

9-12 Anne Boleyn

Was Anne Boleyn innocent?



"Near contemporary painting of Anne Boleyn at Hever Castl.", c. 1550.
<https://thetudortravelguide.com/2019/09/21/hever-castle/>.

Supporting Questions

1. Why did it take so long for Henry and Anne to marry?
2. Did Anne commit adultery and treason?
3. Was Anne Boleyn framed?

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Compelling Question?

Content Angle and Standards	<p>D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p>D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>
Staging the Compelling Question	Assess whether Anne Boleyn was guilty as charged of adultery, incest, and treason, or whether she was an innocent victim framed to clear the way for her husband to remarry.

Supporting Question 1
Why did it take so long for Henry and Anne to marry?
Formative Performance Task
Draw a timeline of Anne and Henry's relationship, beginning with their first meeting and concluding with her execution
Featured Sources
<p>Source A: A letter from Henry to Anne 1527</p> <p>Source B: A letter from Henry to Anne 1528</p>

Supporting Question 2
Was Anne Boleyn guilty of adultery and treason?
Formative Performance Task
Write a 5 minute speech as a lawyer trying to convince the jury of Anne's guilt
Featured Sources
<p>Source A: The Middlesex Indictment against Queen Anne Boleyn</p> <p>Source B: Description of the alleged torture of Mark Smeaton from The Spanish Chronicle</p>

Supporting Question 3
Was Anne Boleyn framed?
Formative Performance Task
Write a letter to King Henry VIII persuading him of Anne's innocence
Featured Sources
<p>Source A: Letter to Henry VIII from Thomas Cramner, Archbishop of Canterbury</p> <p>Source B: Speech made by Anne Boleyn at her trial in May 1536</p>

	<p>Source C: An alleged statement made by Queen Anne Boleyn to Henry Norris in 1536</p>	<p>Source C: A letter sent by Spanish Ambassador Eustace Chapuyus relaying intel from Queen Anne's lady-in-waiting detailing her last confession (19th May 1536). Source D: An excerpt from "Inside The Tudor Court" by Lauren Mackay Source E: A quote from Alison Weir's The Lady in the Tower</p>
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<p>Summative Performance Task</p>	<p>ARGUMENT: [<i>Was Anne Boleyn Innocent</i>] Construct an argument (e.g., detailed outline, poster, essay) that evaluates Anne's innocence, using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>EXTENSION. Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND The way women were treated in the past often times persists into the present in how we teach about it or in societal norms that have not changed. Students can examine the way that this issue is addressed in textbooks and standards, as well as exploring the ways that the issues at play are still relevant.</p> <p>ASSESS Students should consider <i>what should be done</i> today to correct either the portrayal of women from this period in history or the issues at play?</p> <p>ACT Students could take informed action in one of the following ways:</p> <ol style="list-style-type: none"> 1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor. 2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history. 3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause. 4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.

**Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

Overview

Inquiry Description

This inquiry leads students through an investigation of the lead up to the execution of Queen Anne Boleyn of England, the first British Queen to be executed. It requires students to examine primary sources from the time, as well as secondary scholarship to investigate evidence of Anne's guilt or innocence, and make an informed decision about whether they believe that she was guilty as charged or whether she was framed in order to clear the path for King Henry VIII to take a new wife.

It is important to note that this inquiry requires prerequisite knowledge of the Tudor period, namely the reign of King Henry VIII and the view of women in this period. The concept of virginity is especially important for this period, as well as an understanding of the patriarchal nature of leadership in this era and why it was deemed so essential that a King had a male heir. Some knowledge of the nature of the Christian Church in sixteenth century Europe would also be helpful, as well as the concept of divine right of kings and biblical proscriptions for marriage. It may also be pertinent to examine how the history of the Tudor dynasty (for example, the War of the Roses) contributed to anxiety about a lack of male heir, and to what extent women were held responsible for any reproductive issues.

Note: This inquiry is expected to take two class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question, students are first asked to examine two primary sources sent between Anne and Henry VIII before their marriage. This will allow them to analyze the change in this relationship over time, and make a judgement on future accusations that the marriage was the result of deceit rather than genuine love and affection. It will allow students to consider why it took Henry and Anne so long to marry, what they expected of each other, and what they offered each other before and after marriage.

