

History

The material in this section covers a wide age range, select from it as appropriate.

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 different language.

Core material

Explain that for many years the people of England did not have the Bible in English. People could be executed if they translated the Bible into English, although most people would agree now that it is a good thing to do. The presentation *The Bible in English* details the situation. Use as much as is applicable.

Select from the following activities:

William Tyndale is one example of someone who risked their life to translate the Bible into English.



1. Tell the story of William Tyndale

Use the presentation *William Tyndale*. Listen for the language of the 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. See *Tudor primary sources*.

The objections of Church leaders to the Bible in English:

- Fear of the Bible being in English, as it would mean loss of control by the Church and government, as only the leaders understood it and they told people what was in it.

- The leaders thought that ordinary people were too busy with everyday life to understand the Bible.
- Leaders feared people understanding the Bible in lots of different ways and feared them using the Bible to judge their church leaders.
- Many educated people did not consider English was an appropriate language for religion. It was fine for discussing the pigs but not God.
- Many believed that the Bible was too hard for ordinary people; educated church people were needed to help.

Tyndale's reply:

- People need the Bible in English to understand what it teaches about God and Jesus.
- Ordinary people – even ploughboys – could understand the Bible.
- The Bible shows how people should live and that is why people need to read it, even if the leaders are scared that people will become critical.
- Hebrew and Greek translate well into English. God made English!
- 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 to act as go-between.
- 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. Group work

In groups: Pupils read *The story of William Tyndale* and do the following:

- Highlight key moments and say why they are significant.
- Divide the story into six key events.
- Select pictures from the *William Tyndale* presentation to tell the story (these can be printed as handouts and cut up).
- Create extra pictures to cover Tyndale's motives for translating the Bible and the consequences of the Bible being translated into English.



3. The consequences of the Bible in English

Pupils can create a paper chain of consequences:

- Many people after Tyndale used his work to translate the Bible into English.
- This led to more Bibles.
- More people wanted to learn to read so that they could read the Bible.
- More books were printed as more people learned to read.
- More schools were built to teach people to read.
- Reading the Bible – over a long period of time – led to changes in society. Many Christians want 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 Bible in English

The history of the Bible in English: the road to the King James Bible

Introduction

Create a pathway display using sheets of paper. Place a King James Bible on the last

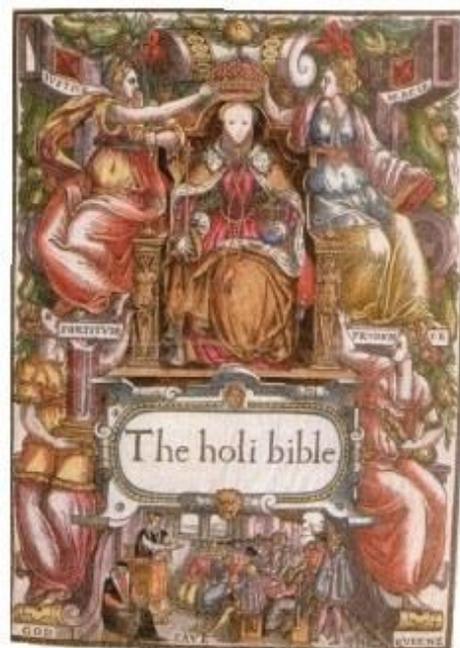
sheet. Explain that pupils will be looking at the events that led to the publication of the King James Bible. As work progresses information can be added to the 'stones'.

Core material

1. **Explore the history of the Bible in English:** Tracing a change over a period of time.

Explore the history of the Bible in English using the presentation **The Bible in English**.

If you want an example of how English changed and what Old English and Wycliffe's Middle English sounded like, look at the presentation **Changing English John 3:16** use the paper download. The presentation has audio.



2. Explore the Publication of the King James Bible

Use the presentation *Making the King James Bible*.

- Explain that in 1611 King James I of England (James VI of Scotland) asked a group of the best translators in the country to translate the Bible into English. There were already some English Bibles, but this was to be a new translation.
- About 50 men divided into six teams to translate the Bible. Each team took a part of the Bible to translate from Hebrew and Greek into English. The Bible is the sacred book of the Christians so the translators worked with great care, keeping close to the original manuscripts. They wanted their Bible to be accurate and also to read well. 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. To translate the whole Bible took over five years. Most translators were not paid and many are not remembered. They viewed the Bible as the most important book in the world and to be asked to work on it was a privilege. Their behaviour tells us something about how Christians view the Bible.

