



Wordless Stories

Reading Techniques Manual
for *Elizabeth Tudor*

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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Reading Technique: Level 1. BASIC

Aim

The aim of the BASIC reading technique is to encourage Readers (your students) to share their own interpretation of what is going on in each picture and, through doing that, develop their personal Visual Literacy, critical thinking and oracy skills.

This technique will also help Readers to relate to the characters as real people and encourage curiosity and empathy. This makes it easier for them to remember the story afterwards.

When to use the BASIC reading technique:

- whenever students read a new picture
- whenever students are re-visiting a picture they have previously read, to check their recall and understanding
- before using the DEEP DIVE technique (if suited to students' ability level) to ensure every Reader is following the story

Session Preparation

1. Read the resource *Introduction to Visual Literacy*
2. Read the resource *How to read wordless stories*
3. Decide on the Reader Set Up you want to try (see the *Reader Set Up* section in *How to read wordless stories*)
4. Decide what approach to take for sharing the story's historical information with your students (see the *Introducing the History behind the story* section in *How to read wordless stories*)
5. Choose the format or combination of formats you'll be using with students when they look at the pictures (see the *Which format?* section in *How to read wordless stories*)

6. Decide whether you will be using additional support material in the session (a Sensory Storytelling Guide and Widgit resources are available for each story from the Wordless Stories webpage)
7. Print off (and laminate if possible) the BASIC Question List (provided below) for every Supporter
8. Familiarise yourself with the pictures in your wordless story
9. Practise asking yourself the BASIC questions while looking at the story's illustrations

Progression

Once your students have read a whole picture using BASIC questions (or the whole story, depending on the approach you choose), re-read it using the DEEP DIVE reading technique. Resources for this are provided on the Wordless Stories webpage.



BASIC Questions

Notes

By starting questions with the phrase 'I wonder', the Supporter is suggesting to Readers that the answer isn't set in stone. This reassures Readers that they won't risk getting it wrong if they share their personal interpretation, which will build their confidence to express thoughts.

Notice how asking the BASIC questions in the order they're presented here helps to 'unpeel' the picture layer by layer, encouraging Readers to explore the characters' emotions in a gradual, structured way.

We recommend that Supporters have a printed question list they can refer to during a session.

Questions

1. I wonder where this is?
2. I wonder who that is?
3. I wonder what they are called?
4. I wonder what is happening here?
5. I wonder what they are doing?
6. I wonder what they are saying?
7. I wonder what they are thinking?
8. I wonder how they are feeling?
9. I wonder how you would feel if you were them?
10. I wonder what you want to say to them?

Reading Technique: Level 2. DEEP DIVE

Aim

The aim of the DEEP DIVE reading technique is to encourage Readers (your students) to explore what they think is going on 'below the surface' of a picture and build on the visual literacy and oracy skills previously established by practising the BASIC technique.

This technique challenges Readers to explore the characters' personalities, relationships and motivations, as well as the consequences of their actions, which strengthens historical enquiry skills. It helps Readers to relate to the characters as real human beings facing life-changing situations, which will help them remember the story longer term.

When to use the DEEP DIVE reading technique:

- after students have read the picture/story by answering the BASIC questions
- before using the MAKING CONNECTIONS technique (if suitable for students' ability)

Session Preparation

1. Decide on the Reader Set Up you want to use (see the *Reader Set Up* section in *How to read wordless stories*)
2. Decide what approach to take for sharing the story's historical information with your students (see the *Introducing the History behind the story* section in *How to read wordless stories*)
3. Choose the format or combination of formats you'll be using with students when they look at the pictures (see the *Which format?* section in *How to read wordless stories*)

4. Print off (and laminate if possible) the DEEP DIVE Question List (provided below) for every Supporter
5. Practise asking yourself the DEEP DIVE questions while looking at the story's illustrations

Historical source material

If you haven't already introduced students to historical source material at an earlier reading level, please see *How to read wordless stories* for guidance.

