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# Picture Yourself

The Armada National  
Outreach project

## English activities



HERITAGE  
FUND

Speakers Trust  
Speak and Be Heard

## **Classroom activity – If I Were King or Queen**

This game requires students to use reasoning skills and provide explanations as to why they disagree.

Ask students to form small groups. Taking in turns, they must say, 'If I were king or queen for a day I would do \_\_\_\_ because \_\_\_\_', describing what they would do and why. The next student says, 'I could not disagree more (even if they don't disagree) because \_\_\_\_'. Then they state what changes they would make and why and so on.

## **Classroom activity – Say What You See**

This activity is perfect to introduce the painting to your class, especially if they haven't engaged with it yet. Drawing will help your students to co-construct meaning and retain information.

Ask a student to volunteer to describe the painting to the rest of the class. The class should not be able to see the painting, only the volunteer. Give the volunteer a time limit and encourage them to think about their language and key words to communicate clear instructions. The rest of the class should draw what they hear. You should remind students it is not about the quality of the drawings but about listening and following the instructions. You could ask five volunteers to come up one at a time, each time adding and building on the instructions. Do they contradict each other? Have another couple of students be the scribes. They should be able to see the painting too and comment after on the words the volunteers used. How would they have described it? How could the descriptions have been improved? Let the rest of the class share their drawings.

This activity could also be realised in small groups as a timed competition. Allow the students to identify what successful language and key words were applied to communicate the most accurate detail of the painting.

## **Classroom activity – In Her Shoes**

This activity will enable your students to put themselves in Elizabeth I's shoes and consider how they might be thinking or feeling if they were her. First, they should complete the activity for themselves, answering the questions honestly and then repeat the activity as if they were Elizabeth. They could then compare their answers.

- If you were afraid would you whisper, scream, or shout?
- If you were asked to do extra work such as homework, would you accept graciously, refuse, and/or accept, but grumble afterwards?
- If someone pushed in when you had been queuing for a lengthy period, would you complain, challenge them or ignore it?
- If you were wrongly accused of stealing would you question it, say nothing or stand up for yourself?
- If you overheard someone being racist, would you complain, challenge them or ignore it?
- If you overheard someone being homophobic would you complain, challenge them or ignore it?
- If your friend forgot your birthday, would you forgive them, remind them or talk about them behind their back?
- If you felt wrongly judged on a photo you put out on social media, would you take it down, ignore their comments or challenge them online?
- If your friend accepted praise for something you did, would you say nothing and move on, challenge your friend or tell the person who awarded the praise the truth?
- If someone offered you an expensive gift and you believed they stole it, would you accept it, decline it or report it?
- If a friend wasn't acting appropriately, would you challenge them, tell a trusted adult or ignore it?

# Classroom activity – Elizabethan Theatre Conventions

This exercise should demonstrate how body language and nonverbal communication is an important part of communicating and can convey meaning and intent. Thought should be given to how dialogue is presented. Rather than naturalistic, it should be stylised and inspired by Elizabethan conventions. This could be a useful exercise if studying Shakespeare and/or iambic pentameter - a pleasing rhythm where each line of verse consists of one short (or unstressed) syllable followed by one long (or stressed) syllable, for example, 'if music be the food of love, play on' from Twelfth Night. Also, where the emphasis is placed on the second syllable within a word, for example 'tadah!', 'no way' and 'compare'.

Ask students to write a few lines of iambic pentameter on the theme of their choice, or the play or topic you are studying. They can experiment with using the right number of syllables and making the emphasis work.

Next, ask students to pair up and combine and link their original lines in any order to build or change the narrative. Once students have decided who will say which line, they need to consider their vocal interpretations such as accent, volume, timing, phrasing, pace and pitch, along with their physical interpretation such as facial expressions, posture, gesture and movement. They should rehearse their dialogue in a stylised and exaggerated manner, using at least two Elizabethan theatre conventions (see below).

**Soliloquy:** inner thoughts of a character spoken aloud, but not within earshot of another character.

**Aside:** a character breaks from the scene to speak briefly to the audience so the audience are privy to valuable information.

**Eavesdropping:** characters overhear others on stage, informing both themselves and the audience of details. The characters being overheard have no idea.

**Gender swap:** boys perform female roles and girls perform male roles. In Elizabethan times, women were not legally permitted to perform on stage. This did not change until 1660.

**Masque:** allegorical stories spoken in verse, involving singing, acting and dancing. Characters wore masques to hide their faces.

