барьер |
| <i>survey</i> | перепись населения |
| <i>secular</i> | светский |
| <i>tenure</i> | владение недвижимостью, земельным участком |

Text 3

All land in the country belonged to the Crown. The king was the greatest landowner in the country and he gave away the land to the great landowners who were his barons. The barons held their land as a gift, in return for specified services to the Crown. When barons parceled out their land, they also required knightly services from their tenants. During the reign of William 1170 barons had in their service about 4000 knights who were distinguishable as a social group.

The two social groups were opposed to «the poor men»: [lords](#) themselves cultivated only a third or two fifths of the arable land in use. The rest was cultivated by various kinds of «peasants»: [villeins](#) (41 %), [cottagers](#) (32 %), [free holders](#) (14 %) – the group holding 20 % of the land) and [serfs](#) (10 %) – the group with no land at all. At the time of the [Domesday Book](#), the



basic distinction was, however, that all men are either free holders or serfs.

In the 13th century King John «Lackland» (1199–1216) replaced military service of his barons by payments, known as «shield money». In rural England lords lived in manors which were in their own estates. The peasants, free holders and others lived in villages and hamlets.

The full implications of the social, political and cultural changes following the Norman Conquest took time to work themselves out. They were: a political unification of the country and the centralization of government; the supreme power of the King over all his vassals; the establishment of the feudal hierarchy, a further development of the relationship between the King and the barons, an emergence of English common law, the making of Parliament.

Glossary

| | |
|------------------|---|
| <i>baron</i> | барон, представитель высшего феодального дворянства |
| <i>to parcel</i> | распределять, разбивать землю на участки |
| <i>tenant</i> | наниматель, арендатор |
| <i>arable</i> | пахотный |
| <i>serf</i> | крепостной крестьянин |

2. Please unscramble the words below

lceapr

ecvffteei

ncmtlapoiii

cepomlt

eruqire

norcw

rvseuy

rneew

lonibioagt

aueptr

nrfeiog

yralcav

eevdnei

oarbn

agp

usgletrg

Find the words from the texts in the grid

Anglo-Norman Britain wordsearch

P O O B S G Z Y V W Y J O T L
 O B K B K W T K Q V X M U M A
 H Y N E L I S Y P L S J T T E
 S C G T L I K R A I E A C R L
 I X R I N E G I L L C X O T C
 B Y B X R Y C A C N E T M E V
 G O I M J U D N T E N B E G L
 N C J O R U W D E I W N S T A
 Q A P C E T G J D D O G G N N
 U P W F D M O R O Y I N Q A D
 J T F R I T T S I L I V Q S O
 L U P C O N T R I B U T E A W
 T R V H Q A R A B L E D S E N
 C E O I D R M L H T Z X Y P E
 Q W H W T H G I N K W D N G R

ключевой, важный

захватить

землевладелец

обязанность

крестьянин

результат

привносить

свидетельство

рыцарь

знать,

аристократия

епископ

феодализм

пахотный

3. What might happen with Britain, if Harold's army won the battle of Hastings?**Write 7–10 sentences****Questions for self-checking**

1. What happened in the Battle of Hastings?
2. What languages were used in Britain after the Norman Conquest and by whom were they used?
3. What does the term feudalism imply?

Unit VI. PLANTAGENET BRITAIN

1. Read the text and make sure you understand it

William I The Conqueror (1066–1087) died as a result of falling from his horse in a battle in France, was succeeded by his two sons, one after the other: [William II](#) (1087–1100) was cruel



but a brave soldier, little loved and little missed when he died and [Henry I](#) (1100–1135) was scholarly and well educated. His daughter was married to the German Emperor Henry V, and later upon his death to Geophrey of Anjou; the son of Geophrey of Anjou (Angevin) became the first Plantagenet.

[Henry II](#) (1154–1189) was friendly with [Thomas Becket](#), a humble cleric, who was appointed the archbishop of Canterbury. Henry misjudged this man who considered his first loyalty to be the Church and not the King. The conflict ended in the murder of Thomas Becket in his own cathedral by the King's servants. Becket was canonized (St. Thomas); his shrine became a place of pilgrimage for the whole of Europe, for the cures effected there, until it was destroyed by Henry VIII in 1538. So the King of the House of Plantagenet was the first to have a conflict with the Church and he physically destroyed the opposition.

