

# Wordless Stories

SEND Learning Support

**SPACE TO STIR AND BE STIRRED**

**TOWER OF LONDON • HAMPTON COURT PALACE • BANQUETING HOUSE  
KENSINGTON PALACE • KEW PALACE • HILLSBOROUGH CASTLE AND GARDENS**

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# Widgit story: Elizabeth Tudor

King Henry (8th) married Anne Boleyn.

Anne Boleyn was his second wife.

They had a daughter called Elizabeth.

Henry was disappointed because he wanted a son.

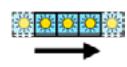
The son would be King after Henry dies.

Anne's baby was not a boy so Henry got rid of her.

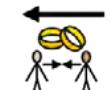
Henry married Jane Seymour next.

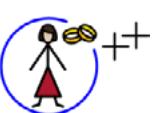
 They had a  son called  Prince  Edward.

 Henry was very  happy even though  died 

   few days after giving birth.

 Elizabeth carried her brother's  shawl at his  christening.

 Henry married  many  wives  after  died.

6   
He had 6 wives in total.

When  Henry  died Edward became  king at age 9.

 Sadly  King  Edward  died too. He was  only 16 16

years old.

  Henry's first daughter  Mary became  Queen.

   She  locked her up in the

 Tower of London.

  Elizabeth was scared.

    be executed like her  mother

 Anne was.



However John, a soldier looked after her in the



Tower of London.



Eventually Mary let Elizabeth out.



Mary still didn't like her sister.



Years

later

Mary

died

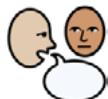
after

being

ill.



Elizabeth was out riding her horse when she was



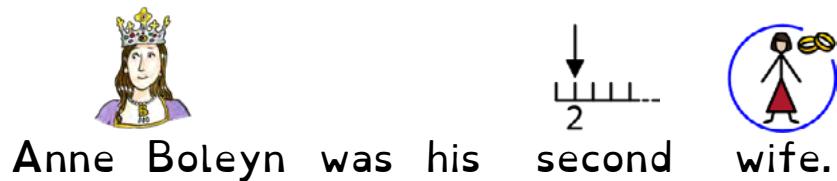
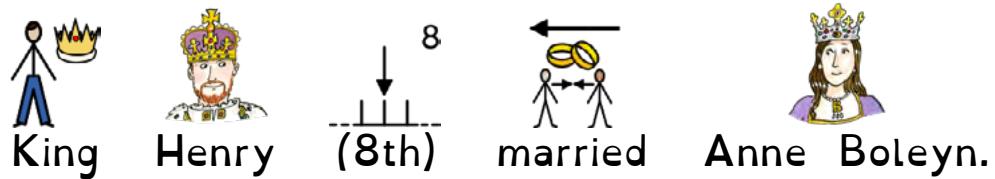
Elizabeth was very intelligent and a popular Queen.



She wore a special ring with two pictures.

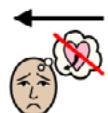


Can you guess who the people are in the pictures?





They had a daughter called Elizabeth.



Henry was disappointed because he wanted a son.



The son would be King after Henry dies.



Anne's baby was not a boy so Henry got rid of her.

 married  next.

 They had a son called Prince Edward.

 happy even though Jane died a few days after giving birth.

 carried her brother's shawl at his christening.

 married many wives after Jane died. He had 6 wives in total.

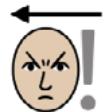
When Henry died Edward became king at age 9.

Sadly King Edward died too. He was only 16 years old.

Henry's first daughter Mary became Queen.



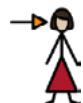
Mary



hated



Elizabeth.



She



locked

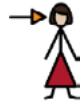
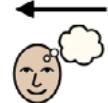
her up in the Tower of London.



Mary hated Elizabeth. She locked her up in the Tower of London.



Elizabeth was scared.



Elizabeth thought she would be executed like her mother Anne was.



However John, a soldier looked after her in the Tower of London.





Eventually Mary let Elizabeth out.



Mary still didn't like her sister.



