



TEACHER'S PACK

For the teacher's use only





Teacher's pack

This teacher's pack is to be used at your own discretion. It is only supposed to serve as a set of guidelines for you to follow as loosely or strictly as you please. The worksheet section is how the sheet was originally planned to be used, please change it if you wish.

The two biographies of Becket and Henry

- The biographies cover the main events of their relationship. Obviously, there were many other key events that shaped their lives, but these did not necessarily play into the development of their relationship.
- Two events were arguably most important in the breakdown of their relationship: the Constitutions of Clarendon and the Coronation of the Young King. Should you so desire, you can include lessons on these although the biographies do not go into detail as they are quite complex. Please see below for a brief explanation.

The Constitutions of Clarendon, 1164

This was one of the major events that led to the fracturing of the relationship between Henry and Becket. New canon laws issued by popes that meant new courts were introduced. These courts were held by senior churchmen, sometimes in the presence of the pope in Rome. The courts handled all Church affairs and issues, thus taking away powers from the rulers of individual countries. For Henry II, it was the punishment of criminal clerks that frustrated him most. According to Richard Barber, it was the minor crimes that angered him particularly and these that he sought to control once again.¹ Such crimes had been tried in the king's court since Henry I, but it was only when his grandson Henry II decided to write these crimes into laws that the issue came to a head. These written laws were known as the Constitutions of Clarendon. Henry called an assembly of all leading statesmen and clerics to come and swear an oath to accept these new customs. It was not until the pope and cardinals ordered Becket and the bishops to accept these new laws that they submitted to Henry's constitutions. Despite Becket's original acceptance of those laws, it did not take long before he began disregarding them. It was Becket's reluctance to follow the new constitutions that caused the biggest rift between the archbishop and the king. Henry began to get angry at Becket once again, so much so that Becket fled to Flanders to escape Henry's attempts to strip him of his office.

¹ Richard Barber, *Henry II: A Prince Among Princes* (London: Penguin, 2015), pp. 44-45.

For a translated version of the constitutions, please follow this link:

<https://sourcebooks.fordham.edu/source/cclarendon.asp>.

The coronation of Henry the Young King, and Becket's reaction

Henry ascended to the throne amid a civil war. He knew the importance of securing a strong hold over the country to ensure the survival of his dynasty. The French monarchy used a succession system which was quite different to the English. Although it was still the eldest son that ascended to the throne upon the king's death, they were crowned king while their father was still alive. Although this meant that there were two kings, the father still held all the power but could designate lands for the new 'young king' to rule. If the kingdom was to erupt into civil war, there would still be a royalist focus even if the 'old king' died. Having seen the kingdom split by wars like this throughout his childhood, Henry was keen to avoid this happening again. To this end, Henry crowned his eldest surviving son, also called Henry, as the 'Young King'. The coronation was attended by all the leading bishops in the realm, with the notable absence of one, Thomas Becket, who was in exile.² For a coronation to hold any legitimacy, the archbishop of Canterbury usually had to hold the service, or at least be present to give his assent but Becket was still in exile in June 1170. Upon his return in early December, Becket angered the king yet again by excommunicating the bishops that had led the coronation. With the Young King's coronation on the verge of being null and void, Henry flew into a rage, leading to those infamous words which the knights took rather too seriously.

The miracle window research pack

This pack should be the main focus of the children's lessons. Included in this pack are various explanations of why the windows are located where they are, how they were used for the pilgrim's benefit, and information on the miracles that they will be using for their storyboards.

Should you wish, the first sections focusing on the history of the windows can be turned into whole lessons. It would be helpful if the children had a lesson on pilgrimage. The pack does include an overview of the pilgrim's route through the cathedral. This is a helpful guide for those who have not visited the cathedral and it shows how the route has changed since the twelfth century.

There are also pictures of certain panels on other miracle windows in the Trinity Chapel. This gives the children more context. One picture focuses on the clothing that some of the pilgrims wore, which can be used as a template. When they are using this pack, it is important for them to think of the colours used in the miracle windows, and how these colours can be used in their own work to the greatest effect.

The final section contains the miracles which they will use in their storyboards. The children will need to understand each miracle for their own work. The miracles are laid out in bullet point form. In this style, it should save any confusion over what each miracle is about, who is featured in the window, and how they were cured. These bullet points will be closely linked to some of the tasks in the worksheet. Preferably, the miracle window research pack

² Matthew Strickland, *Henry the Young King, 1155-1183* (New Haven: Yale University Press, 2016), pp. 84-94.

should not be used when answering the questions at the beginning of the worksheet as it is aimed at testing the children's knowledge to show they have understood the miracle stories.

The worksheet

This worksheet is a guide to use at your discretion.