His wife Eleanor took a lively interest in politics, somewhat too lively at times, for she helped and supported her sons when they rebelled against their father, and she was, as a result, imprisoned. In general Henry II's reign was one of constitutional progress and territorial expansion.

[Richard I the Lion-Heart](#) (1189–1199) may have had the heart of a lion but England saw all too little of him. He was called a romantic sportsman and spent most of his life in Crusades in the Holy Land. He used England's money to finance his crusades and other adventures, but he was not very lucky – returning from his successful mission, he was captured, and was kept imprisoned in Austria, awaiting the payment of a huge ransom. He returned to England to stop



his younger brother John from usurping the throne, soon after, he rushed to fight King Philip of France who had supported John. Philip was defeated but Richard was killed in a siege of a castle. His wife, who never set foot in England, left no children. So, John Lackland (1199–1216), the youngest son of King Henry II, continued the dynasty's rule.

[King John Lackland](#) was the most unpopular king: he lost most of his French possessions; he broke his father's heart with his misbehavior, he rebelled against his brother, quarrelled with the Pope, etc. The list of his stupidities and misdemeanours was endless but he did one good thing (or was forced to do it). In 1215 the barons made him seal the Magna Carta, which, though it limited the prerogative of the Crown and extended the powers of the Barons, has since become the foundation stone of an Englishman's liberty.



The pressure on the pocket is more quickly felt than the pressure on the mind – that is why John Lackland was forced by his barons to seal the [Magna Carta Libertata](#) (the Great Charter of Liberties). Pressed by the demands of war, he had imposed taxes that irritated many of his most powerful subjects. The Magna Carta is a document that dealt with privileges claimed by Norman barons. It was to

become part of the English constitutional inheritance, because the baronial claims for liberties were in time translated into the universal language of freedom and justice. It was the beginning of limiting the prerogatives of the Crown.

During the struggle for the Great Charter (Magna Carta) the legions of barons openly opposed the King – disobeyed him, did not pay taxes, raised an army of knights, enjoyed support of townsmen (London supported them), the King was forced to seal the Charter.

It's important to point out that by limiting the King's power, Magna Carta restricted arbitrary actions of barons towards knights and proclaimed the power of law over the free people of the country.

Glossary

| | |
|---------------------|--|
| <i>scholarly</i> | образованный |
| <i>to canonize</i> | канонизировать, причислить к лику святых |
| <i>shrine</i> | святилище, святыня, усыпальница |
| <i>pilgrimage</i> | паломничество |
| <i>crusade</i> | Крестовый поход |
| <i>ransom</i> | выкуп |
| <i>to usurp</i> | узурпировать |
| <i>to rebel</i> | бунтовать |
| <i>misdemeanour</i> | проступок, скверное поведение |
| <i>to irritate</i> | раздражать |
| <i>inheritance</i> | наследство, наследие |
| <i>arbitrary</i> | самоуправный, необоснованный |

2. Find the words from the text in the grid

Plantagenet England

B P C Q Y V W L R L Y D B W V Q V B P U
 Y H B K M P Z X Q C G E R U P P C J S N
 S R Z E C I T S U J G J V M O X D L D I
 B R P F V K X D Y A Z T F H I U P Z H A
 I S F V K I K U Q Q N O S I R P M I W G
 T P Q E E Y T B V C X I P F O F Z V Y Y
 D A E A S Y L A F M B Y W M P K E H E S
 S R X R M Y P Q G H S I F J C P L G K C
 Z E P B C Y I E C O O Z M Z I R Y P W K
 M B A I C J Z R B W R P Y L I X D K R I
 S E N T M Z A I K X O E G O Q S J K N O
 T L S R K E M Z D Q C R R W O I Y H S L
 H L I A N G W C Q Y I R N P T N E U B E
 O I O R P I P G T M N T U C Q R I Q R H
 U O N Y R U O N A E M E D S I M E X W L
 H N M H D U B G N L Y U W T A C P U W N
 J F X K T J E L A A H Y A S Y D F Q H U
 Y J U Q B H W E Y F J N I L S M E P R F
 F F E G D U J S I M C H F J G Y C X L Q
 N I R W F U J R E E P F X J V J T E H Q

архиепископ
 наследие
 плохое поведение
 паломничество

бунт, восстание
 неправильно оценивать
 справедливость
 необоснованный,
 самовольный