Secondly, students must consider the judgement of the Tudor courts – that Anne was guilty of adultery, incest, and treason. Students will be asked to examine primary sources which explain the events surrounding Anne's trial and execution, and to make an informed assessment of whether these sources prove or at least suggest her guilt.

Thirdly, students will be asked to consider the opposite opinion – that Anne was innocent of the accused crimes, and that she was framed by Henry VIII and his council because he blamed Anne for his lack of male issue and had fallen in love with another woman, Jane Seymour.

After considering all of the sources, students will be asked to weigh up the evidence and explain whether or not they think Anne was guilty or innocent, justifying their opinion with the evidence from the sources.

Staging the Compelling Question

In staging the compelling question, it may be useful to start with an introduction to the Tudor period as a whole. Teachers could start by showing students a picture of Henry VIII and ask if they know who he is and if so what they know about him/associate with him, and what their opinion of him is. Then, the same could be done for Anne Boleyn.

Additional resources for an introduction to the Tudors:

- Professor Suzannah Lipscomb, Not Just The Tudors Podcast, Henry VIII: Defender of the Faith? https://open.spotify.com/episode/6Ak56dtqLotvanat5ifRkM?si=miPxsF9RQLa5B7rMGN5jEw&dl_branch=1
- Dan Snow's History Hit, The Tudors https://open.spotify.com/episode/5WXARj3aGZf0xh3bZ4psCJ?si=Nzb0JzuPTj2Xl8JC0w8ZQO&dl_branch=1
- History Extra Podcast, The Importance of the Tudors. https://open.spotify.com/episode/7HIEu25BfrzcCTZ8ebvVLY?si=E3llgrDYSbSW52klV1aArw&dl_branch=1
- History vs Henry VIII – Mark Robinson and Alex Gendler. <https://www.youtube.com/watch?v=xdZcgAss92w>
- Who Were the Tudors? Explained in 10 Minutes. <https://www.youtube.com/watch?v=XODjbgZi9yE>
- English Heritage, What Was Life Like Episode 11: Meet King Henry VIII <https://www.youtube.com/watch?v=X1ZKbFz7558&list=PLx2QMoa1Th9fVTsHjpl31Vxtiv5709Vwc&index=2>
- Terrifying Tudors by Horrible Histories (BOOK)
- [BBC Bitesized Tudor and Stuarts Classroom Videos](https://www.bbc.co.uk/bitesize/topics/zsgkwmn/resources/1). <https://www.bbc.co.uk/bitesize/topics/zsgkwmn/resources/1>
- Henry VIII: Renaissance Prince or terrible Tudor? Who was the real Henry VIII? Hampton Court Palace. <https://www.hevercastle.co.uk/visit/hever-castle/timelines/anne-boleyn-timeline/>

Supporting Question 1: Why did it take Henry and Anne so long to marry?

Before students can decide on Anne's innocence, they must know who she was and how she came to be on trial for adultery and treason. Thus, students must be made aware of the general story of Anne and Henry's relationship, beginning with his marriage to Katherine of Aragon and Anne's childhood and life in France, their first meeting, their long courtship, and her reign as Queen.

The first supporting question is why did it take Henry and Anne so long to marry? This is an important question because it proves the huge effort that Henry went to in order to be able to call Anne his wife. Not only did this cost him his marriage to his first wife and many of his close friends and advisors, it also permanently changed England forever by breaking with the Roman Catholic Church and alienating Henry's allies in Europe. It also highlights Anne's bravery and strength of will in refusing to become Henry's mistress and emphasizes to students why her actions were so revolutionary at the time.

The formative task is to draw up a timeline of Anne and Henry's relationship, beginning with their first meeting and

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concluding with her execution using the sources and additional resources.

Additional resources

- Katherine of Aragon: Henry VIII's most devoted wife and queen? Hampton Court Palace <https://www.hrp.org.uk/hampton-court-palace/history-and-stories/katherine-of-aragon/#gs.8nkc0r>
- When Henry VIII Fell In Love With Anne Boleyn | The Lovers Who Changed History. Timeline World History Documentaries <https://www.youtube.com/watch?v=N0a16QWV97s>
- Dramatic Facts About The Life of Anne Boleyn. Weird History. <https://www.youtube.com/watch?v=6Dv1uAKCEKE>
- Anne Boleyn - The Obsession of Henry VIII Documentary. The People Profiles. <https://www.youtube.com/watch?v=I99wQkhnvvc>
- Anne Boleyn timeline. Hever Castle. Available: <https://www.hevercastle.co.uk/visit/hever-castle/timelines/anne-boleyn-timeline/>

The scaffolds and other materials may be used to support students as they work with sources include a partner who may observe different details from them, and any devices that may help them understand or research words in the images they do not know.