- The worksheet is to be completed during the final few lessons of the project in class.
- The beginning few pages are meant to guide the children's understanding of the research pack. This includes where the parts of the cathedral are located, which miracles are in which panels, and where the hometowns of the miracle recipients are located.
- The project is focused on the children's storyboards. For the Becket and Henry drawings, they are firstly to draw them in a realistic manner, using the images and biographies of the two men. They can then draw the two men in their final storyboard format. Design ideas for these are listed below.
 - Styled on the windows themselves so the windows 'come to life' in the final animations
 - A typical comic book style, like Marvel comics etc.
 - A caricatured version of their realistic drawings, emphasising the aspects they think are the most important for each character/miracle.
- Where the children need to explain the reasons for their work, there are no wrong answers. It is a tool for them to get a deeper understanding of their own work, as well as the medieval world.

The answers

Please find below screenshots of the worksheet with answers filled out for those tasks where answers can be wrong.

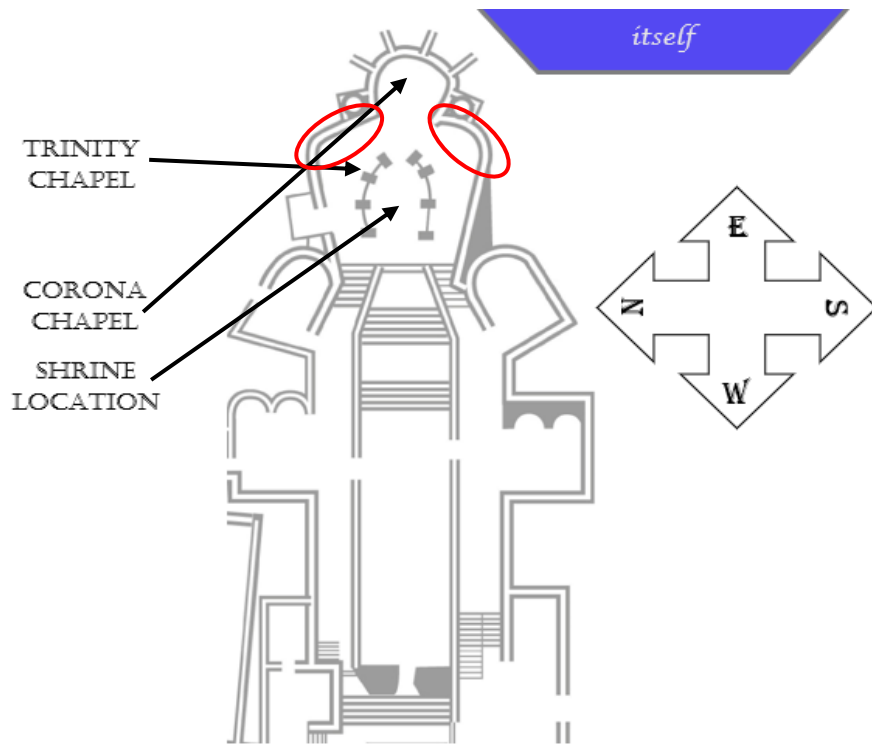


Figure 1: A plan of Canterbury Cathedral's eastern end. Picture taken from: https://www.canterbury-cathedral.org/wp-content/uploads/2012/06/readingroom_map.jpg, accessed 06/04/2021.

Task 1: Using the labels next to the picture, draw arrows to the correct areas.

Task 2: Using the compass next to the picture, can you mark the areas where you think the windows are located?

Figure 1: The answers to both Task 1 and Task 2.
Task 2 is answered using the circles over the areas where the miracle windows are found.