заключать в тюрьму
 расширенные (территории)
 Крестовый поход
 привилегия,
 исключительное право

3. Read some additional information about Magna Carta.

The parts of the text are not in the right order and some words are missing

Restore the text

Magna Carta Cloze Test

Use the words in the list below to complete the sentence

Created on TheTeachersCorner.net Fill-in-the-Blank Maker

- In 1215 some of the most _____ barons engaged in open _____ against their king. Such rebellions were not particularly _____ in this period. Every king since William the _____ had faced rebellions. What was unusual about the 1215 rebellion was that the rebels had no obvious _____ for John; in every previous case there had been an _____ monarch around whom the rebellion could rally. In January 1215, the _____ made an oath that they would "stand fast for the _____ of the church and the realm", and they _____ that King John _____ the Charter of Liberties.
- They _____ King John to agree to a _____ later known as the 'Articles of the Barons', to which his Great Seal was _____ in the meadow at _____ on 15 June 1215. In return, the barons _____ their oaths of fealty to King John on 19 June 1215, which is when the document Magna Carta was created. In return for King John's _____ to his papal and universal authority, Innocent III _____ Magna Carta annulled, though many English Barons did not accept this action. The document was legally _____ for no more than three months. The _____ of King John in 1216, however, secured the future of Magna Carta.
- Magna Carta was the _____ document forced onto a King of England by a group of his subjects, the _____ barons, in an attempt to _____ his powers by law and _____ their rights. The charter is _____ known throughout the English _____ world as an important part of the _____ historical process that led to the rule of _____ law in England and beyond.
- Magna Carta was _____ and directly _____ by the Charter of Liberties in 1100, in which King Henry I had specified _____ areas wherein his powers would be limited. In _____ Magna Carta did not generally limit the power of kings in the _____ period, but by the time of the English Civil War it had become an important _____ for those who wished to show that the King was _____ by the law.

unusual negotiations
punished important widely
entered arbitrary replacement
practice, transformed Council
barons open alternative first
rebellion particular protracted
renewed held bound
attempted Conqueror
preceded regular attached
death speaking position
sense opening protect
explicitly influenced symbol
constitutional feudal valid
confirm Anglo-Saxon limit
demanding measures
demanded medieval charter
submission forced document
Runnymede declared
crusader showing
confrontation reign liberties
liberty

5. John _____ to use the lengthy _____ to avoid a _____ while he waited for support from the Pope and hired mercenaries, adopting various _____ to weaken the rebels' _____ and improve his own, including taking the cross as a _____ in March 1215, _____ a new oath of allegiance. With the support of Prince Louis, the French Heir, and of King Alexander II of the Scots, the rebel barons _____ London in force on 10 June 1215, with the city _____ its sympathy with their cause by _____ its gates to them.
6. The 1215 _____ required King John to proclaim certain _____ and accept that his will was not _____ – for example by _____ accepting that no "freeman" (in the _____ of non-serf) could be _____ except through the law of the land, a right that still exists. The name Runnymede may be derived from the _____ 'runieg' (regular meeting) and 'mede' (mead or meadow), describing a place in the meadows used to hold _____ meetings. The Witan, Witenagemot or _____ of the Anglo-Saxon kings of the 7th to 11th centuries was _____ from time to time at Runnymede during the _____ of Alfred the Great. The Council met usually in the _____ air. This political organ was _____ in succeeding years, influencing the creation of England's 13th century parliament.

4. Express your opinion about the development of law in Middle Age England

Questions for self-checking

1. What was the reason of a conflict between Henry II and Thomas Becket?
2. Why was King John Lackland an unpopular person?
3. Why is Magna Carta such an important document?



Unit VII. LATE MIDDLE AGES

1. Read the texts and make sure you understand them

Text 1

King John was succeeded by his son [Henry III](#) (1216–1272). He was not as bad as his father but he was continually short of money and extravagant by nature.



Henry III faced a further development of baronial ambitions and protests. They accused the King of violating their rights and liberties. After a very bad harvest in 1257 Henry III demanded a third of all English property. This aroused a new baronial riot. The barons finally came armed to Oxford and drew up «provisions» – «Oxford Provisions» and additional «Westminster provisions» (something similar to Magna Carta). The King and his son did not want to accept that and as a result a military conflict developed. The country was divided into supporters and enemies of the King and a Civil war broke out.