## Classroom activity – Words of Wisdom

We know the symbolism in the painting reveals a great deal about Elizabeth I's identity. This activity will enable students to consider the issues that were affecting Elizabeth during her reign with an element of artistic license! Their task is to write agony aunt letters and write responses from the perspective of Elizabeth I. You could introduce them to typical columns from newspapers for inspiration. Then, as a class discuss the problems and discuss similar difficulties they may have encountered. How did they solve it or what advice did they seek? Encourage students to discuss the best and worst advice they have received or have given and why seeking advice is important.

**Ask students to write a problem letter from the perspective of Elizabeth I.**

Remind them to:

- keep it brief and to the point
- state what the problem is right from the start of the letter
- be honest and ask for help, for example, 'Please tell me what to do'.

Remind them to include:

- the date
- 'Dear Agony Aunt'
- start with 'My name is Elizabeth'
- end with 'Yours faithfully'.

### **Examples topics:**

- My family really want me to marry and I am determined not to. There have been petitions in court and despite various courtships, it is not for me. Am I making a mistake?
- I wear a lot of make-up to disguise my bad skin. The make-up contains lead and I fear it is damaging my skin even more. I feel desperate. Please help.
- I live in a man's world, but despite being educated and achieving many things in my life, I constantly play the helpless woman to get what I want. I am really annoyed at myself, what should I do?
- My people believe I am a virgin, and my purity is celebrated in portraits, pageants and literature. I am worried that the truth will be exposed. What can I do?
- I am addicted to using filters and I prevent other people taking images of me unless I can alter them. I hate how I look, should I have plastic surgery?
- I have built my empire on privateering at the expense of others. I feel guilty, but I must wear the latest trends, expensive fabrics and jewellery. I fear it is turning into an addiction and I need to change my lifestyle. What should I do?
- My friends see me as a high achiever, but inside I feel vulnerable, judged and insecure. My confidence is broken. What should I do?

Next, swap the letters around the class and in pairs ask your students to read the letters and discuss their advice for Elizabeth. Students should write a response as if they were an agony aunt for a problem page. They will need to put themselves in her shoes and consider how they might be thinking or feeling if they were her.

### **Writing words of wisdom**

- Thank Elizabeth for her letter and use a friendly tone to help her overcome her problem.
- Sympathise with Elizabeth and remind her that others face a similar problem.
- Talk to Elizabeth directly, use imperative verbs such as 'you should', 'remember', 'don't allow', 'if I were you', 'should ought to', 'I think'.
- Use connectives to present different points of view such as 'and' or 'furthermore'.
- Pick a sentence from her letter that you can reflect on and quote back to her.

- Use complex sentences when giving advice but use shorter sentences when giving instructions, such as, 'we often spend too much time worrying about what others think, especially our friends and family. Be yourself!'
- Use conditional sentences such as 'if you do that, you will...'
- In the closing paragraph you may want to summarise or repeat something to emphasise your point.

## **Classroom activity – Deconstructing the Tilbury Speech**

'Deconstructing the Tilbury Speech' is an activity designed to analyse the Tilbury speech and to identify its purpose, content, structure and language.

Speeches are effective tools for voicing opinions, rallying support and influencing others.

Rhetorical devices are used to help grab an audience's attention, get a point across and to help connect to an audience.

Provide the students with the context surrounding the portrait. What was she up against? What was her intent and purpose of writing and giving the speech?

In 1588, Elizabeth I gave a motivational speech to her troops at Tilbury in Essex as they prepared for the invasion of the Spanish Armada. The attempted Spanish invasion was defeated and the victory greatly increased Elizabeth's popularity.

The speech intended to persuade her troops and inspire patriotism so they would fight with Spain and win. She does this by asserting her authority, indicating her belief and appreciation that victory will be theirs and will derive from their efforts and not by her words alone. Within the speech she gives a stern warning to invaders by refusing to accept Spanish rule. Being on the front line she leads by example by putting herself in danger and implies together they are one. Imagery is used to persuade, influence and captivate her subjects. She has faith in God and belief in them. She greatly loves and respects her troops as they are loyal, risking their lives and defending their country, and for that they shall be rewarded. Elizabeth refers to her gender by reminding us she does

not have the physical strength of a man, but she has the courage of a king. She teaches us to be strong and never to be afraid of your enemies.

The Spanish Armada of 1588 was the defining moment of Elizabeth I's reign. Spain's defeat secured Protestant rule in England and launched Elizabeth onto the global stage.