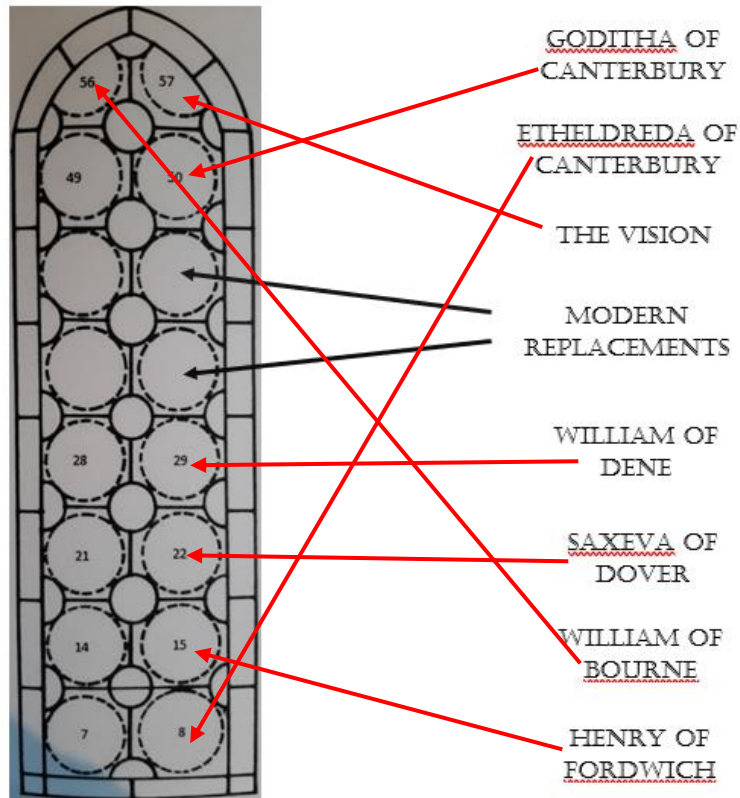


Figure 2: The answers to Task 3. These answers are drawn in a different colour to the arrows pointing out the modern replacement windows for clarification.

Task 4: Can you mark on the map the hometowns of those Kentish folk who received miracles in the windows?



Figure 3: Map of Kent with key towns and cities. Each person that received a miracle had a hometown, some of which are not marked on this map. Image taken from: <https://static.canterbury-cathedral.org/cathedral/main/top/2011/06/Kent-map.png>, accessed 06/04/2021.

Figure 3: The home towns of the miracle recipients are circled. Those areas where there are more than one recipient are circled in a thicker line.

The drawings

The rest of the worksheet is work dedicated to work on the storyboards themselves. Here the children can truly explore their creative abilities, using just a few pointers along the way to establish a deeper understanding of the medieval world and its people.

- The first boxes are dedicated to drawing Becket and Henry. Here they are to draw the two main characters in a 'realistic' manner. This has been included so they get a deeper understanding of the two figures, and their significance in the medieval world. Further pointers for how they complete this are found below.
 - They can use the biographies of the two men here, picking out important aspects of their features/lives to include in their drawings.
 - Included below the biographies are some pictures. These can be used as reference images that they can style their own drawings on.
 - The children can look at these images, and if they contain any handheld accessories these can be additional focal points within their work.
- Below these two 'realistic' drawings there is some space for a written piece of work. Here, the idea is that they collate all their understanding of the two men so far and write down why they drew them in such a manner. This enhances their connection with the men, Becket in particular, before they move onto the storyboards. To this end, when they finally get to finishing their stories, they can place themselves in Becket's shoes, and really make the character their own with enhanced character traits.
- If you so desire, they can work in groups to begin with to draw some preliminary images of these figures. However, the final images included in the worksheet must be completed by themselves. The same is also true of the written work.

Following the 'realistic' drawings, the focus switches to the final construction of their storyboards. Please find further pointers below.

- There is a written task next in which they must list as many jobs that peasants may have had in the middle ages. The box below allows them to draw any tools/accessories that they believe medieval peasants may have had. These two tasks here are meant to engage their understanding of the types of people represented within the windows. Much the same as above with Becket and Henry, it also allows them to become further engaged with the recipients.
- As the worksheet shows, the children must next draw each character in their chosen style. The boxes are labelled, so they can use the miracle window research pack to pick out defining features of the pilgrims' ailments and think about how these are represented in the windows, and how they will show them in their own work.
- The children can now begin work on their final storyboards. They need to think about the style of their drawings, and how these might look once they are animated later in the year. Some of the styles they can draw the boards in can include:
 - Typical comic style: Marvel comics, DC comics etc.
 - A caricatured style: over-emphasis on certain features such as the headwear, Henry's 'bulky' build, Becket's height, hair colour, etc.

- Stained glass: this might be the style that would look best in the animations. Using the images of the miracle windows, the children could copy this style into their storyboards so once it is animated, it looks like the windows have 'come to life'.

It is now time for them to complete their storyboards. Using all the worksheet tasks and their research packs, they are now ready to begin work on their final products. It should be sufficient to have between 4-8 boxes for their storyboards, so that each miracle is like an 'episode' in a TV series.

We very much hope your pupils will enjoy this project.

Further reading and additional research tools

'Thomas Becket and Henry II', *BBC Bitesize*:

<https://www.bbc.co.uk/bitesize/guides/zw3wxnb/revision/1>

'Thomas Becket and Henry II', *Weebly KS3 History Help*, (useful bullet points of key events and revision questions): <https://ks3historyhelp.weebly.com/thomas-becket-and-henry-ii.html>

'Henry II History Lessons, Worksheets and Resources', *SchoolHistory*, (contains additional worksheets on a variety of topics relating to Becket, Henry and the wider twelfth century): <https://schoolhistory.co.uk/medieval/henry-ii/>

'Canterbury Cathedral', *SchoolHistory*, (contains many key facts and dates to do with the cathedral throughout history): <https://schoolhistory.co.uk/notes/canterbury-cathedral/>

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