The following sources were selected to show the love and affection that existed between Henry and Anne in the early years of their relationship and encourage students to consider what Henry wanted from Anne, what he was offering in return, and what the sources reveal of the nature of their early relationship.

- **Featured Source A:** Letter from Henry VIII to Anne Boleyn after she returned to Hever Castle, Kent (c.May 1527)

‘...I have put myself into great agony...beseeching you earnestly to let me know expressly your whole mind as to the love between us two. It is absolutely necessary for me to obtain this answer, having been for above a whole year stricken with the dart of love, and not yet sure whether I shall fail of finding a place in your heart and affection, which last point has prevented me for some time past from calling you my mistress; because, if you only love me with an ordinary love, that name is not suitable for you, because it denotes a singular love, which is far from common. But if you please to do the office of a true loyal mistress and friend, and to give up yourself body and heart to me, who will be, and have been, your most loyal servant, (if your rigour does not forbid me) I promise you that not only the name shall be given you, but also that I will take you for my only mistress, casting off all others besides you out of my thoughts and affections, and serve you only. I beseech you to give an entire answer to this my rude letter, that I may know on what and how far I may depend. And if it does not please you to answer me in writing, appoint some place where I may have it by word of mouth, and I will go thither with all my heart. No more, for fear of tiring you. Written by the hand of him who would willingly remain yours, H. R’

“Love Letter 1”, *The Anne Boleyn Files*. Available:

<https://www.theanneboleynfiles.com/resources/anne-boleyn-words/henry-viiis-loveletters-to-anne-boleyn/love-letter-1/>

- **Featured Source B:** Letter from Henry VIII to Anne Boleyn (August 1528)

‘Mine own sweetheart...I ensure you methinketh the time longer since our departing now last, than I was wont to do a whole fortnight. I think your kindness and my fervency of love auserh it ; for, otherwise, I would not have thought it possible that for so little a while it should have grieved me. But now that I am coming towards you, methinketh my pains behalfe removed ; and also I am right well comforted in so much that my book maketh substantially for my matter; in looking whereof I have spent above four hours this day, which causeth me now to write the shorter letter to you at this time, because of some pain in my head; wishing myself (especially an evening) in my sweethearts arms, whose pretty dukkys (breasts) I trust shortly to kiss. Written by the hand of him that was, is, and shall be yours by his own will, H.R.’

Rebecca Larson, ‘Love Letters from Henry VIII to Anne Boleyn’. *Tudors Dynasty*. Available:

<https://tudorsdynasty.com/love-letter-henry-anne/>

Supporting Question 2: Was Anne Boleyn guilty of adultery and treason?

The second supporting question is “Was Anne Boleyn guilty of adultery and treason?” This is an important question as it is a question that continues to divide Tudor historians, and the various answers have affected Anne’s reputation before and since her death. This question requires students to consider the validity of evidence and dig deep to convey the motive behind certain actions and testimonies. It also allows them to see how certain events or sources may be interpreted differently with the benefit of historical hindsight than it was by contemporaries of the source.

The formative task is that students pretend that they are the lawyer tasked with proving Anne’s guilt in court. They should prepare a 5-minute speech citing evidence of her guilt in order to persuade the jury that she must be condemned.

The scaffolds and other materials may be used to support students as they work with sources include a partner who may observe different details from them, and any devices that may help them understand or research words in the images they do not know.

The following sources were selected to show the evidence that was used against Anne at the time of her trial, and to show the variety of offences she was accused of. These sources collectively represent the evidence that was used to convict Anne of adultery, incest, and treason, and condemn her to death. Thus, these sources are intended to give students an insight into the legal process that condemned Anne, while also asking them to make their own judgement on the evidence present and assess whether they would have passed the same judgement. It also requires students to

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evaluate the usefulness of certain sources – for example, can second-hand statements, or confessions given under torture be considered sound evidence?

- **Featured Source A** is...The Middlesex Indictment against Queen Anne Boleyn (10th May 1536).

“Indictment found at Westminster on Wednesday next after three weeks of Easter, 28 Hen. VIII...