Years



later



Mary



died



after



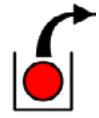
being



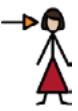
ill.



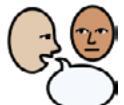
Elizabeth was



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Elizabeth was very intelligent and a popular Queen.



She wore a special ring with two pictures.

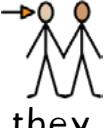


Can you guess who the people are in the pictures?

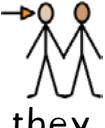
## Widgit question prompts: Elizabeth Tudor

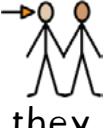
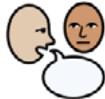
   I wonder where this is?

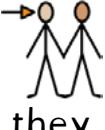
   I wonder who that is?

   are  called?

   I wonder what is happening here?

   are  doing?

   are  saying?

   are  thinking?

# Widgit question prompts: Elizabeth Tudor

I wonder how they are feeling?

I wonder what they will say to me?

I wonder what I will do in that situation?

I wonder how you would feel if you were them?

I wonder what you will say to them?

I wonder what the walls will tell me about the family?

## Widgit question prompts: Elizabeth Tudor

  wonder what it is like to be  King of  England

  wonder what it is like to be  Queen of  England.

  wonder what it is like to be part of the  royal



family.

  wonder if  would like to  live in a



palace.

# Sensory Storytelling: *Elizabeth Tudor*

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The sensory suggestions provided in this resource are designed to support reading the wordless story *Elizabeth Tudor*.

Sensory storytelling is a powerful method for making learning accessible and memorable for students with SEND by engaging their sense of touch, smell, sight, sound, and taste (where appropriate).

Items like fabric swatches and plastic crowns can be purchased cheaply on eBay and Amazon.

We recommend downloading recordings from the BBC's online Sound Effects archive (free to download for educational purposes).

**SOUND EFFECTS:** [sound-effects.bbcrewind.co.uk](http://sound-effects.bbcrewind.co.uk)

## King Henry and Queen Anne celebrate (Page 1)

### Sensory focus: Hearing, Touch, Sight, Movement

#### Sound:

- trumpet fanfare
- people laughing
- lute music
- glasses clinking together in a toast

#### Movement:

- toasting with cups
- playing a trumpet
- playing a lute

#### Touch/Sight:

- faux fur
- a piece of gold sparkly fabric
- a piece of thick white silky fabric
- a piece of purple velvet (to represent the crown and Anne's dress)
- a crown

## Elizabeth is born (Page 2)

### Sensory focus: Hearing, Touch, Sight, Smell, Movement

#### Sound:

- a young baby
- crackling fire

#### Additional activity\*

1. Share separate pictures of a baby boy and baby girl. Differentiate the pictures by labelling the pictures 'boy' and 'girl'.
2. When holding up the girl picture, let out a very quiet, short, disappointed sound, e.g. a soft sigh, to represent King Henry's lack of enthusiasm.
3. When holding up the boy picture, clap and make celebratory sounds to represent King Henry's wish for a boy.

[\*We strongly recommend that this activity should only be used with students who are able to discuss why King Henry's attitude toward his daughter is wrong and unfair.]

#### Touch/Sight:

- a baby doll (Tip: pass it around very gently)
- pink velvet fabric swatch
- blue velvet fabric swatch
- unlit wax candles
- a piece of dry wood/small log

#### Smell:

- a struck match (put out)

#### Movement:

- rocking a baby
- looking disappointed (like King Henry)
- looking afraid (like Queen Anne)

## Queen Anne is arrested (Page 3)

### Sensory focus: Hearing, Touch, Sight, Smell, Movement

Sound: <ul style="list-style-type: none"><li>- marching boots</li><li>- gasps of shock/fear</li><li>- rattle a chain</li><li>- a toddler crying</li><li>- oars rowing</li><li>- a heavy door being slammed shut and locked</li></ul>	Touch/Sight: <ul style="list-style-type: none"><li>- a piece of chain of large, metal links <i>(Tip: let students feel the "arrest" and the feeling of being bound)</i></li><li>- a small doll or rattle</li><li>- a piece of emerald green fabric to represent Elizabeth</li><li>- a piece of purple velvet to represent Anne</li></ul>
Smell: <ul style="list-style-type: none"><li>- a strong, sharp smell to represent fear (e.g. vinegar)</li></ul>	Movement: <ul style="list-style-type: none"><li>- march like the Royal guards</li><li>- hold someone by the wrist and lead them</li><li>- to the door</li><li>- arrange chairs like a boat</li><li>- lead 'prisoner' into the boat and row them to the Tower</li></ul>