The army of barons was headed by Earl Simon de Montfort and was at first successful in capturing the King's fortresses and castles. They were greeted by townsmen and students of Oxford and the sound of church bells. In 1264 Earl Simon took the King prisoner; in 1265 – Parliament was summoned with «commons» represented in it – two knights from a shire and two merchants from a town.

Prince Edward, Henry's son and heir (later to succeed Henry as [Edward I](#)) rescued Henry III, who managed to defeat Simon de Monfort and killed him in a battle and secured his Crown and his rule.

Glossary

| | |
|------------------|--|
| <i>riot</i> | мятеж |
| <i>provision</i> | условие, положение (документа), статья (документа) |
| <i>commons</i> | простолюдины, лица недворянского происхождения |

Text 2

During the reign of Edward I (1272–1307) there were not only lords, bishops and great abbots present in Parliament, but there were also «commons». This demonstrated the growing wealth and importance of townsmen and knights of the shire not only in the local communities but also in the whole country.

Economics and politics were very closely connected, and the King's main goal in summoning Parliament was to raise money from the population through taxes – $\frac{1}{10}$ th from people in towns, $\frac{1}{15}$ th – from the people in the country.

Social relations in the country were undergoing changes in the 13th century. Enforced labour services by villeins were giving way to wage labour, and villeins commuted their labor-dues by paying money to the lord instead. Then the pattern changed: the lords again required labor services. But a lot of villeins were freed, and some of the freed were able, energetic or lucky enough, to buy land and prosper as Yeomen.

The 13th century was a period of substantial economic activity. Wheat was shipped overseas, but the country's wealth was coming from the exports of wool. Later on, when the wool began to be made into cloth in England, rather than exported as raw material, it stimulated the growth of industry. In the 13th and 14th centuries England was far behind Flanders in the production of cloth but there was enough development.

Glossary

| | |
|-----------------|------------------------------|
| <i>yeoman</i> | йомен, зажиточный крестьянин |
| <i>overseas</i> | за рубеж, в другие страны |

Text 3

Edward I (1272–1307) was determined to strengthen his royal authority and his Kingdom. To do that he asserted his rule in all territories on the British Isles, especially in Wales and Scotland. He succeeded in imposing English rule on Wales: his son, who was born in a Welsh castle and «could spell not a word of English» at that time, later, in 1301 was created the Prince of Wales and ruler of the principality. Since that time the eldest son of the English monarch has been given that title.

Relationships between England and Scotland were similar to those between England and Wales, but the Scots had a greater degree of independence. Edward I had made several military raids to the Northern kingdom, seized the national treasure – the Stone of Destiny from the Scone Abbey (1296) but had failed to subdue the Scots. Edward I who had been called «the Hammer of Scots» died not far from the border of Scotland during his last campaign to defeat the Scots.

The rule of his son, [Edward II](#) (1307–1327) is traditionally characterized as a great failure of the hereditary principles of Monarchy: Edward II had no talent to be a King, but he was the eldest son and succeeded his father. He angered the barons by his foolishness, his extravagance, favourites and military defeats. His reign was a troubled one and he was deposed and forced to abdicate by the barons, assisted by his wife. He died, probably murdered, and was succeeded by his son, Edward III (1327–1377).

Glossary

| | |
|---------------------|---|
| <i>to assert</i> | утверждать, отстаивать |
| <i>to impose</i> | навязывать |
| <i>principality</i> | княжество, в данном случае Уэльс, как административно-территориальная единица |
| <i>to subdue</i> | подавлять, подчинять |

Text 4

[Edward III](#) is recognized by historians as a passionate fighter, who was fond of tournaments, chivalry and battles. He instituted the Order of the Garter and cultivated the spirit of chivalry at his court. He pursued a sensible policy of tolerance with barons, thus securing their loyalty. His commercial policies facilitated the development of wool trade and rise of prosperity. But the warrior king was eager to lead his knights in battles, so Scotland was his first rather hard prey as he had failed to subjugate it, though having taken its King David prisoner to England. The dynastic accident helped Edward III to start the Hundred Years' War (1338–1453) which was carried during the reigns of five English Kings.



