

## History

**Note:** any activity involving photographing pupils must have parental permission

### ***William Tyndale: a key character from Tudor times***

#### Introduction

Show books in a variety of languages. What would have to happen before you could read them? Talk about and demonstrate translating words into another language. It does not matter which language. The computer translation facilities can be used, or staff or pupils who speak a language other than English.

#### Core material

Explain that for many years the people of England did not have the Bible in English.



Henry VIII by Hans Holbein the Younger

People got into trouble – big trouble – if they translated the Bible into English, although most people would agree now that it is a good thing to do. In this section, the story of William Tyndale is used as an example of someone who risked their life to translate the Bible into English.

#### Select from the following activities:

##### 1. Tell the story of William Tyndale

Use the presentation ***William Tyndale***, and look for the language of ‘time’ in the account. Explain that it was against the law to translate the Bible into English. Discuss why the rulers did not want the Bible in English and Tyndale’s reply (see ***Tudor primary sources.***) Select as much as is appropriate and rephrase as necessary.

Why the rulers did not want the Bible in English:

- The leaders wanted to tell people what the Bible said; they did not want people to think for themselves.
- They thought ‘ordinary’ people were too busy to read the Bible.
- They were worried that the people might criticise their leaders when they read in the Bible how leaders were supposed to behave.

- They thought English was too ordinary a language for the Bible. It was fine for discussing the pigs but not God.
- They thought the Bible was too hard for 'ordinary' people.

Tyndale's reply:

- People need the Bible in English to understand what it says about God and Jesus.
- 'Ordinary' people could understand the Bible if they had good teachers.
- The Bible shows how people should live: that is why people need to read it.
- English is good for translating the Bible.
- If the Church won't provide good teachers, then God can teach people directly. (Christians believe that God is invisible and everywhere and can 'speak' through the words of the Bible and to people's hearts and minds.)



William Tyndale's motives for translating the Bible:

Tyndale believed that people could have a relationship directly with God without the need for the church. From this basic belief flowed his drive to put the Bible into English and trust to the inspiration of God and good teachers for the ordinary man and woman to understand the Bible.

## 2. Who am I?

Create a 'Who am I?' book (see [www.makingbooks.com/whoami.shtml](http://www.makingbooks.com/whoami.shtml)) of the life of William Tyndale. This style of book selects four key pieces of information about a character. See **Who am I? template**. Ask the pupils to select their key pieces of information. With young pupils this is only a few words. The four pieces of information are written on the flaps (with support according to age). These are folded over in the correct order. They can be unfolded and the question 'Who am I?' asked after each unfolding. Finally the picture or name is revealed which is written or drawn on the centre square.

## 3. Captions

Alternatively, print the presentation **William Tyndale** as pictures for pupils to suggest their own captions. Younger pupils can use the **Story of William Tyndale**. The captions can be removed and muddled and sorted by the pupils.

Talk with the pupils concerning which picture they think is the most important and why. Only the most important picture can be starred. Pupils can choose different pictures if they are doing this individually on paper. If you are doing this as a class, vote for the most important picture and discuss reasons behind choices.

#### 4. Consequences of Tyndale's work

Make a paper chain of consequences.

- Many people after Tyndale used his work to translate the Bible into English.
- More people wanted to learn to read so that they could read the Bible.
- More schools were built.
- Reading the Bible – over a long period of time – led to changes in society. Many Christians wanted a kinder, fairer society. (See the work on **The Victorians** for details of this.)

#### Reflection

When can we show some of Tyndale's qualities?

### **The King James Bible 1611**

Explore the publication of the King James Bible as an important event in English history.

#### Introduction

Talk about how we celebrate important events. Bring in some balloons and share some party food.

Explain that this year is the 400<sup>th</sup> birthday of a very, very important book called the King James Bible.

#### Core material

##### 1. Explore the King James Bible using the presentation *Making Grandad's Bible (King James Bible)*

Use as much as is appropriate for the pupils.

- Show a King James Bible and explain that 400 years ago King James asked about 50 of the cleverest people in the country to translate the Bible into English. Because the Bible is very important for Christians, the translators took a long time over it and wrote the Bible in beautiful English. Most did not get any money for their work.
- Explain the word 'translation' by doing some instant translation. It does not matter what language is used. There were already some English Bibles, but this was to be a new translation.
- As the translators finished each part they read it out loud to each other so

that they could hear what it sounded like and check for mistakes. Finally the whole Bible was finished and it was ready to print.

- In those days, there were no computers with printers. The old printers used lots of separate letters to make up the sentences. To make a whole Bible they needed millions of letters! They divided up the jobs:



Caxton showing the First Specimen of His Printing to King Edward IV at the Almonry, Westminster. By Daniel Maclise

One person would put all the letters together to make the words on a page. Others would cover them with ink. The blank paper was placed on the printing press. The letter tray was placed in the press. The lever was pulled which pressed the paper onto ink-covered letters and the page 'printed'.

When the page was printed a 'reading boy' would read the page out loud. Others would listen and check for any mistakes.

- Pupils can enact this process with some letter printing sticks. Individual letter stamps are available on line. Alternatively improvise safe ways of using cut out letters to print.