Explain to the students they are now going to analyse the speech in more detail, list when they think a device is being used and answer the following questions:

- Why does she deliver the speech in person?
- How does she show unity between her and her country?
- Why does she tell her troops they will be victorious?
- How does she show loyalty and respect to her troops?
- How does she make her troops feel confident of victory?
- What incentive and reward did she promise for her troops for the imminent invasion?
- Does she use persuasion? If so, how?
- Which rhetorical device does she adopt to instil a strong sense of patriotism?
- What imagery does she use and to what effect?
- Despite portraying herself as a fragile woman, how does she declare her authority and gain respect?

Rhetorical device	✓		✓
Analogy (comparison to illustrate a point)		Slogans and mottos	
Statistics and expert opinion (to backup point)		Repetition (repeated use of words or phrases throughout)	
Rhetorical questions (for effect with no answer expected)		Assertion (stated as if unquestionable and fact)	
Simile (comparison for effect, using 'like' or 'as')		Rule of three (people remember things in three)	
Metaphor (directly refers to one thing by mentioning another)		Hyperbole (exaggerated statement not to be taken literally)	
Personification (assigning the qualities of a person to something that is not human)		Alliteration (when words start with the same sound)	
Amplification (to emphasise and expand a word for more detail)		Anecdotes (personal account to connect with an audience)	
Persuasion (convincing people to accept a view or idea)		Humour/satire (irony, ridicule, sarcasm, caricature)	
Emotive words (to arouse emotion)		Short, snappy sentences	

## Classroom activity – Deconstructing Speeches

'Deconstructing Speeches' is an activity designed to analyse speeches and to identify their purpose, content, structure, language and delivery.

Speeches are effective tools for voicing opinions, rallying support and influencing others.

Rhetorical devices are used to help grab an audience's attention, get a point across and to help connect to an audience.

Ask your students to consider speeches made during the coronavirus outbreak and discuss why leaders deliver speeches. Can they give examples?

Explain they are now going to listen to the following speeches and list when they think a device is being used.

Rhetorical device	▼		▼
Analogy (comparison to illustrate a point)		Slogans and mottos	
Statistics and expert opinion (to backup point)		Repetition (repeated use of words or phrases throughout)	
Rhetorical questions (for effect with no answer expected)		Assertion (stated as if unquestionable and fact)	
Simile (comparison for effect, using 'like' or 'as')		Rule of three (people remember things in three)	
Metaphor (directly refers to one thing by mentioning another)		Hyperbole (exaggerated statement not to be taken literally)	
Personification (assigning the qualities of a person to something that isn't human)		Alliteration (when words start with the same sound)	
Emotive words (to arouse emotion)		Anecdotes (personal account to connect with an audience)	
Short, snappy sentences		Humour/satire (irony, ridicule, sarcasm, caricature)	

Explain to the students they are now going to analyse one of the speeches in more detail.

#### **Speech analysis questions:**

##### **Purpose and audience**

Who is the speaker?

What is the speech about?

Where and when was the speech given?  
Who is the target audience? (Age, gender, culture)  
What is the speaker trying to accomplish?  
What are the facts? Do the facts help to highlight a point?

### **Content and tone**

What attitude does the speech convey?  
What first impression does the speaker create?  
Is there a hook, startling statement, or a story?  
Is there a range of evidence? (Statistics, expert opinion, or case studies)  
Is the speech ambiguous? Are there layers of meaning and, if so, why?  
Is it enjoyable? Is it interesting or informative?  
Is there an evident bias?  
Do you agree or disagree with the speaker?

### **Language**

Can you find examples of emotive language and what is their effect?  
Is the language informal or formal?  
Can you find examples of comparative language, e.g. metaphor/simile?  
Are there examples of inclusive language, e.g. pronouns – we, us, ours, ourselves?  
Does the speaker address the reader directly?

### **Structure**

Does the speech have a clear and logical structure?  
Does the speech contain repetition? If so, what is the effect?  
Are you left wanting more?  
Does the speaker's opening and closing lines capture our attention?

### **Delivery**

Pronunciation: is the speaker clear, with good diction?  
Breathing: does the speaker take a breath before each sentence?  
Confidence: are they self-assured? How is their pace and pitch?

Body language: does the speaker make gestures, facial expressions and or make good eye contact?

Prompts: does the speaker use autocue or prompt cards?

Length: is it too long or too short?

Appearance: is the dress and appearance of the speaker appropriate?

What is your overall judgement? How could it have been improved?

Is the speaker persuasive?

### **Use analytical verbs to support your analysis (sometimes 'suggests' isn't enough)**

acknowledges	alludes to	articulates	asserts	clarifies
compares	considers	conveys	depicts	elicits
emphasises	expresses	evaluates	evokes	highlights
indicates	implies	presents	portrays	proposes
reinforces	reiterates	reveals	reflects	summarises

### **Speeches:**

**Her Majesty The Queen Elizabeth II (2020) We will succeed: <https://bit.ly/3noYPIZ>**

The Queen delivered a rare, televised statement addressing the nation on 5 April 2020 amid the coronavirus pandemic.

