

1.1 *Elizabeth I*

Level	Intermediate – upper intermediate.
Time	2 – 3 lessons (1 lesson – 45 minutes).
Learning objectives	<p>To gain insight into the life of Elizabeth I.</p> <p>To develop an understanding of Queen Elizabeth from studying her portraits.</p> <p>To understand that Elizabeth's portraits were a form of propaganda designed to make her subjects view her as strong, brave, virginal, etc.</p>
Resources	<p>Scissors.</p> <p>Large sheet of paper.</p> <p>Warm-up activity – E0.</p> <p><i>Who Was Elizabeth I?</i> – E1.</p> <p><i>Elizabeth's Life</i> quiz – E2.</p> <p><i>Why Were Portraits Painted?</i> – E3.</p> <p><i>Funny Faces</i> sheet – E4.</p> <p><i>What Did Elizabeth Really Look Like?</i> – E5.</p> <p><i>Defeat of the Spanish Armada</i> – E6.</p> <p><i>A Quiz on the Armada Portrait</i> – E7.</p> <p><i>Elizabeth's Life Quiz, A Quiz on the Armada Portrait</i> – Key – E8.</p> <p>Set of portraits of Queen Elizabeth – one portrait for each group of two to four pupils.</p> <p><i>Armada Portrait</i>, at least one per pair, for optimum study.</p>

Picture supplement is available on url:

http://moodlinka.ped.muni.cz/data/100106/Elizabeth_pictures.pdf

Warm-up activity

Take **Handout E0** and cut it into 24 pieces, each featuring a famous person somehow connected with Elizabeth I. Each student should receive one piece, and that student will now represent the person in the piece. One piece is also assigned to the teacher.

Students and teacher will form a circle. Ask students to step into the circle one at a time, and say (using the information from their piece of paper)”

“My name is and I am

The order in which students step into the circle is **not** given and only **one** person is allowed to step into the circle at a time. If more than one pupil enter the circle, they both have to go back to their places and try again.

Each student should observe the others (their gestures and eyes) and try to guess if another student has decided to act.

The activity should help the students to concentrate, and should also give them a rough idea about the people who lived at that time.

To form pairs for the next activity, students will choose the person standing opposite to them in the circle as their partner.

Teaching

Concept web

Cut **Handout E1** into 13 pieces and give 1 or 2 pieces to each pair. Lay a large sheet of paper in the middle of the classroom and write “Elizabeth I” in upper-case letters in the middle of the paper. Students study the information about Elizabeth and each pair writes the most important facts down on the paper. In this way, they will acquire general information about the queen. If you want to check students’ knowledge, use the quiz in **Handout E2**.

To motivate the students and improve their activity, the best or the most creative groups/individuals should be awarded some extra points after each quiz, test or discussion. At the end of the session, reward the best ones (use pictures, booklets, etc.).

Portraits

Use **Handout E3** to explain why Elizabeth’s portraits were painted, and why these portraits were and still are so important. It is better relay this information by telling the story, rather than just to read it.

Give each pair, or group of three or four, one portrait of Elizabeth I. Each pair will also get a “funny faces” sheet (**Handout E4**). Tell the students that a portrait serves as a message for people. Make them decode the message, to absorb the atmosphere of the portrait and to interpret the character of Elizabeth I. Students should refer to the “funny faces” sheet for help.

When each group has at least three interpretations, the groups will take turns coming to the front of the class. Each individual in the group will strike a pose. Other members of the class have to guess which of Elizabeth’s qualities the poses are meant to express.

Meanwhile, the teacher will make a list of these qualities (on the blackboard or on a piece of paper).

Students should also discuss Elizabeth’s appearance, clothes, or posture. You can start a whole class discussion immediately, or you may wish to let the students discuss the topic first in groups, and make notes. The presentation should depend on the level of the students.

The portraits and subsequent discussion will re-create the image of the queen, as it was presented throughout the kingdom and accepted by people who had never personally seen the queen.

Use **Handout E5** to inform students how Elizabeth really looked.

Discuss whether portraiture is an effective method of propaganda, and whether the same or similar methods are used nowadays.

The Armada Portrait of Queen Elizabeth I

If students are not familiar with the defeat of Spanish Armada, briefly tell them the story. You can use **Handout E6**.

Give each pair *The Armada Portrait of Queen Elizabeth I* to study.

Discuss how the battle is depicted in the portrait, and which parts of the portrait indicate the event.

If open discussion is too difficult for students, give them the quiz on the Armada portrait (**Handout E7**) to help them, and then try to start discussion again.

This activity will help students not only to understand the relationship between Elizabeth I and the Spanish Armada, but also to realize the impact of the event on the popularity and power of the Queen and the whole kingdom.