Edward declared his claim to the French throne, as his mother had been the sister of Charles IV, king of France, who left no male heir when he died in 1338. This was a respectable enough reason for the war to return the lost English lands in France. The results of the first stage of the war were not as successful as the English had expected them to be. But several victories were won at sea and in the field – Gascony was recaptured, at Crecy the English archers made the King of France flee from the battle field, Calais after a long siege surrendered in the face of starvation. King Edward's eldest son, Edward, the Black Prince, a warrior of a high reputation, won a victory at Poitiers in 1356. In 1348 the outbreak of plague, «the Black death» dealt a terrible

blow at the people of Europe and England. It was a terrible disaster, more than $\frac{1}{3}$ of the English population died.

The economy and trade of England suffered and the social unrest was spreading due to the results of the economic, social, political and military status.

Glossary

| | |
|----------------------|-------------------------------|
| <i>to facilitate</i> | способствовать, содействовать |
| <i>to subjugate</i> | покорять, подчинять |
| <i>plague</i> | чума |

Text 5

Violence was sparked off by yet another poll tax of 1381. People revolted against the tax-collectors and judges, in the south and south-east of England. The rebels, led by Wat Tyler and John Ball, a clergyman, marched to London, captured the Tower with the help of Londoners, killed the archbishop of Canterbury and the Lord Chancellor. John Ball was a radical opponent of the Church-lords and supported the ideas of John Wycliffe, the first reformer of the Church (1330–1384). He preached ideas of social justice: «When Adam delved and Eve span who was then the gentleman?»



The [Peasants' Revolt](#) made far reaching demands: a charter of liberties, the end of all lordship except the King's, the end of serfdom, return of church land to people, etc.

The young [King Richard II](#) met them face-to-face at Smithsfield. Wat Tyler was pronouncing their demands which were unacceptable to feudalism.

The King appeared to agree but during the negotiations Wat Tyler was treacherously killed and his head, set up on a spear, was shown to the rebels to

persuade them to retreat from London and disband. Shocked and morally destroyed they obeyed only to be physically tortured and executed, John Ball was hanged. The punitive actions continued long into autumn. The Great Peasants' Revolt was defeated. But the ruling class had been badly frightened and the unpopular Poll Tax withdrawn.

Glossary

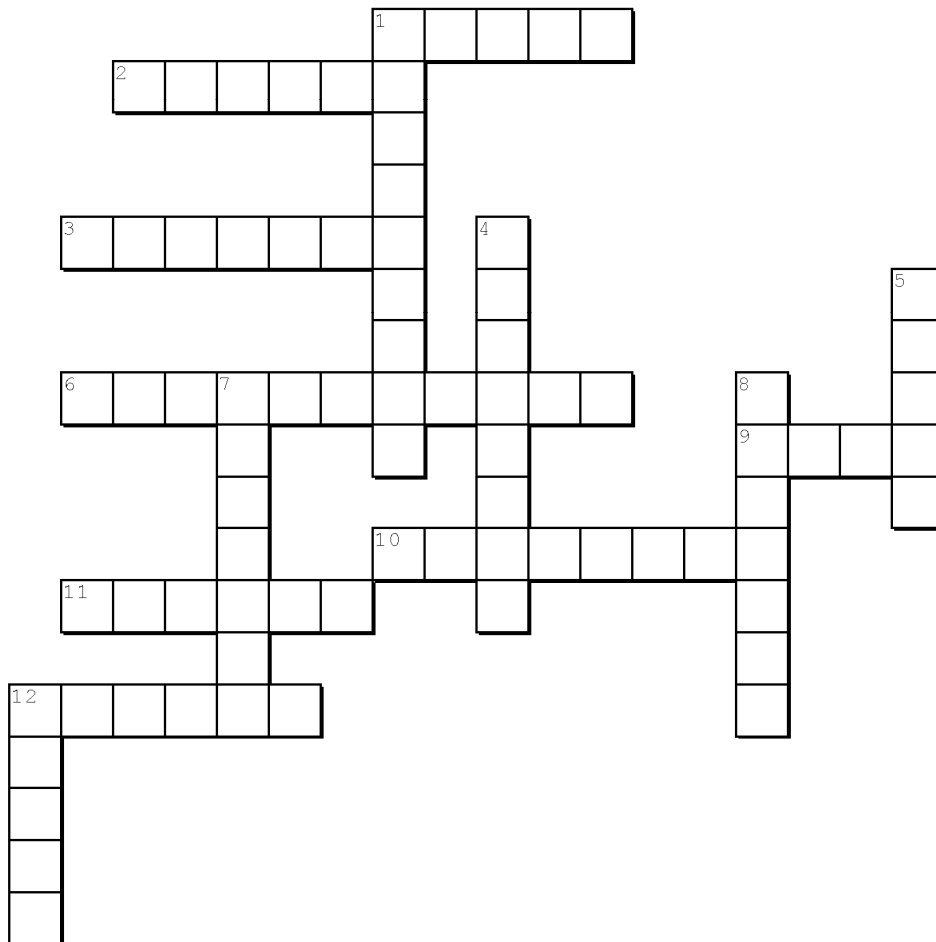
| | |
|----------------------|---|
| <i>poll tax</i> | подушный налог |
| <i>to preach</i> | проповедовать, выступать в защиту чего-либо |
| <i>treacherously</i> | предательски |
| <i>to torture</i> | пытать |
| <i>to execute</i> | выполнять, казнить |
| <i>punitive</i> | карательный |