I am speaking to you at what I know is an increasingly challenging time.

A time of disruption in the life of our country: a disruption that has brought grief to some, financial difficulties to many, and enormous changes to the daily lives of us all.

I want to thank everyone on the NHS front line, as well as care workers and those carrying out essential roles, who selflessly continue their day-to-day duties outside the home in support of us all.

I am sure the nation will join me in assuring you that what you do is appreciated and every hour of your hard work brings us closer to a return to more normal times.

I also want to thank those of you who are staying at home, thereby helping to protect the vulnerable and sparing many families the pain already felt by those who have lost loved ones.

Together we are tackling this disease, and I want to reassure you that if we remain united and resolute, then we will overcome it.

I hope in the years to come everyone will be able to take pride in how they responded to this challenge.

And those who come after us will say the Britons of this generation were as strong as any.

That the attributes of self-discipline, of quiet good-humoured resolve and of fellow-feeling still characterise this country.

The pride in who we are is not a part of our past, it defines our present and our future.

The moments when the United Kingdom has come together to applaud its care and essential workers will be remembered as an expression of our national spirit; and its symbol will be the rainbows drawn by children.

Across the Commonwealth and around the world, we have seen heart-warming stories of people coming together to help others, be it through delivering food parcels and medicines, checking on neighbours or converting businesses to help the relief effort.

And though self-isolating may at times be hard, many people of all faiths, and of none, are discovering that it presents an opportunity to slow down, pause and reflect, in prayer or meditation.

It reminds me of the very first broadcast I made, in 1940, helped by my sister. We, as children, spoke from here at Windsor to children who had been evacuated from their homes and sent away for their own safety.

Today, once again, many will feel a painful sense of separation from their loved ones.

But now, as then, we know, deep down, that it is the right thing to do.

While we have faced challenges before, this one is different.

This time we join with all nations across the globe in a common endeavour, using the great advances of science and our instinctive compassion to heal.

We will succeed – and that success will belong to every one of us.

We should take comfort that while we may have more still to endure, better days will return: we will be with our friends again; we will be with our families again; we will meet again.

But for now, I send my thanks and warmest good wishes to you all.

**Wartime broadcast, 1940, Princess Elizabeth:** <https://bit.ly/3s2cYzF>

The first public speech Princess Elizabeth, the future Queen, gave on 13 October 1940, with a radio address to the children of the Commonwealth, many of them living away from home due to the war. Her younger sister, Princess Margaret, joined in at the end.

In wishing you all 'good evening' I feel that I am speaking to friends and companions who have shared with my sister and myself many a happy Children's Hour.

Thousands of you in this country have had to leave your homes and be separated from your fathers and mothers. My sister Margaret Rose and I feel

so much for you as we know from experience what it means to be away from those we love most of all.

To you, living in new surroundings, we send a message of true sympathy and at the same time we would like to thank the kind people who have welcomed you to their homes in the country.

All of us children who are still at home think continually of our friends and relations who have gone overseas – who have travelled thousands of miles to find a wartime home and a kindly welcome in Canada, Australia, New Zealand, South Africa and the United States of America.

My sister and I feel we know quite a lot about these countries. Our father and mother have so often talked to us of their visits to different parts of the world. So it is not difficult for us to picture the sort of life you are all leading, and to think of all the new sights you must be seeing, and the adventures you must be having.

But I am sure that you, too, are often thinking of the Old Country. I know you won't forget us; it is just because we are not forgetting you that I want, on behalf of all the children at home, to send you our love and best wishes – to you and to your kind hosts as well.

Before I finish, I can truthfully say to you all that we children at home are full of cheerfulness and courage. We are trying to do all we can to help our gallant sailors, soldiers and airmen, and we are trying, too, to bear our own share of the danger and sadness of war.

We know, every one of us, that in the end all will be well; for God will care for us and give us victory and peace. And when peace comes, remember it will be for us, the children of today, to make the world of tomorrow a better and happier place.

My sister is by my side and we are both going to say goodnight to you.

Come on, Margaret.

Goodnight, children.

Goodnight, and good luck to you all.

### **The Tilbury Speech, Elizabeth I**

This speech was delivered in 1588 by Elizabeth I to English troops at Tilbury in Essex as they prepared for the invasion of the Spanish Armada. The Spanish attempted invasion was defeated and the victory greatly increased Elizabeth's popularity.