- Then the translation 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! There were different stages in the process:

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 the 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.



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

- In groups, pupils can enact this process with some letter printing sticks. Individual letter stamps are available on line. Alternatively pupils can improvise safe ways of using cut out letters to print. Print some of the words of the Psalm 23.

3. The influence of the King James Bible

This can be explored by looking in the following sections;

- The Influence of the King James Bible **Teacher notes**
- Art **Teacher notes**
- English **Teacher notes**
- Music **Teacher notes**
- Society (History) **Teacher notes**

The section on the Victorians deals with social change in detail.

4. Bible Trail

Using footprints and information pupils can set up a Bible trail showing the history of the Bible in English up to and including the King James Bible.

The influence of the King James Bible can be shown by sets of different coloured trails going in various directions (Art, Music, etc.) See the sections **History**, **Music** and **English** if you wish to do this.

Alternatively, create an overall outline of the history of the Bible in English using the flow diagram templates on the computer. Select key information in the overall story. Pupils should be able to justify their selection of information.

5. Look at primary sources

Although Henry VIII enacted a law putting an English Bible into churches, he soon panicked. He discovered ordinary people discussing the Bible in what he thought were unsuitable places (alehouses).

Look at the **Tudor primary sources** download.

What does the law and Henry's comment tell you:

- About Tudor society?
- About Henry's thinking?

Look at the objections to the Bible in English and Tyndale's responses. What do they tell you about:

- The church leaders?
- Tyndale?

6. Display

Create an interactive display with questions and answers devised by the pupils for other pupils to explore. Create a dial with an arrow that pupils can spin. In the sections of the dial place different questions about the history of

the Bible in English. Pupils should be able to find the answers somewhere on the display.

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 Book that inspired Victorian social change

This unit is a general one on the Victorians and how the Bible inspired social change. Teachers should choose from it according to age and ability.



Elizabeth Fry

Introduction

I do . . . because . . . Pass round a card and ask pupils to fill in the gaps. 'I play on my Xbox because I enjoy computer games.' 'I help look after my younger brother because he is only little and needs help.'

Core material

Explain that the class are going to be investigating the lives of some Victorian Christians and exploring why some behaved as they did. Choose from the following as appropriate:

1. Famous Victorian Christians

Introduce some Victorian Christians who worked for social change using the presentation *Famous Victorian Christians*.

2. Explore the work of one person or organization

Choose a person to explore as a class. There are a range of websites given in the teacher notes that include presentations and interactive websites. See also:

www.thegrid.org.uk/learning/history/ks1-2/resources/units/index.shtml#2 Online resources for Hertfordshire schools

www.nationalarchives.gov.uk/education/victorians.htm Information about the Victorians with lesson notes and activities. This site has plenty of material useful in the classroom.

In groups, pupils choose different people to investigate using a range of sources. See the websites in the teacher notes. Some of these include primary sources.

Make links between the people's actions and the Bible verses given in the download. For younger pupils, this may be only one or two verses in modern English.

3. Compare and contrast

Contrast that aspect of life in Victorian times with life now. Explore Christian involvement in making changes to Victorian life. For example: a child's life in Victorian England and a child's life now. See:

www.thegrid.org.uk/learning/history/ks1-2/resources/units/index.shtml#5

Show how things changed during the Victorian period and what fuelled the change

4. Newspapers

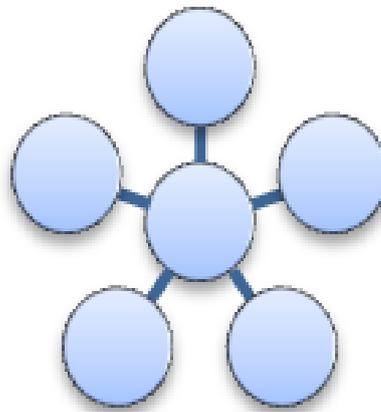
Create newspaper articles on an individual that will include their motivation. This can be done on the computer.

5. Board game

Create a board game where players move forward if they land on a movement for social change and they move back if they land on a description of bad conditions in any aspect of society in Victorian times.

6. Petal diagram

Create a petal diagram of different aspects of Victorian life and Christian involvement in social change in that area. Small versions of this can be done on the computer. Large versions can form a display.



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/say one thing you are thankful for.