One group put the letters together to make the word 'Jesus'.

The next group dab them with paint.

The next group print the word.

The rest read the word.

The final group check the word.

Imagine printing a whole Bible this way!

Show a King James Bible and how many words there are in it.

## 2. The influence of the Bible on language

Because everybody read the Bible in those days, the words of the Bible began to change how people spoke in English. It even began to change spelling. People used to spell words how they wanted, but they got used to seeing words spelt certain ways in the Bible and this influenced spelling. The Bible also influenced art and music, poetry and drama (see the separate **Art** and **Music** sections).

Example: Psalm 23:1-2

**Note:** Explore being a shepherd using role-play.

The English of the King James Bible sounds a little strange to us as it is the way English was spoken over 400 years ago. For example instead of saying 'lead' they used to say 'leadeth', instead of saying 'make' they said 'maketh'. Roll over the unusual words on **Making Grandad's Bible** to find out what they mean.

*The LORD is my shepherd; I shall not want.*

*He maketh me to lie down in green pastures: he leadeth me beside the still waters.*

*I shall not want* – I will not want for anything because I will be looked after

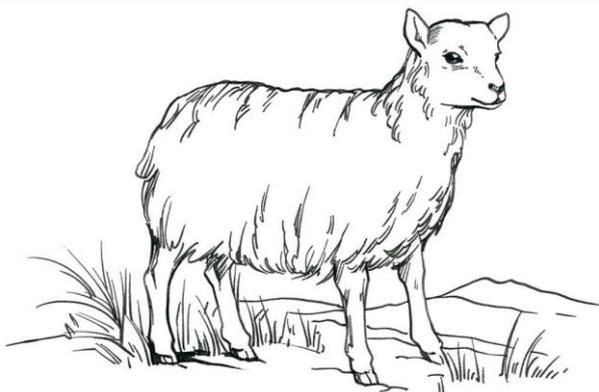
*Maketh* – makes

*Leadeth* – lead

*Pastures* – the old word for green fields

The words liken God to a good shepherd who looks after his sheep.

Christians often read this part of the Bible because it reminds them that God cares about



people and looks after them like a good shepherd looks after his sheep.

These words are sung as songs. You can hear it online at:

[www.psalmsinging.org/](http://www.psalmsinging.org/) Highland choir singing psalm 23

<http://nethymnal.org/html/m/lmysheph.htm>

Lyrics and audio of *The Lord is my Shepherd*

### 3. The influence of the Bible on society

The Bible began to change how people thought about the way they were ruled. Because they read about the Bible's teaching on fairness, kindness and love, many people began to want to change the country and make it a fairer place.

Let fairness roll like a river (paraphrased)  
(Amos 5:24)

Love your neighbour as you love yourself.  
(Matthew 22:39)

The Bible says that people and laws should be fair, and loving your neighbour stretched to all people as the parable of the Good Samaritan made clear. Over a long period of time, some Christians worked with others to change the laws to make life fairer. They worked in education and hospitals, they worked to change prisons, factories and housing. (See the section on **The Victorians** for more information about long-term change.)

## Reflection

Set up a domino rally. Push one domino and let the rest fall. People's actions can have an affect down the years. The work of Tyndale and the translators of the King James Bible affected British society for many years to come. We do not live on islands. What one person does affects others.

## *The Victorians: Children then and now*

### Introduction

What is life like now? Pupils create pictures of their life: toys, games, jobs they do at home, where they live and their school.

### Core material

- Explore different aspects of life for children in Victorian times and in the 21<sup>st</sup> century. How has life changed? Use the websites given at the end of this section.

School  
Work  
Education  
Play  
Housing  
Health

- Role-play the contrast in the lives between rich and poor.
- Create an imaginary Victorian child and decide on a name and background. Draw your character and write what their day may have been like.
- Explore the role Christians played in creating change in different aspects of children's lives (see the websites on the teacher notes page and those below). The presentation **famous Victorians** has pictures of some of the key figures.
- Create a book about life for children in Victorian times. Include Christians who helped to change children's lives. [www.makingbooks.com/whoami.shtml](http://www.makingbooks.com/whoami.shtml) Has a range of book making techniques



Joseph Rowntree

**Websites** (many with primary source material)

[www.thegrid.org.uk/learning/history/ks1-2/resources/units/index.shtml#5](http://www.thegrid.org.uk/learning/history/ks1-2/resources/units/index.shtml#5) Online resources for Hertfordshire schools

[www.raggedschoolmuseum.org.uk/nextgen/](http://www.raggedschoolmuseum.org.uk/nextgen/) A Museum which shows what life in Victorian times was like through roleplay, hands-on exhibits and talks

[www.hiddenlives.org.uk/](http://www.hiddenlives.org.uk/) A website about children in the care of the Children's Society in Victorian times

[www.bbc.co.uk/schools/primaryhistory/victorian\\_britain/](http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/) Extensive information about life and conditions for children in Victorian times, for pupils to use

**Reflection**

We have so much that we take for granted in terms of health and education, work and home. Think about the changes that have happened and what your life might have been like if you had lived 150 years ago. Write or say one thing you are thankful for.