<i>Elizabeth I</i> The Queen of England and Ireland	<i>Catherine of Aragon</i> 1 st wife of Henry VIII
<i>Henry VIII</i> Elizabeth's father	<i>Jane Seymour</i> 3 rd wife of Henry VIII
<i>Anne Boleyn</i> Elizabeth's mother and 2 nd wife of Henry VIII	<i>Anne of Cleves</i> 4 th wife of Henry VIII
<i>Edward VI</i> Elizabeth's half-brother	<i>Catherine Howard</i> 5 th wife of Henry VIII
<i>Mary I</i> Elizabeth's half-sister	<i>Catherine Parr</i> 6 th wife of Henry VIII
<i>Sir Walter Raleigh</i> Adventurer, poet and Elizabeth's friend	<i>William Shakespeare</i> Playwright
<i>Earl of Leicester</i> Elizabeth's beloved	<i>John Hawkins</i> Sea adventurer
<i>William Cecil</i> Elizabeth's adviser	<i>Francis Drake</i> Sailor
<i>Sir Francis Walsingham</i> Elizabeth's adviser	<i>James VI of Scotland</i> Queen Elizabeth's cousin
<i>Henry VII</i> Henry VIII's father	<i>Lord Howard</i> Commander of English fleet, which defeated Spanish Armada
<i>Edmund Spenser</i> Poet	<i>Elizabeth of York</i> Wife of Henry VII
<i>Christopher Marlowe</i> Playwright	<i>Sir Thomas More</i> Politician and Henry VIII's adviser

Who Was Elizabeth I?

- Elizabeth I was the daughter of Henry VIII and Anne Boleyn. Born in September 1533, she did not have a happy childhood. Her mother was beheaded when she was three years old and she was declared illegitimate. Jane Seymour, Henry's third wife was kind to her but she died when Elizabeth was six years old.



- After her father's death in 1547, Elizabeth had been taken in by Henry's sixth wife, Katherine Parr and her new husband Thomas Seymour. However, she had to leave their house when Katherine got jealous because Thomas was paying Elizabeth too much attention.



- Elizabeth's step-brother Edward VI had become king when Henry VIII died and had changed the religion of England to Protestantism. However, when he died, the throne went to her step-sister Mary, who was a Catholic. Mary saw Elizabeth, a Protestant, as a threat to her position and had her imprisoned in the Tower of London.



- Elizabeth came to the throne in 1558 after her sister, Mary I, died.



- Like her father Henry VIII, her half-sister Mary, and her half-brother Edward, Elizabeth I was intelligent, very well educated and spoke English, Latin, French, Spanish, Italian, Flemish, Irish, Cornish, and Welsh.



- Elizabeth had a fierce temper: her godson, Sir John Harington, once said that he would rather face the entire Spanish army than the Queen in a rage.



- Elizabeth I enjoyed games and sports as well as music, dancing and visiting the theatre. Today we would find some Elizabethan sport bloodthirsty or cruel. A popular pastime was watching a public execution or cock fighting (the birds had metal spurs attached to their feet and had to scratch each other to death).



- Elizabeth was also very jealous and vain. Ladies at court had to dress in white and silver, leaving the Queen to stand out in bright colours. When Elizabeth died she left over 3,000 dresses and head decorations.



- Elizabeth I was probably the brightest of the Tudor monarchs. She chose skilled advisers like William Cecil and Sir Francis Walsingham. She took her duties as the Queen extremely seriously and did not let personal matters override as her father had done.



- Elizabeth never got married. Although she loved Earl of Leicester, she ruled out marriage, because she knew it would split the kingdom, and she put her duties as queen above all. She was so upset when he died in 1589 that she locked herself in her room and only came out when worried staff broke down her door. When she died fourteen years later, Leicester's last letter to her was found in a drawer by her bed.



- Elizabeth studied history, geography, mathematics, science and music. She enjoyed not only dancing, but also hunting.



- Because Elizabeth was a Protestant, she wanted nothing to do with pope. She became the head of the Church of England herself. She brought back services in English. She tried to make the services please as many people as possible, but many Catholics were unhappy with the new Church and refused to go to its services.



- Elizabeth I died in 1603 at the unusually old age of 70.^o



^o HONEY, Alison. *Investigating the Tudors*. London: The National Trust, 1993. ISBN 0 7078 01680.

MASON, James & PURKIS, Sallie. *A Sense of History: Tudor and Stuart Times* Evaluation Pack. Longman Group UK Limited, 1992. ISBN 0582 07314 6.

PALLISER, D.M. *The Age of Elizabeth: England under the later Tudors 1547 – 1603*. London: Longman Group UK Limited, 1992. ISBN 0 582 013224.