Queen Anne has been the wife of Henry VIII. for three years and more, she, despising her marriage, and entertaining malice against the King, and following daily her frail and carnal lust, did falsely and traitorously procure by base conversations and kisses, touchings, gifts, and other infamous incitations, divers of the King’s daily and familiar servants to be her adulterers and concubines, so that several of the King’s servants yielded to her vile provocations; viz., on 6th Oct. 25 Hen. VIII., at Westminster, and divers days before and after, she procured, by sweet words, kisses, touches, and otherwise, Hen. Noreys, of Westminster, gentle man of the privy chamber, to violate her, by reason whereof he did so at Westminster on the 12th Oct. 25 Hen. VIII.; and they had illicit intercourse at various other times, both before and after, sometimes by his procurement, and sometimes by that of the Queen.

Also the Queen, 2 Nov. 27 Hen. VIII. and several times before and after, at Westminster, procured and incited her own natural brother, Geo. Boleyn, lord Rocheford, gentleman of the privy chamber, to violate her, alluring him with her tongue in the said George’s mouth, and the said George’s tongue in hers, and also with kisses, presents, and jewels; whereby he, despising the commands of God, and all human laws, 5 Nov. 27 Hen. VIII., violated and carnally knew the said Queen, his own sister, at Westminster; which he also did on divers other days before and after at the same place, sometimes by his own procurement and sometimes by the Queen’s.

Also the Queen, 3 Dec. 25 Hen. VIII., and divers days before and after, at Westminster, procured one Will. Bryerton, late of Westminster, gentleman of the privy chamber, to violate her, whereby he did so on 8 Dec. 25 Hen. VIII., at Hampton Court, in the parish of Lytel Hampton, and on several other days before and after, sometimes by his own procurement and sometimes by the Queen’s.

Also the Queen, 8 May 26 Hen. VIII., and at other times before and since, procured Sir Fras. Weston, of Westminster, gentleman of the privy chamber, &c., whereby he did so on the 20 May, &c. Also the Queen, 12 April 26 Hen. VIII., and divers days before and since, at Westminster, procured Mark Smeton, groom of the privy chamber, to violate her, whereby he did so at Westminster, 26 April 27 Hen. VIII.

Moreover, the said lord Rocheford, Norreys, Bryerton, Weston, and Smeton, being thus inflamed with carnal love of the Queen, and having become very jealous of each other, gave her secret gifts and pledges while carrying on this illicit intercourse; and the Queen, on her part, could not endure any of them to converse with any other woman, without showing great displeasure; and on the 27 Nov. 27 Hen. VIII., and other days before and after, at Westminster, she gave them great gifts to encourage them in their crimes.

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And further the said Queen and these other traitors, 31 Oct. 27 Hen. VIII., at Westminster, conspired the death and destruction of the King, the Queen often saying she would marry one of them as soon as the King died, and affirming that she would never love the King in her heart. And the King having a short time since become aware of the said abominable crimes and treasons against himself, took such inward displeasure and heaviness, especially from his said Queen's malice and adultery, that certain harms and perils have befallen his royal body.

And thus the said Queen and the other traitors aforesaid have committed their treasons in contempt of the Crown, and of the issue and heirs of the said King and Queen."

'10 May 1536 - The Middlesex Indictment', The Anne Boleyn Files. Available:
<https://www.theanneboleynfiles.com/10-may-1536-the-middlesex-indictment/>.

- **Featured Source B** is ... Description of the alleged torture of Mark Smeaton, one of those accused of being Anne's lover. Taken from The Spanish Chronicle (30th April 1586).

[Cromwell] called two stout young fellows of his, and asked for a rope and a cudgel, and ordered them to put the rope, which was full of knots, round Mark's head, and twisted it with the cudgel until Mark cried out, "Sir Secretary, no more, I will tell the truth," and then he said, "The Queen gave me the money." "Ah, Mark," said Cromwell, "I know the Queen gave you a hundred nobles, but what you have bought has cost over a thousand, and that is a great gift even for a Queen to a servant of low degree such as you. If you do not tell me all the truth I swear by the life of the King I will torture you till you do." Mark replied, "Sir, I tell you truly that she gave it to me." Then Cromwell ordered him a few more twists of the cord, and poor Mark, overcome by the torment, cried out, "No more, Sir, I will tell you everything that has happened." And then he confessed all, and told everything as we have related it, and how it came to pass."