2. Find the English equivalents to the words

| | | |
|---------------|--------------|--------------|
| править | крепость | следовать |
| поддерживать | труд | переговоры |
| процветать | богатство | сторонник |
| спасать | представлять | навязывать |
| нарушать | военный | преследовать |
| значительный | ткань | голод |
| собственность | пшеница | требование |
| мятеж | развитие | |

Solve the crossword puzzle

Complete the crossword below



Across

1. Править
2. Спасать
3. Нарушать
6. Значительный
9. Мятеж
10. Крепость
11. Труд
12. Богатство

Down

1. Представлять
4. Военный
5. Ткань
7. Поддерживать
8. Процветать
12. Пшеница

3. Some words are missing from the sentences. Restore them to their positions

Complete the Sentence

Use the words in the list below to complete the sentence

1. In the _____ William of Normandy was _____ to land in England, in the North the _____ renewed their _____ against England.
2. The Vikings were _____ sailors, they had the _____ boats in Europe, that were _____ powered by sail.
3. The King and his _____ did not want to _____ that and as a result a military _____ developed.
4. The Germanic _____ first arrived in small groups _____ the fifth century but _____ to settle.
5. They _____ the King of violating their _____ and liberties.
6. Some _____ argue concerning _____ ways of English history, had the Anglo-Saxons _____ William.
7. The Anglo-Saxon kings were _____ by the members of the _____ of Chieftains and they ruled with the _____ of the councilors.
8. King Alfred _____ an efficient army and built a _____ of warships on a Danish pattern, which were _____ to have defeated _____ invaders at sea more than once.

shipped advice

defeated

Council known

managed

rights fastest

brilliant exports

attacks

elected

language

created

historians

invaders

politics

greatest

conflict accept

preparing son

gave raise

possible

population goal

wealth Church

moving South

landowners

- | |
|---------------|
| Viking |
| throughout |
| fleet accused |
| Danes |
9. There was a _____ gap between the local (Anglo-Saxon) _____ and the new landowners, of both the _____ and the Norman aristocracy.
10. Economics and _____ were very closely connected, and the King's main _____ in summoning Parliament was to _____ money from the population through taxes.
11. The king was the _____ landowner in the country and he _____ away the land to the great _____ who were his barons.
12. Wheat was _____ overseas, but the country's _____ was coming from the _____ of wool.

4. Imagine that you live in the Late Middle Ages and write several sentences comparing life in the times of William the Conqueror and in your times (approx. in the reign of Edward III or Richard II)

**5. What was special about the Late Middle Ages in Britain?
Give your reasons in 7–10 sentences**

Questions for self-checking

1. Why was the first Parliament summoned?
2. What were the relationships between England, Wales and Scotland?
3. Why Edward III declared his claim to the French throne?
4. What was the reason of the Peasant Revolt?

Unit VIII. WARS OF THE ROSES

Read the texts and make sure you understand them

Text 1

King Richard II (1377–1399) after considerable civil struggle eventually wrested the power from Parliament and the barons. He seems to have pursued a policy of revenge and high-handed despotism.