## Edward's christening (Page 4)

### Sensory focus: Hearing, Touch, Sight, Smell, Movement

Sound: <ul style="list-style-type: none"><li>- a young baby</li><li>- church music</li><li>- feet walking on tiled floor</li></ul>	Touch/Sight: <ul style="list-style-type: none"><li>- a baby doll <i>(Tip: Pass it around very gently)</i></li><li>- a piece of blue velvet</li><li>- faux fur</li><li>- gold/white sparkly fabric</li><li>- a crown</li><li>- a piece of emerald green fabric to represent Elizabeth</li><li>- a piece of gold sparkly fabric</li><li>- a piece of purple velvet (to represent the crown and Anne's dress)</li></ul>
Smell: <ul style="list-style-type: none"><li>- incense to represent how churches smelled in Tudor times</li></ul>	
Movement: <ul style="list-style-type: none"><li>- rock a baby</li><li>- walk like a proud, happy king</li></ul>	

## King Edward has died and Mary is Queen (Page 5)

### Sensory focus: Hearing, Touch, Sight, Smell, Movement

Sound: - funeral church music	Touch/Sight: - black ribbon - red and white flowers - a crown - blue velvet fabric swatch to represent Edward - a piece of emerald green fabric to represent Elizabeth - unlit candles
Smell: - a struck match (put out) - incense to represent how churches smelled in Tudor times	
Movement: - very sad expression and body language - putting a crown on a queen/king	

## Elizabeth is arrested (Page 6)

### Sensory focus: Hearing, Touch, Sight, Taste, Smell, Movement

Sound: - rattle the chain - oars rowing - a heavy door being slammed shut and locked - gasps of shock/fear	Touch/Sight: - a chain of large, metal links <i>(Tip: wrap it around students' wrists)</i> - a piece of emerald green fabric to represent Elizabeth - a quill pen - a scroll - wax candles
Taste: - small cubes of bread small cubes of cheese apple slices	Movement: - shocked/scared expression and body language - march in pairs like the Royal guards - hold someone by the wrists and lead them to the door - arrange chairs like a boat - lead 'prisoner' into the boat and row them to the Tower
Smell: - a strong, sharp smell to represent fear (e.g. vinegar)	

## Elizabeth is a prisoner in the Tower (Page 7)

### Sensory focus: Hearing, Touch, Sight, Smell

#### Sound:

- footsteps on stone steps
- rattle the chain
- clanking of large keys
- a heavy door being slammed shut and locked
- ravens cawing

#### Sound:

- a very quick, sharp bang on a hard surface, to represent a moment of sudden fear or danger

#### Additional activity\*

Make a 'whoosh' sound by moving a hand quickly through the air, to represent the executioner's sword.

[\*We strongly recommend that this activity should only be used with students who are able to discuss the subject of execution in a safe and supported way.]

#### Touch/Sight:

- a chain of large, metal links  
*(Tip: wrap it around students' wrists)*
- a piece of emerald green fabric to represent Elizabeth
- a piece of dry wood/small log
- large old-fashioned keys
- a small, smooth stone or brick that is slightly cold to the touch, representing the walls of the Tower.
- Ice cubes to touch to feel cold and numb. No heating, stone room with open windows, uncomfortable feeling.