Progression

Once your students have read the whole story using DEEP DIVE questions, re-read it using the MAKING CONNECTIONS reading technique to help them embed the story and what they've learned from it. Resources for this are provided on the Wordless Stories webpage.



DEEP DIVE Questions

Elizabeth Tudor

Notes

By starting questions with the phrase 'I wonder', the Supporter is suggesting to Readers that the answer isn't set in stone. This reassures Readers that they won't risk getting it wrong if they share their personal interpretation, which will build their confidence to express thoughts.

DEEP DIVE questions don't need to be asked in any particular order, but the Supporter's aim should always be to encourage students to 'unpeel' the picture's potential meanings and messages layer by layer.

We recommend that Supporters have a printed question list they can refer to during a session.

The questions provided below are for guidance. Note down any additional questions you think of that help stimulate the Readers.

Questions (by story page)

Page 1

I wonder...

- how Henry and Mary are related to each other?
- how Anne and Mary are related to each other?
- how Henry feels about the baby Anne is going to have?
- how Mary feels towards Anne?
- how Mary feels about the baby?
- whose portrait Mary is holding? Why?
- if the people here look like people you'd see today? What's the same? What's different?
- if you can find any special symbols in this picture? I wonder what they mean?
- what clues you can find that show who is important in this room and who is less important?

Page 2

I wonder...

- why Henry feels that way?
- why Henry is holding a baby shawl?
- why Mary is looking at Anne and the baby like that?
- how the baby Elizabeth and Mary are related to each other?
- how Henry felt when Mary was born?
- what Mary's clothes tell us about her?
- what you notice about the way the three women are dressed?
- what differences there are between your bedroom at home and Anne's? Why do you think that is?
- what Henry will do next?

Page 3

I wonder...

- if Anne is surprised?
- if this is how Anne deserves to be treated?
- who planned this? Why?

- where Anne is going?
- what Anne thinks will happen to Elizabeth?
- when Elizabeth and Anne will see each other again?
- what is going to happen to Anne?
- what Elizabeth will remember about this moment?

Page 4

I wonder...

- why Henry has a different queen?
- what's happened to Anne?
- if you recognise Henry's queen from earlier in the story?
- how the baby and Elizabeth are related to each other?
- how the baby and Mary are related to each other?
- which parent Elizabeth, baby Edward and Mary have in common?
- why Elizabeth and Mary are walking next to each other?
- if Mary's feelings towards Elizabeth are the same or different to earlier in the story?
- how important this baby is to Henry? Why?
- how Henry feels towards Elizabeth and Mary now?
- what Elizabeth's childhood is like?
- if Elizabeth feels part of a close family?

Page 5

I wonder...

- how Elizabeth felt when Edward died?
- how Mary felt when Edward died?
- if Elizabeth and Mary have a close relationship? Why?
- what Elizabeth thinks about Mary becoming Queen of England?
- why Elizabeth isn't queen instead of Mary?
- which one of them has the most power?
- how Mary will treat Elizabeth now she's the queen?
- what Henry would say if he knew his daughter is the ruler of England like he was?
- what advice you would give Elizabeth right now?

Page 6

I wonder...

- if Elizabeth is surprised this is happening?
- if this is how Elizabeth deserves to be treated?
- who planned this? Why?
- where Elizabeth is going?
- if this moment reminds Elizabeth of something that happened earlier in her life?
- what Elizabeth thinks is going to happen next?
- what advice you would give Elizabeth right now?

Page 7

I wonder...

- why this is happening to Elizabeth?
- why Mary isn't there with her?
- who could help Elizabeth right now?
- what advice you could whisper to Elizabeth right now?

Page 8

I wonder...

- why Elizabeth is kneeling in front of Mary?
- why Mary isn't looking at Elizabeth?
- if Elizabeth feels safe now? Why?

Page 9

I wonder...

- why all those people are in Mary's bedroom?
- why Elizabeth isn't there?
- why Mary is pointing at the picture of Elizabeth?
- why Mary has those other pictures on her bedroom wall?
- what will happen next?

Page 10

I wonder...

- what feelings Elizabeth might be trying to hide? Why?
- how her life is going to be different?
- if Elizabeth feels safe now? Why?
- what will happen to her next?