SWINGEHURST, Edmund. *The History of the Kings & Queens of England & Scotland*. Leicestershire: Singapore: Armadillo Books, 2002. ISBN 1-84322-058-X.

Elizabeth's Life Quiz

1. Elizabeth's parents were Henry VIII and
2. Her mother was beheaded when she was years old and she was declared
3. After Edward's death, Elizabeth's sister Mary became queen. Mary was a Catholic and saw Elizabeth, a Protestant, as a threat. So Elizabeth was in
4. When Mary died in Elizabeth became queen of England.
5. Elizabeth was well educated. She spoke
6. Elizabeth was probably the of the Tudor monarchs.
7. She studied.....
8. She enjoyed.....
9. She died in at the age of^o

^o <http://www.historyonthenet.com/Lessons/elizabeth1/eliz1main.htm>, 8. 12. 2004.

Elizabeth I – Why Were Portraits Painted?

When Elizabeth I came to the throne in 1558 after the death of her sister Mary, she needed to win the support of all her people:

- Catholics
- Protestants
- Those who believed that a woman could not run a country by herself.

One of the best ways for a monarch to win support was by making a tour of the country and showing themselves to the people. In Tudor times this was called a “progress”.

This was not an option for Elizabeth, because she had many Catholic enemies and it was not safe for her to travel around the country.

Instead, she chose to use portraits.

It was essential that the portraits showed a positive image of Elizabeth. As she became older, she ensured that they made her look young and beautiful. In 1596, she ordered that all “unseemly” portraits of her had to be destroyed. (There is a particularly ugly picture of Henry VIII in his old age looking fat, bald, and mean – perhaps Elizabeth wanted to stop anyone doing the same to her.).

At intervals throughout her reign, the government issued portraits of Elizabeth that were to be copied and distributed throughout the land.

No other portraits of the Queen were allowed.[°]

[°] <http://www.historyonthenet.com/Lessons/elizabeth1/eliz1main.htm>, 8. 12. 2004.

E4



aggressive



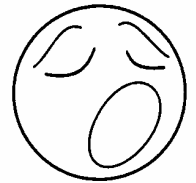
agonized



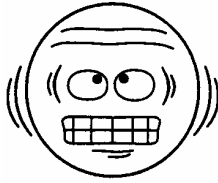
arrogant



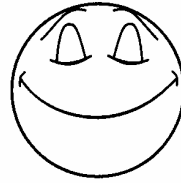
bashful



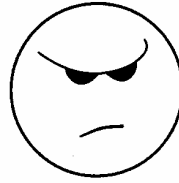
bored



cold



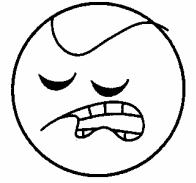
confident



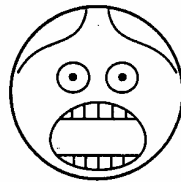
determined



disappointed



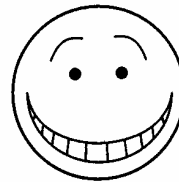
disgusted



frightened



grieving



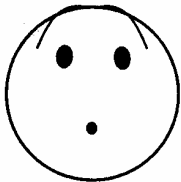
happy



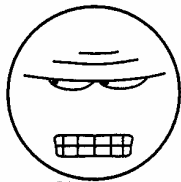
hot



hungover



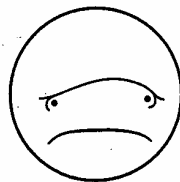
innocent



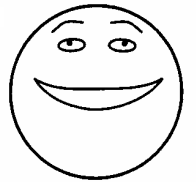
jealous



joyful



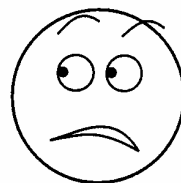
miserable



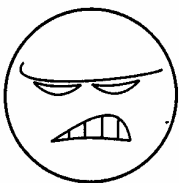
optimistic



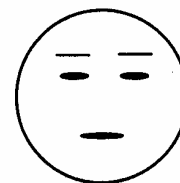
puzzled



shocked



surly



thoughtful



unhappy

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° NICHOL, Jon & VERRIER, Ray. *Teaching Life in Tudor Times*. Heinemann Educational Publishers, 1997. ISBN 0 435 321 749.

What Did Elizabeth I Really Look Like?

- Elizabeth was short, about 160 cm, with brown eyes, red curly hair, and pale skin.
- She was afraid of mice.
- She had a bad temper and would throw things or threaten to send courtiers to the Tower if they upset her.
- She swore and spat when she was angry.
- Elizabeth's teeth were black with tooth decay.
- Her speech was sometimes difficult to understand because of her missing teeth.
- Elizabeth was very superstitious and was afraid of black magic.
- She only bathed once every few weeks.