#### Smell:

- a strong, sharp smell to represent fear (e.g. vinegar)

## Elizabeth is freed from the Tower (Page 8)

### Sensory focus: Hearing, Touch, Sight, Movement

#### Sound:

- a lock being unlocked
- a door creaking open
- rowing oars
- a big sigh of relief

#### Movement:

- push open a heavy door and step through it

#### Touch/Sight:

- a chain of large, metal links *(Tip: wrap it around students' wrists and then pull it off)*
- a piece of emerald green fabric to represent Elizabeth
- a crown
- a kiss on the back of the hand

## Mary is ill and chooses Elizabeth to be the next Queen (Page 9)

### Sensory focus: Hearing, Touch, Sight, Smell, Movement

Sound: - coughing - clinking glass bottles	Touch/Sight: - a blanket (Tip: students could wrap it round themselves) - a hot water bottle containing warm water - cold gel pack
Smell: - bitter medicinal smell (e.g. eucalyptus, Vicks Rub)	Movement: - mix medicine in a bowl - give a spoonful of medicine

## Elizabeth finds out she's the new Queen (Page 10)

### Sensory focus: Hearing, Touch, Sight, Smell, Movement

Sound: - wind blowing in trees - rustling dry leaves - hooves galloping on grass - a horse neighing - a gasp of surprise - people cheering	Touch/Sight: - a piece of emerald green fabric to represent Elizabeth - dry autumn leaves (or fabric) - tree bark - leather gloves - a long fluffy feather for Elizabeth's hat - a long cloak (Tip: use a blanket) - black ribbon
Smell: - autumn leaves - grass - leather	Movement: - ride a horse - blow about like the wind - kneel to show respect

## Queen Elizabeth (Page 11)

### Sensory focus: Hearing, Touch, Sight, Movement

#### Sound:

- a trumpet fanfare
- the swish of a long heavy skirt

#### Touch/Sight:

- a chunky costume ring
- a crown
- a string of pearls
- plastic jewels
- a piece of white lace
- a piece of thick white silky fabric
- a big chair (Tip: let students take turns wearing the crown and pearl necklace while sitting on the throne)

#### Movement:

- putting a crown on a queen/king
- bow/curtsey
- walk proudly like a queen/king
- open the ring's secret compartment

### Visual prop

Make a hanging mobile to represent King Henry VIII, his six wives and three children. You could label the queens in order 1-6.

Henry

Katherine (1)

Anne (2)

Jane (3)

Anne (4)

Katherine (5)

Catherine (6)

Mary

Elizabeth

Edward

# Activities for Blank Level Questioning

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The Blank Levels of Questioning (also called the Language of Learning model) was developed by Blank, Rose, and Berlin in 1978 to build children's verbal reasoning and abstract language skills. It uses four levels of questions, progressing from simple, concrete to complex, abstract. These questions support vocabulary growth and skills in comprehension, reasoning, inference, prediction, and problem-solving.

This resource provides examples of questions based on the Blank Level model, for use with the wordless story *Elizabeth Tudor*.

## Blank Level 1 – Naming

At this level, students apply language to what they see directly in front of them, or something recently removed. Students only need to provide short or non-verbal responses; for example, pointing.

- 1. Introduce the Visuals:** Print off and lay out all 11 pages from the story.
- 2. Re-tell the story**
- 3. Emphasise vocabulary** using clear, single-word labels for each.
- 4. Prompting:** Encourage students to point out, touch, or say the target word.
- 5. Acknowledge and Repeat:** "Yes! That is the crown, king, etc." (to reinforce the association between the word and the object).
- 6. Look at the pages in turn and ask the suggested questions** provided below (add more of your own).

### Page 1

- Find King Henry
- Find Queen Anne
- Find Mary
- What is this? [point to the crowns]
- What are the king and queen sitting on? [thrones]

### Page 2

- Find King Henry
- Find Queen Anne
- Find Mary
- Show me baby Elizabeth
- What is Queen Anne lying on? [bed]
- Point to the fireplace
- What is this? [point to the candles]

### Page 3

- Find Queen Anne
- Show me the little girl Elizabeth
- Point to the fireplace
- Find King Henry [portrait]
- Point to the window
- Point to the Tower of London

### Page 4

- Find King Henry
- Find Queen Jane
- Show me baby Edward
- Show me the little girl Elizabeth
- Find Mary
- What is this? [point to the crowns]