'Mark Smeaton with the Marmalade in the Cupboard', The Anne Boleyn Files. Available:
<https://www.theanneboleynfiles.com/mark-smeaton-with-the-marmalade-in-the-cupboard/>

- **Featured Source C** is an alleged statement made by Queen Anne Boleyn to Henry Norris, one of the men later accused of being her lover (c.2nd May 1536). p151

'You look for dead man's shoes for if aught should come to the King but good, you would look to have me.'

Alison Weir (2010). The Lady in the Tower: The Fall of Anne Boleyn. London: Vintage, p151

Supporting Question 3: Was Anne Boleyn framed?

The third supporting question is: “Was Anne Boleyn innocent of her crimes, but framed so that her conviction was guaranteed?” This is important because it asks students to consider the other side of Anne case and look for evidence of her innocence rather than her guilt. Anne’s innocence has been increasingly argued by Tudor historians who believe that the evidence suggests that Anne was framed by Henry or his advisors so that he could marry his third wife, Jane Seymour. This task asks students to consider the sources and decide whether they attribute any truth to this view, or whether they believe that Anne was rightfully convicted.

The formative task is to have the students write a letter addressed to King Henry VIII beseeching His Majesty to spare Anne, and convincing him of her innocence, using evidence from the sources and any of the additional resources.

Further additional resources

- Anne Boleyn Special 1: Life and Afterlives, Not Just the Tudors Podcast. Available: <https://podfollow.com/not-just-the-tudors/episode/995d2a29ac735375a98d7e321ee855bae8ab96da/view>
- The Fall of Anne Boleyn: A Countdown. <https://www.thefallofanneboleyn.com/>
- The Fall of Anne Boleyn. Channel 5 documentary. <https://www.channel5.com/show/the-fall-of-anne-boleyn/>
- Alison Weir (2010). *The Lady in the Tower: The Fall of Anne Boleyn*. London: Vintage

The scaffolds and other materials may be used to support students as they work with sources include a partner who may observe different details from them, and any devices that may help them understand or research words in the images they do not know.

The following sources were selected to put Anne’s voice back in the narrative of her life, to show the surprising variety of people who supported her, and to highlight some of the reasons that many believe she was wrongfully condemned.

- **Featured Source A** is Letter to Henry VIII from Thomas Cramner, Archbishop of Canterbury (3 May 1536).

“If what has been reported openly of the Queen be true, it is only to her dishonour, not yours. My mind is clean amazed, for I never had better opinion of a woman, but I think your Highness would not have gone so far if she had not been culpable. Next unto your Grace, I was most bound unto her of all creatures living, which her kindness bindeth me unto, and therefore beg that I may with your Grace’s favour wish and pray or her, that she may declare herself inculpable and innocent.’

Alison Weir (2010). The Lady in the Tower: The Fall of Anne Boleyn. London: Vintage, p187-8

- **Featured Source B** is a Speech made by Anne Boleyn at her trial for adultery and treason (15th May 1536).



“My lords, I will not say your sentence is unjust...I am willing to believe that you have sufficient reasons for what you have done; but then they must be other than those which have been produced in court, for I am clear of all the offences which you then laid to my charge. I have ever been a faithful wife to the King, though I do not say I have always shown him that humility which his goodness to me, and the honours to which he raised me, merited. I confess I have had jealous fancies and suspicions of him, which I had not discretion enough, and wisdom, to conceal at all times. But God knows, and is my witness, that I have not sinned against him in any other way....As for my brother and those others who are unjustly condemned, I would willingly suffer many deaths to deliver them, but since I see it so pleases the King, I shall willingly accompany them in death, with this assurance, that I shall lead an endless life with them in peace and joy, where I will pray to God for the King and for you, my lords.’

Alison Weir (2010). The Lady in the Tower: The Fall of Anne Boleyn. London: Vintage, p279.

- **Featured Source C** is a letter sent by Spanish Ambassador Eustace Chapuyus relaying intel from Queen Anne’s lady-in-waiting detailing her last confession (19th May 1536).

‘The lady who had charge of her has sent to tell me in great secrecy, that the Concubine, before and after receiving the Sacrament, affirmed to her, on the damnation of her soul, that she had never offended with her body against the King.’

Alison Weir (2010). The Lady in the Tower: The Fall of Anne Boleyn. London: Vintage, p320.