He brought Duke John of Lancaster's son Henry to England, but Henry gained enough support to take King Richard prisoner and cause him to abdicate in his favour. The [House of Lancaster](#)'s Henry IV (1399–1413), Henry V (1413–1422), Henry VI (1422–1461) – were followed by the kings of the [York family](#) – two Edwards: Edward IV and Edward V, and Richard III.

There is a statement that King Richard II was the last King from the House of Plantagenet – he was deposed and dethroned by the House of Lancaster. But it is to be stressed, that the two new royal branches were related to the Plantagenet, were the derivatives of the main stem.

The 13th century was described by historians as a Plantagenet spring after a grim Norman winter. It was the century of the new gothic style in architecture, of Salisbury Cathedral, foundation of universities, the development of the Common Law & the Parliament, and the emergence of English as the language of the nation. But the following two centuries were filled with wars, discord and discontent.

The 14th century brought the disasters of the Hundred Years War (1337–1453) the Peasants' Revolt and punitive execution of the participants (1381), the extermination of the population by the Black death (1348–1349) with positive achievements in architecture, literature (Geoffrey Chaucer completes the Canterbury Tales (1393)), and further strengthening of the English language.

The 15th century saw the continuation of the struggle for the crown and the establishment of the Lancaster dynasty in the person of Henry IV, King of England (1399–1414).

Glossary

| | |
|--------------------|------------------------|
| <i>to wrest</i> | ОТВОЕВЫВАТЬ |
| <i>to abdicate</i> | отрекаться от престола |
| <i>to dethrone</i> | свергнуть |
| <i>discord</i> | разногласие, раздор |
| <i>discontent</i> | НЕДОВОЛЬСТВО |

Text 2

The Lancaster Kings continued campaigns in France in the Hundred Years' War: Henry V (1413–1422) was successful in his expeditions in France, Henry VI though having been crowned to Britain and France, lost those French lands when Saint Joan of Arc helped the French. Henry VI's reign (1422–1461) ended in confusion, deposition and a cruel war – the [Wars of the Roses](#).



During the Wars of the Roses, great men attached lesser men to their service by *lip indentures*; the Duke of Lancaster had pointed the way in the late fourteenth century. When he indentured a large number of knights and esquires, most of them were retained for life in his service and in war and peace. Such [bastard feudalism](#) as this has been called, was quite different from feudalism. The retainer was not a vassal, who owed loyalty to his lord and was linked to him through ties of mutual obligations. The retainer's lord was his patron, and he was his follower, wearing his livery and being maintained by him.

The Wars of the Roses began when in 1399 barons of the North supported the Lancaster who had a red rose in their crest. The Barons of the South supported the Yorks whose crest was decorated by a white rose. The bloody struggle for the crown and rule practically lasted for about 30 years (1455–1485) with some breaks, it was a merciless annihilation of the old aristocracy with rights and claims to become rulers, and its romantic name the War of the Roses only emphasizes the ruthlessness by a degree of contrast.

Finally, the two dynasties had been destroyed, and a distant relative of the Lancaster family – Henry Tudor married Elisabeth of York in 1485 (the two roses united) and Henry Tudor was crowned Henry VII of England (1485–1509).

Glossary

| | |
|---------------------|-------------------------------|
| <i>indenture</i> | контракт, договор, соглашение |
| <i>vassal</i> | вассал |
| <i>crest</i> | герб |
| <i>annihilation</i> | истребление, уничтожение |

2. Unscramble the words below

lgsugtre

otetncsdni

eirntduen

sesuetlsnshr

tcbadaie

ipetivnu

ifalusemd

aerhrcutetic

mnaacgaip

ailinhtoinna

3. Find the words from the texts in the grid

Wars of the Roses

Find the words ^_^ Some are from this text, some are from the previous

B F I H V V E M T R R G I Y C
 D C N A W F R K S H D E M T E
 R H D D T X L S O D I V N W G
 T N E S E R P E R V S I O T D
 E E N B E I Q D W U C T I T L
 M X T S X T D E B K O A T Q D
 E T U U L X A S Y K R V U D E
 R R R D M L T C W D D I C R Y
 G A E B T A O V I A X R E O W
 E V V H N G O T I D H E X D H
 N A V T Z T Y R O O B D E U O
 C G I A T I Z G C Q L A E X Z
 E A O M T U Y H H E K A E J U
 L N N L R R D Q B C P S T K I
 P T E Q X Z E U S R U P M E Y