### Page 5

- Show me Elizabeth
- Find Mary
- What is this? [point to the crown]
- What is this? [point to the flowers]
- What is this? [point to the coffin]
- Find Edward [portrait]
- Find King Henry [portrait]

### Page 6

- Show me Elizabeth
- What is this? [point to the items on the table]
- Point to the window
- Point to the Tower of London
- Find Mary [portrait]

### Page 7

- Show me Elizabeth
- What is Elizabeth sitting on? [chair]
- Find Queen Anne [thought bubble]
- What is this? [point to the keys]
- Point to the window
- Point to the Tower of London
- Point to the fireplace
- Find Mary [portrait]

### Page 8

- Show me Elizabeth
- Find Mary
- What is this? [point to the crown]
- What is Mary sitting on? [throne]
- What is this? [point to the items on the table]
- Point to the window
- Point to the Tower of London

### Page 9

- Show me Mary
- What is Mary lying on? [bed]
- What is this? [point to the items on the table]
- Find Elizabeth [portrait]
- Find King Henry [portrait]

### Page 10

- What is this? [point to the tree/horse/bird]
- Show me Elizabeth
- What are these? [point to Elizabeth's gloves/cloak/hat]
- What is Elizabeth looking at? [picture of Mary]
- Find Mary [portrait]

### Page 11

- Show me Elizabeth
- What is this? [point to the crown]
- What is Elizabeth sitting on? [throne]
- Find the ring with 2 pictures
- Find Queen Anne [ring]

## Blank Level 2 – Describing things

At this level, students are asked to explore what they can see in more detail; such as the size, colour, and function of an object, or what's happening.

### Page 1: King Henry VIII and Queen Anne Boleyn are having a celebration.



Look at the picture.

- Where do kings and queens live? [palaces/castles]
- Where are they? [throne room /palace]
- What is happening?
- What is the king's name? [Henry]
- What things show us that Henry is a king? [crown/throne/clothes]
- Find one musical instrument you blow and one musical instrument with strings. [trumpet and lute]
- What is the queen's name? [Anne]
- What colour is Anne's dress? [purple]
- What is Anne wearing round her neck? [necklace]
- Who is standing next to Queen Anne? [Mary]
- What colour is Mary's dress? [grey]

### Page 2: Queen Anne has just given birth to a baby. It's a girl called Elizabeth.



Look at the picture.

- Where are they? [bedroom]
- What is happening?
- Who is looking angry? [King Henry]
- What colour is King Henry's beard? [red]
- What colour is Elizabeth's hair? [red]
- Find three different coloured shawls. [pink/blue/purple]
- What colour is Queen Anne's shawl? [purple]
- Who is standing next to King Henry? [Mary]
- What are the candles used for? [light]
- What is the fireplace used for? [heat]

### Page 3: Queen Anne is being arrested and taken to the Tower of London.

She is leaving Elizabeth behind.



Look at the picture.

- What is happening?
- What colour is Elizabeth's dress? [green]
- What has Elizabeth been doing? [playing with toys]
- What colour is Anne's dress? [purple]
- What colour are the soldiers wearing? [red]
- Who is that in the picture above the fireplace? [King Henry]
- What is that castle you can see through the window called? [Tower of London]

Page 4: Queen Anne has been executed. King Henry's new wife is called Jane. They have just had a baby boy called Edward. The Royal family are in church for Edward's christening.



Look at the picture.

- Where are they? [church]
- What is happening? [christening]
- What colour is Elizabeth's dress? [green]
- Who is carrying the baby? [King Henry]
- What is the baby's name? [Edward]
- What is the new queen's name? [Jane]
- What is Elizabeth carrying? [shawl]
- Who is walking next to Elizabeth? [Mary]

Page 5: King Henry is dead. His son King Edward has just died. Mary is now Queen of England.



Look at the picture.

- Where are they? [church]
- What is happening?
- What colour is Elizabeth's dress? [green]
- What is Elizabeth holding? [flowers]
- What colour is Mary's dress? [grey]
- What is Mary wearing on her head? [crown]
- What shows us that Henry and Edward are dead? [black ribbons on pictures]

Page 6: Elizabeth is being arrested. She is going to the Tower of London.