This is not definitely an image that Elizabeth would have liked to have shown in her portraits.^o

^o <http://www.historyonthenet.com/Lessons/elizabeth1/eliz1main.htm>, 8. 12. 2004.

Defeat of the Spanish Armada

The Spanish Armada was a fleet made up by King Philip II of Spain in attempt to invade England in 1588. His attempt was unsuccessful. Queen Elizabeth I of England held the defeat of the Armada as one of her greatest achievements, as it caused the decline of the Spanish Empire. The Armada had a mission of both political and religious aims. King Philip, the leader of the Roman Catholic Spain, was not able to stop a revolt of his Protestant subjects in the Netherlands, a revolt that began in 1566, led by Protestant England. By 1586, Philip had decided that he could not defeat the Dutch until he had defeated England. King Philip hoped to resolve the long-time religious rivalry between Spain and England by dethroning of Queen Elizabeth and bringing England back to Catholicism. The plan for conquer had begun. This plan consisted of the coordination of a fleet to sail from Spain and an army from the Netherlands to create a simultaneous invasion of England. King Philip's force of 130 ships and 30,493 men were to be led by Alonso Pérez Guzmán, duke of Medina-Sidonia. England was aware of the Spanish plans.

Lord Charles Howard (the commander of English fleet) intercepted the Armada with a larger English fleet near Plymouth, and for the next week made small attacks on the Spanish in the battles of Plymouth, Portland Bill, and the Isle of Wight. Unable to break the Spanish Armada, they waited for their chance at a big blow. The opportunity finally arrived when the Armada anchored near Calais, France, hoping to join troops scheduled to sail from the Netherlands. Ingeniously, Howard ordered ships set on fire to be sent against the Armada, producing a panic that broke the Spanish formation. In the battle of Gravelines, on July 29, the Spanish were defeated by England. The Armada sailed home to Spain with the remaining ships, which were heavily damaged; about half of the ships and three-quarters of the men were lost.

The war between England and Spain lasted until 1604, despite the defeat of the Spanish Armada. Yet the defeat evoked English nationalism, securing Protestantism as England's state religion. In contrast, for Spain it was a humiliating defeat, nearly destroying the national treasury of Spain.[°]

[°] SWINGEHURST, Edmund. *The History of the Kings & Queens of England & Scotland*. Leicestershire: Armadillo Books, 2002. ISBN 1-84322-058-X.

http://www.bbc.co.uk/history/state/monarchs_leaders/adams_armada_01.shtml, 20. 12. 2004.

<http://www.schoolshistory.org.uk/spanisharmada.htm>, 22. 12. 2004.

<http://www.newadvent.org/cathen/01727c.htm>, 23. 12. 2004.

Quiz on the *Armada Portrait*

1. **Why was the picture painted?**
 - a) To commemorate the defeat of the Spanish Armada.
 - b) Because Elizabeth had a new dress.
 - c) It was time for a new portrait.
 - d) To show that Elizabeth liked ships.
2. **What does the scene in the left window show?**
 - a) The Spanish Armada.
 - b) A nice day at the seaside.
 - c) English fire ships being sent to meet the Armada.
 - d) A boat race.
3. **What does the scene in the right window show?**
 - a) England has stormy weather.
 - b) The Spanish Armada shipwrecked on rocks.
 - c) It will soon be night time.
 - d) The shipwrecked English navy.
4. **Why is Elizabeth's right hand on a globe?**
 - a) The chair has no arm rests.
 - b) To stop it moving for the artist.
 - c) To show England had colonies in America.
 - d) To show that Elizabeth ruled the whole world.
5. **What do her clothes show?**
 - a) She liked bows.
 - b) It was her favourite dress.
 - c) She was fat.
 - d) She was rich and powerful.
6. **Why is she wearing black and white?**
 - a) Her favourite colours.
 - b) It looked good with the background.
 - c) Black and white are the colours of purity and wisdom.
 - d) Her only clean dress.^o

^o <http://www.historyonthenet.com/Lessons/elizabeth1/eliz1main.htm>, 8. 12. 2004.

Elizabeth's Life Quiz – Key

1. Ann Boleyn
2. 3 ; illegitimate
3. imprisoned ; the Tower of London
4. 1558
5. English, Latin, French, Spanish, Italian, Flemish, Irish, Cornish, Welsh
6. brightest
7. history, geography, mathematics, science, music
8. games, sports, music, dancing, visiting the theatre, hunting
9. 1603 ; 70

A Quiz on the Armada Portrait – Key

1. a
2. c
3. b
4. c
5. d
6. c