появление чего-либо
или чрезвычайная
ситуация
договор

преследовать

нарушать (законы,
договоры, правила)

производное

разногласие

необычный и странный

значительный

исполнение (как
хорошего, так и не очень

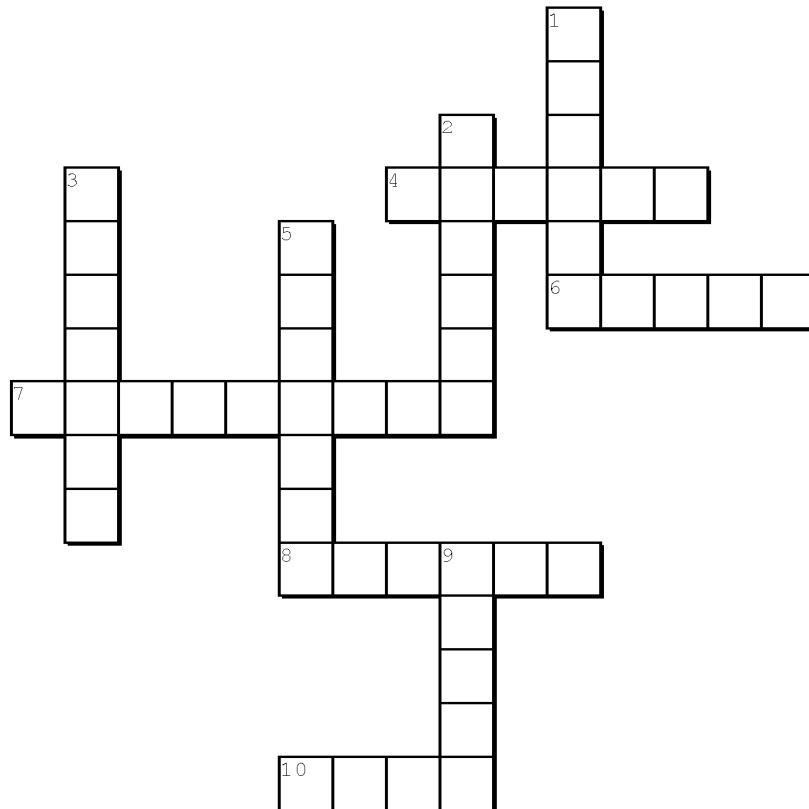
отречься
представлять (но не
воображать)

богатство (но не «money»)

4. Solve the crossword puzzle

Late Middle Ages and Wars of the Roses

Complete the crossword below



Across

4. Отказываться, отречься
6. Править
7. Замешательство
8. Спасать
10. Мятеж, бунт

Down

1. Труд (не work и не job)
2. Оставлять или сохранять
3. Поддерживать
5. Процветать
9. Герб

5. Write several sentences from the point of view of a person, living in the time of the Wars of the Roses.

Try to predict what happens in the nearest future. Use all Future Tenses

6. Compare the political and economic situation in Britain and Russia of approximately the same period (XV century)

Questions for self-checking

1. Why did the House of Lancaster and the House of York claim the English throne?
2. What is the difference between feudalism and bastard feudalism?
3. What was the end of the Wars of the Roses?

ЗАКЛЮЧЕНИЕ

Данное учебно-методическое пособие освещает историю Британии периода зрелого и позднего Средневековья, что позволяет студентам сравнивать жизнь и культуру Британии с жизнью и культурой других стран в ту же эпоху, а также с более поздними событиями, расширяет кругозор обучающихся и помогает формированию их картины мира.

Комплекс лексических, грамматических и творческих заданий позволяет совершенствовать коммуникативную компетенцию студентов, помогает им лучше усвоить специализированный вокабуляр, который затем может помочь общаться на профессиональные темы, и дает им опыт использования не только русскоязычных, но и англоязычных источников информации. Кроме того, выполнение творческих заданий развивает креативность и образность мышления обучающихся.

На основе изученного на русском языке материала исторического характера студенты могут лучше ориентироваться в материале на английском языке и устанавливать для себя соответствия между понятиями и явлениями. В дальнейшем возможно более подробное самостоятельное изучение обучающимися других периодов истории англоязычных стран с помощью сопоставления информации на русском и английском языках.

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