Page 11

I wonder...

- if Elizabeth feels safe now? Why?
- if Elizabeth misses her sister? Why?
- if Elizabeth misses her father? Why?
- if Elizabeth misses her mother? Why?
- why there's an empty throne next to Elizabeth's?
- why Elizabeth will never get married or have children?
- if Elizabeth has anyone to share her problems with?
- what kind of a monarch Elizabeth will be? Why?

Reading Technique:

Level 3. MAKING CONNECTIONS

Aim

The aim of the MAKING CONNECTIONS reading technique is to encourage Readers (your students) to identify the story's recurring themes and bigger questions, while continuing to build on visual literacy and oracy skills previously practised by responding to DEEP DIVE questions.

This technique links the story across pages by helping Readers trace themes like relationships, contemporary attitudes, motivation, behaviour patterns, as well as the wider consequences of the characters' actions.

This technique can also be used to track a character's personal development in response to major events or experiences.

When to use the MAKING CONNECTIONS reading technique:

- after students have read the picture/story by answering the DEEP DIVE questions

Session Preparation

1. Decide on the Reader Set Up you want to use (see the *Reader Set Up* section in *How to read wordless stories*)
2. Decide what approach to take for sharing the story's historical information with your students (see the *Introducing the History behind the story* section in *How to read wordless stories*)
3. Choose the format or combination of formats you'll be using with students when they look at the pictures (see the *Which format?* section in *How to read wordless stories*)
4. Print off (and laminate if possible) the MAKING CONNECTIONS Question List (provided below) for every Supporter

Progression

Once your students have explored the story by responding to MAKING CONNECTIONS questions and they feel confident, ask them to tell the story without the pictures. Students could take turns to tell the next part of the story.

You could strengthen students' sense of ownership of this story by asking them to re-tell it through improvised drama, or by making a class video.

You could also try a 'hot seating' activity, by casting students as characters from the story and have their peers interview them about different events or experiences covered in the story. You could include original source material by showing a portrait of their character behind the interviewees during their interview.



MAKING CONNECTIONS Questions

Elizabeth Tudor

Notes

By starting questions with the phrase 'I wonder', the Supporter is suggesting to Readers that the answer isn't set in stone. This reassures Readers that they won't risk getting it wrong if they share their personal interpretation, which will build their confidence to express thoughts.

Questions for MAKING CONNECTIONS don't need to be asked in any particular order, but the Supporter's aim should always be to encourage Readers to 'unpeel' the pictures' potential meanings and messages layer by layer.

We recommend that Supporters have a printed question list they can refer to during a session.

The questions provided below are provided for guidance. Note down any additional questions you think of that help stimulate the Readers.

Revisit the story's relevant pages to support discussion.

Questions

I wonder...

- why children are important to Henry VIII as the King of England? Why?
- why Henry thinks that only men can rule England? Why?
- what Henry is afraid might happen if he doesn't have a son? Why?
- what sort of a father is Henry VIII? Why?
- what sort of husband is Henry VIII? Why?
- why a rose appears in so many places in this story? I wonder what it means?
- how Mary feels about her stepmother Queen Anne? Why?
- how Mary feels about her little sister Elizabeth? Why?
- if Mary ever feels sorry for her little sister Elizabeth? Why?
- what Mary really cares about in her life? Why?
- how Elizabeth feels about what happened to her mother? Why?
- how Elizabeth coped after her mother was taken away?
- how Elizabeth feels about her father? Why?
- how Elizabeth feels about her big sister Mary? Why?
- why Elizabeth never got married or had children?
- what lessons Elizabeth learned from her childhood? Why?
- which of those lessons were useful when she was the Queen of England? Why?
- what sort of monarch/queen Elizabeth was? Why?
- if Henry VIII would have been proud that Elizabeth was such a successful monarch? Why?
- what advice Anne would have given her daughter?
- how this story would be different if...
 - Henry VIII believed daughters are as good as sons?
 - Edward lived a long life and had a son of his own?