Look at the picture.

- What is happening?
- What colour is Elizabeth's dress? [green]
- What has Elizabeth been doing? [eating/writing]
- What is the feather used for? [writing]
- What colour are the soldiers wearing? [red]
- Who is that in the picture on the wall? [Mary]
- What is that castle you can see through the window called? [Tower of London]

Page 7: Elizabeth is a prisoner in the Tower of London. She is being questioned.



Look at the picture.

- What is happening?
- What colour is Elizabeth's dress? [green]
- What are the keys used for? [locking up prisoners]
- What is the fireplace used for? [heat]
- Who is that in the picture above the fireplace? [Mary]
- What is that castle you can see through the window called? [Tower of London]

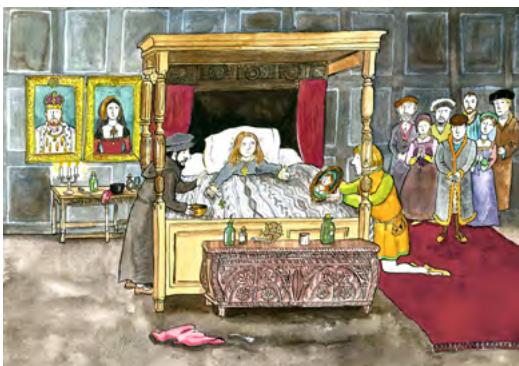
## Page 8: Queen Mary has let Elizabeth out of the Tower of London.



Look at the picture.

- What is happening?
- Who are the two men wearing red? [soldiers]
- What colour is Mary's dress? [grey]
- What things show us that Mary is a queen? [crown/throne]
- What colour is Elizabeth's dress? [green]
- What is Elizabeth doing? [kissing Mary's hand]
- What is the cup on the table used for? [drinking]
- What is that castle you can see through the window called? [Tower of London]

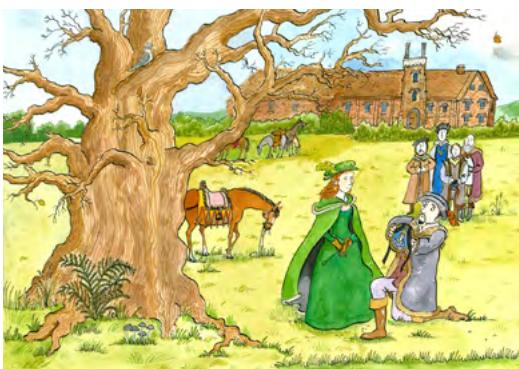
## Page 9: Queen Mary is sick and she is going to die. She is choosing Elizabeth to be Queen of England after she dies.



Look at the picture.

- What is happening?
- What colour is Mary's nightdress? [grey]
- What is the man in the brown robe doing? [doctor/caring for Mary]
- Who is the king in the picture on the wall? [King Henry]
- What is Mary pointing at? [picture of Elizabeth]

## Page 10: Elizabeth is being told the news that Mary is dead and that she is the new Queen of England.



Look at the picture.

- What is happening?
- What was Elizabeth doing before the men arrived? [riding]
- What is the man next to Elizabeth doing? [kneeling/telling her the news]
- Who is the picture of? [Queen Mary]
- What shows us that Mary is dead? [black ribbons on picture]

## Page 11: Elizabeth is now Queen of England. She is wearing a special ring with pictures hidden inside. The pictures are of Elizabeth and her mother Queen Anne.



Look at the picture.

- What is happening?
- What shows us that Elizabeth is the Queen? [crown/throne/clothes]
- What differences can you see between Elizabeth's clothes in this picture and earlier?
- Who is the top picture of inside her ring? [her mother/Queen Anne]
- Who is the bottom picture of inside her ring? [Elizabeth]

## Blank Level 3 – Talking about stories and events

At this level, students are asked to think and reorder the information provided in the story. Students must consider and evaluate certain basic facts before responding.

