

## Lesson 3 Teacher Notes

Please read these notes in conjunction with the lesson plan and resources. They explain the underlying principles of the lesson and suggest approaches to teaching the material.

Key concepts: saint, martyr, pilgrimage, cathedral, architecture, Romanesque, Gothic

Element	Activity	Evidence of Learning
PPT 1-2: Bell work - Who can be a saint?	In the back of exercise/rough books, students name as many saints as they can. Stretch: why have they become saints?	Engaging and challenging starter to get students thinking about what saints are and how they have become saints. The stretch task can be discussed as a class to create a profile of the key characteristics of saints
PPT 3-4: Intro	Teacher introduce students to the second enquiry question.	
PPT 5: Think, pair, share – Starter: Initial judgement	Students will make an initial judgement on whether Thomas Becket deserves to be a saint in pairs and then share ideas with class.	This links back to the prior learning students have already done in lesson 1 and 2, allowing students to reflect on previous learning. Students could focus upon Thomas' defence of the Church and violent death while praying in his cathedral.
Slides 6 -7: Teacher talk and Main Activity 1 - Canterbury pilgrims	Teacher talk to introduce the start of the Becket cult. Then, either the teacher reads out a simplified version of the prologue of Chaucer's Canterbury tales. Or, the text could be given out to pairs of students.  After reading about the pilgrims, students will create a spider diagram of what facilities pilgrims would need when they arrived in Canterbury.	Teacher talk and activity introduce the idea there are many similarities between the pilgrims of medieval England and tourists today (need for accommodation, entertainment, food and drink, to 'fuel' their transport, places to spend time etc).  Chaucer's Canterbury Tales is one of the great works of English Literature and was first published in 1387. Students should be encouraged to engage with the 'think' bubbles on the text. It is not necessary to understand every word to get into the text. Encourage students to relish

	Think: How did Canterbury benefit from Pilgrims visiting?	the puzzle of working things out. By the end of this task students should know that lots of pilgrims brought money, vibrancy, status etc to Canterbury.
PPT 8-9: Teacher talk - How could York compete with Canterbury?	Teacher talk on how York gained its own saint to encourage pilgrims to visit the city and cathedral to reap the same benefits as Canterbury. Remind students of the great rivalry between York and Canterbury as context to this section.	Students will learn of the wider context of York Minster's history in relation to that of Canterbury. (Refer to the Key Context in the Further Resources section of this education resource for more details if desired.)
PPT 10-14: Main Activity 2 - Building York Minster	Students quickly sketch York Minster as they think it would have looked like before it was rebuilt, and after it was built in the Gothic style we see today.  Stretch: students will think how Thomas Becket's death was connected to this change.	This activity is designed to secure the basic difference between the Romanesque and the Gothic. Quick sketches are the key. Slide 11 is an artists' reconstruction from the fragments of archaeology that survive, but a key point to make is that we have <i>no surviving images</i> of the old York Minster from its own time. Discuss how Becket's death is connected to this change. His canonisation (1173), and the benefits it brought to Canterbury, led to a spike in the York-Canterbury rivalry that encouraged York to acquire a saint and build a bigger Minster in the Gothic style.
PPT 15: Plenary	Students reflect on the enquiry question: How did Becket's death increase the rivalry between York and Canterbury? Students could write a short paragraph explaining the difference between the	Consolidates learning and returns to the enquiry question.

	<p>Romanesque and the Gothic style, and explains how the spike in rivalry following the canonisation of Becket encouraged increasing competition between the two archiepiscopal cathedrals.</p> <p>They could work from the point of view of a modern cathedral guide for either York or Canterbury: York answers might include for e.g. to accommodate St William of York's shrine, to match Canterbury's size, to modernise, to be more attractive to pilgrims benefitting both the cathedral and the city.)</p>	
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