The speech intended to motivate her troops and inspire patriotism so they would fight with Spain and win. She does this by asserting her authority, indicating her belief and appreciation that victory will be theirs and will derive from their efforts and not by her words alone. Within the speech she gives a stern warning to invaders by refusing to accept Spanish rule. By being on the front line she leads by example, by putting herself in danger. Imagery is used to persuade, influence and captivate her subjects. Troops that are willing to fight alongside her will be rewarded. Elizabeth refers to her gender by reminding us she does not have the physical strength of a man, but she has the courage of a king.

The Spanish Armada of 1588 was the defining moment of Elizabeth I's reign. Spain's defeat secured Protestant rule in England and launched Elizabeth onto the global stage.

### **Elizabeth I's Tilbury speech in full (1588)**

My loving people,

We have been persuaded by some that are careful of our safety to take heed how we commit ourselves to armed multitudes, for fear of treachery. But I assure you, I do not desire to live to distrust my faithful and loving people.

Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live and die

amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust.

I know I have the body of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm: to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field.

I know already, for your forwardness you have deserved rewards and crowns; and we do assure you on a word of a prince, they shall be duly paid. In the mean time, my lieutenant general shall be in my stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over these enemies of my God, of my kingdom, and of my people.

## **Classroom activity – In a Manner of Speaking**

'In a Manner of Speaking' is an activity designed to encourage students to write their own article or speech about something they are passionate about or an issue that is important to them, such as urging people to stay at home during the COVID-19 crisis or the benefits of taking a vaccine.

Ask your students to use the same techniques and work on their delivery and body language. Once the students have rehearsed it, they should then perform it to the rest of the class.

Ask students to analyse the purpose, content, language, structure and delivery of each other's speeches.

## **Classroom activity – My Loving People**

This activity will enable your students to analyse the Tilbury speech and learn how to write a compelling newspaper report about Elizabeth I delivering the speech. This activity will help students to understand the features that make effective news articles and enable them to write their own.

Ask students to define why newspapers are important and if they read newspapers; perhaps they seek the news online. Provide a range of articles for them to analyse from different sources and ask them to determine if there is a bias favouring one idea over another.

Explain to your students they are going to write a newspaper report, online article or blog about the Tilbury speech and the events surrounding it. Explain how journalists use the inverted triangle method. Newspaper articles usually begin with the most important facts of the story to tell the whole story in a few words to hook their audience. It should recount the five Ws: What happened? What will happen in the future? When and where did it happen? Why did it happen, who was involved and/or who saw it happen?

The body of the text should include the general facts and two or three quotes from Elizabeth's speech. They should use direct quotes from the soldiers to record emotions and opinions to set the scene and for a dramatic impact. How did Elizabeth's speech make the soldiers feel and what was it like to be there? They should assume their readers have no prior knowledge of the event and may want to quote social media and use hashtags to capture the spirit of the event.

Next, their headline should encapsulate the most important element of the story; be short and snappy to grab the attention of the readers.

The end of the story should summarise the facts and answer any questions raised by the writer. They may want to predict possible outcomes that the speech and/or battle may bring about. Will their readers be affected by the recent events?

## **Classroom activity – Eyes and Ears**

This is an ideal exercise if you have been studying personification, metaphor and simile with your students. Discuss what the objects symbolise within the Armada Portrait and explain how they reveal aspects of the queen's identity.

Ask your students to pick an object in the painting and explain that they need to give it human characteristics, behaviours and emotions. Encourage them to imagine their object has eyes and ears and they must think about the locations it may have been to, describing what it has seen, smelt and heard.

Their task is to write about it from the point of view of that object. They could write a story, draw a storyboard, write a letter from one object to another, write a diary entry, a newspaper report and/or an instruction manual on how to use the object. Your class could write an alternative guide for the Queen's House about the portrait written from the perspectives of each of the objects.

Has the object been on a journey? How did Elizabeth I get to own it? Where did it come from and what is its origins? Who owned it previously? Where was it made and what is it made of? Has its function changed over the years? What was the last thing it saw before Elizabeth owned it? How heavy or light is it? How does it feel; is it happy or does it suffer from anxiety? What's it seen and heard? Where in the world was the object found? What's the gossip on Elizabeth? Did some objects get left out of the painting? Perhaps it's kept in a box and only let out on special occasions? Or maybe the object has object envy as it believes it has a lower status? Does it have a favourite object, friend or foe? What is the big secret? What are its hopes for the future?

The Armada National Outreach project has been a partnership between Royal Museums Greenwich and Speakers Trust to support secondary schools in oracy and public speaking. The starting point and inspiration was the *Armada Portrait of Queen Elizabeth I* and her Tilbury speech.