### Activity 1

Print out copies of pages from the story and ask students to **Sequence** them in the correct order.

### Activity 2

Ask students to **Summarise** the story into a few sentences.

### Activity 3

Once students are able to tell the story of Elizabeth Tudor with confidence, ask them questions that require them to think before responding.

We've provided some examples below for each page of the story:

#### Page 1

- What is King Henry/Queen Anne/Mary thinking?
- What is King Henry/Queen Anne/Mary saying?
- What is King Henry/Queen Anne/Mary feeling?
- What are the other people thinking?
- What are the other people saying?

#### Page 2

- What is King Henry/Queen Anne/Mary thinking?
- What is King Henry/Queen Anne/Mary saying?
- What is King Henry/Queen Anne/Mary feeling?
- What are the other people thinking?
- What are the other people saying?
- What do you think will happen to Queen Anne next?

#### Page 3

- What is Queen Anne thinking?
- What is Queen Anne saying?
- What is Queen Anne/Elizabeth feeling?
- What are the other people thinking?
- What are the other people saying?
- What do you think will happen next to Queen Anne?
- What do you think will happen to Elizabeth next?

#### Page 4

- What is King Henry/Queen Jane/Elizabeth/Mary thinking?
- What is King Henry/Queen Jane/Elizabeth/Mary saying?
- What is King Henry/Queen Jane/Elizabeth/Mary feeling?
- What do Elizabeth, Mary and Edward have in common? [King Henry is their father]
- What are the other people thinking?
- What are the other people saying?
- What's happened to Queen Anne?

#### Page 5

- What is Elizabeth/Mary thinking?
- What is Elizabeth/Mary saying?
- What is Elizabeth/Mary feeling?
- What's happened to King Henry?
- What's happened to King Edward?
- What do you think will happen next?

#### Page 6

- What has Mary ordered the soldiers to do?
- What is Elizabeth thinking?
- What is Elizabeth saying?
- What is Elizabeth feeling?
- What are the other people thinking?
- What are the other people saying?
- What do you think will happen to Elizabeth next?

#### Page 7

- What is Elizabeth thinking?
- What is Elizabeth saying?
- What is Elizabeth feeling?
- What are the other people thinking?
- What are the other people saying?
- What does 'execute' mean?
- What do you think will happen to Elizabeth next?

Page 8

- What is Elizabeth/Mary thinking?
- What is Elizabeth/Mary saying?
- What is Elizabeth/Mary feeling?
- What are the other people thinking?
- What are the other people saying?
- What do you think will happen next?

Page 9

- What is Mary thinking?
- What is Mary saying?
- What is Mary feeling?
- What are the other people thinking?
- What are the other people saying?
- What do you think will happen next?

Page 10

- What's happened to Mary?
- What is Elizabeth thinking?
- What is Elizabeth saying?
- What is Elizabeth feeling?
- What are the other people thinking?
- What are the other people saying?
- What do you think will happen to Elizabeth next?

Page 11

- What's happened to Elizabeth?
- What is Elizabeth thinking?
- What is Elizabeth saying?
- What is Elizabeth feeling?
- What do you think will happen to Elizabeth next?

## Blank Level 4 – Justifying

At this level, students are asked to apply critical enquiry and reasoning skills. They will need to draw on past experiences, make parallels, examine causes and likely effects, as well as justify the reasons for their conclusions.

Here are some example questions to use with the story *Elizabeth Tudor*:

- Why did King Henry VIII want a son to be ruler after him when he already had two children (Mary and Elizabeth)?
- How do you think Elizabeth felt about her mother being taken away from her?
- How do you think Elizabeth felt about her father King Henry?
- How do you think Mary felt about her sister Elizabeth?
- How do you think Elizabeth felt about her sister Mary?
- What do you think Elizabeth found hardest about her childhood and early life?
- How do you think Queen Mary felt knowing that Elizabeth would be ruler after her?
- What do you think Elizabeth found hardest about being the Queen of England?
- What do you think made her a good ruler?
- Why do you think Elizabeth never got married or had children?
- How do you think she wanted to be remembered?
- Why do you think people still talk about her today?