- **Featured source D** is an excerpt from “Inside The Tudor Court” by Lauren Mackay, including a quote from Eustace Chapyus on his thoughts of his old enemy, Queen Anne Boleyn (location 4044)

“His last description of her testifies to the sort of woman Anne was. Beyond the divorce drama, the jealous squabbles and the treatment of Mary, Anne was in Chapuys’ eyes an innocent woman. His words are heartfelt in their admiration: No one ever shewed more courage or greater readiness to meet death than she did, having, as the report goes, begged and solicited those under whose keeping she was to hasten the execution. When orders came from the King to have it delayed until to-day, she seemed sorry, and begged and entreated the governor of the Tower for God’s sake, to go to the King, and beg of him that, since she was well disposed and prepared for death, she should be despatched immediately.”

Lauren Mackay (2014). Inside the Tudor Court: Henry VIII and His Six Wives Through the Writings of the Spanish Ambassador Eustace Chapuys, Amberley Publishing, Kindle Edition, location 4044.

- **Featured source E** is historian Alison Weir’s opinion on whether Anne deserved her fate.

‘The circumstances of Anne’s fall strongly suggest that she was framed; even her enemy Chapuys thought so....In her favour, there are a multitude of compelling favours...the striking absence of any evidence of Anne indulging in extramarital affairs during the three years of her queenship, and

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of any real proofs of infidelity; the fact that no female attendants (without whose cooperation Anne could not have contrived any illicit meetings with her 'lovers') were arrested with her; the fact that four of her coaccused were convicted first, thus prejudicing her own trial; that crucial documents are missing from the case records...the King telling Jane Seymour in advance that Anne would be condemned; Anne and others voicing the suspicion that there was some other reason for her fall than the crimes of which she was accused; her repeated denials of her guilt, and – above all – her last confession, in which, both before and after receiving the Holy Sacrament, she maintained her evidence. In weighing up the evidence for and against her, the historian cannot but conclude that Anne Boleyn was the victim of a dreadful miscarriage of justice...she went to her death an innocent woman'

Alison Weir (2010). The Lady in the Tower: The Fall of Anne Boleyn. London: Vintage, p409-10.

Summative Performance Task

At this point in the inquiry, students have examined the rise and fall of Anne Boleyn, the evidence for and against her guilt, and the views of contemporaries and historians alike on Anne's innocence.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students should write an extended answer arguing whether they would judge Anne Boleyn as an innocent victim, or a guilty adulteress and traitor. They should justify their answer with reference to the sources.

Students' arguments will likely vary, but could include any of the following:

- That Anne was guilty of treason and adultery and that she was rightfully convicted in a just trial
- That Anne was guilty of treason and/or adultery but that she was not given the opportunity for a fair trial
- That Anne was guilty of other sins other than the ones for which she was condemned
- That Anne was completely innocent of any sin and that she was wrongfully convicted owing to the King's wishes
- That Anne was completely innocent and was framed by Henry's government who wanted rid of Anne

To support students in their writing they can use this provided organizer for a body paragraph. The organizer refers to the HAPPY acronym: Historical Context, Audience, Point of View, Purpose and why is this significant?

First Argument	
Write a topic sentence that summarizes the paragraph and tells how this proves the thesis.	<i>(Repeat the first part of your thesis)</i>

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<p>Provide background information here. Cite anyone you paraphrase or quote!</p>	<p><i>When...</i></p>
<p>What textual evidence proves this? Describe 1 or 2 HAPP elements about the source of your evidence.</p>	
<p>What textual evidence proves this? Insert a short quote here.</p>	
<p>What makes this quote credible, valid, or helpful in providing insights to this issue?</p>	<p><i>The quote revealed...</i></p>
<p>Who disagrees or disputes a piece of your argument? Describe 1 or 2 HAPP elements about the source of your evidence.</p>	<p><i>Others claimed that...</i></p>
<p>What textual evidence do you have? Insert a short quote here.</p>	
<p>What makes this quote seem untrue, inaccurate, or only partly true?</p>	<p><i>While it may be true that _____, it was clear that...</i></p>

To extend their arguments, once students have written or formed an argument, consider turning the lesson into a



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"structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.

Students have the opportunity to Take Informed Action by doing one of the following suggested action activities:

1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor.
2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history.
3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.
4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.