



"BRILLANT.
ROYALEMENT
INTERPRÉTÉ!"
LE POINT

"CE FILM
VOUS
BOULEVERSERÀ."
LE FIGARO

GOLDEN GLOBES 2011
MEILLEUR ACTEUR COLIN FIRTH

COLIN FIRTH
NOMMÉ AUX OSCARS®

GEOFFREY RUSH
RÉCOMPENSÉ AUX OSCARS®

HELENA BONHAM CARTER
NOMMÉE AUX OSCARS®

LE DISCOURS D'UN ROI

THE KING'S SPEECH

UN FILM DE TOM HOOPER

THE WEINSTEIN COMPANY et UK FILM COUNCIL PRÉSENTENT EN ASSOCIATION AVEC MOMENTUM PICTURES AEGIS FILM FUND MOLINARE LONDON FILMATION ENTERTAINMENT UNE PRODUCTION DE SEE SAW FILMS / BEDLAM PRODUCTION
UN FILM DE TOM HOOPER COLIN FIRTH GEOFFREY RUSH "THE KING'S SPEECH" HELENA BONHAM CARTER GUY PEARCE TIMOTHY SPALL DEREK JACOBI JENNIFER EHLE et MICHAEL GAMBON COMME NINA GOLD
DÉVELOPPEMENT MAGGIE RODFORD MONTAGE FRANCES HANNON COSTUME JENNY BEAVAN MUSIQUE EVE STEWART RÉALISATION TARIQ ANWAR MONTAGE ALEXANDRE DESPLAT SON DANNY COHEN, BSC CO-PRODUCTION PETER HESLOP SIMON EGAN
PRODUCTION GÉOFFREY RUSH TIM SMITH PAUL BRETT MARK FOLIGNO HARVEY WEINSTEIN BOB WEINSTEIN SCÉNARIO DAVID SEIDLER RÉALISATION IAIN CANNING EMILIE SHERMAN GARETH UNWIN MONTAGE TOM HOOPER

PEPPER

5

bedlam

MOLINARE

LEIS

THE NATIONAL LOTTERY FUNDED

THE WEINSTEIN COMPANY

wild bunch

Taking a Class to See The King's Speech "Le Discours d'un Roi"

TEACHER'S PAGE

INTRODUCTION

As a fact-based, historical film set in London in the 1930s, *The King's Speech* is an educational film in the best sense of the term. It will bring the period alive for your pupils, giving them a sense of the fashion, cars, lifestyle – and even the weather – in London at the time. In addition, it will provide a good explanation of the *Abdication Crisis*, and the background to how the current Queen wound up ascending to the throne, following her grandfather, uncle and father (Kings George V, Edward VIII and George VI, respectively).

MATERIALS NEEDED

■ A copy of the Student Worksheets per pupil. Pupils should have them *before* going to see the film, to get the most out of the film and be prepared to do the activities afterwards.
■ Access to a computer room or a projector connected to a computer to work with the sites listed on the right. Or an OHP, if you want to make a transparency of the pictures provided here, which can be downloaded at a higher resolution from: www.lediscoursdunroi.com/presse/.

CEFR

Levels A2-B1

- Trailers: www.momentumpictures.co.uk/ (pass the cursor over the video then click on the 4-arrow symbol on the right to get the trailer full screen) and www.lediscoursdunroi.com (click on the "videos" thumbnail, then choose VOSTFR).
- Audio of the real King George VI giving the speech: www.awesomestories.com/assets/george-vi-sep-3-1939
- Audio of Princess Elizabeth giving a speech during the war www.bbc.co.uk/archive/princesselizabeth/6600.shtml

PROCEDURE

BACKGROUND/ROYAL FAMILY TREE

In order to provide some context for the film, ask the class to create a family tree for the British Royal Family. This will allow for a quick revision of both family relationships (*brother/sister, son/daughter* (N.B. insist on *daughter*, and not *girl*), *grandchildren/grandparents, cousin* etc.) and *his/her*. Pupils do tend to say *her mother* and *his father* following the logic of Romance Languages, so ask them to describe the different Royals' in relationship to each other: *For Prince William, Queen Elizabeth is "his mother"; for Camilla, Charles is "her husband"*, etc. You could add the three kings named in the introduction, plus Elizabeth's great-grandfather, Edward VII, and great-great grandmother, Queen Victoria.

N.B. Make sure pupils know to say "King George the Sixth", "Queen Elizabeth the Second", rather than "King George 6".

WATCHING THE TRAILER

Another way to prepare pupils for seeing the film is to show them the trailer (in English), which is available on line, on the film's official site (www.kingspeech.com) or on YouTube. Start by having them watch it analytically, noting the characters and scenes they see, guessing the time period, etc. (TASK1A). In order to help with comprehension, pupils have a transcription of the dialogues in a fill-in-the-blanks format (TASK1B).



Colin Firth as King George in his military finery. He was an officer in the Royal Navy, and saw action in World War I.

Nevertheless, depending on students' level, we recommend showing them the trailer 2 or 3 times before they have seen the transcription, and asking them for whatever words or phrases they have understood (be encouraging, even if they only grasps bits here and there).

THE KING'S SPEECH WORKSHEET

The Duchess of York (Helena Bonham Carter) lending her husband moral support during his work with Australian speech therapist Lionel Logue (Geoffrey Rush, right).



If, however, you feel that it would boost the class's confidence, you might want to allow them to read the activity before watching the trailer. Although this won't give them the complete dialogue, it will give them enough context to make it more accessible.

Once they have seen the trailer several times and done the worksheet activities, divide pupils into groups of 5 or 6 (with or without a separate "narrator" for the on-screen text). Ask them to learn the dialogues from the trailer by heart and act them out in front of the class.

After they have worked on the trailer in English, let them watch it with French sub-titles (www.lediscoursdunroi.com), then click on "videos" at the bottom, and choose VOSTFR.

WATCHING THE FILM

It will probably be helpful for pupils to read the text of the King's final, climatic speech (*Student Worksheet*, p. 3) before watching the actual film. We also recommend that pupils bring their worksheets, as well as notebooks and pens or pencils, to the cinema. Although it will be hard to take notes in the dark, students could take notes immediately after the screening.

If your local cinema organises special screenings for school groups, you might be able to request that the house lights are left on dim to facilitate note-taking.

Have pupils complete the worksheets as soon as possible after watching the film. Then assign everyone a line or two from the King's final speech to learn by heart. Have them practise it at home, using the recording at www.awesomestories.com/assets/george-vi-sep-3-1939 as a model for accent, tone, etc. and even the hesitations, if pupils wish. Then have the class as a whole perform the entire speech — with each pupil declaiming their line(s) in turn) — which you could record.

DISCUSSION QUESTIONS

Here are some questions and background information for stimulating discussion after the class has seen the film.

A. Translating the Title

The film's title in English is *The King's Speech*. The word *speech* has two different meanings, both of which are used in the film.

Can you remember and give an example of each? Discuss the title, considering the two meanings of the word?

1. A "speech" is a spoken/oral presentation in public. The climax of the film is when the King gives a speech encouraging his people to stand firm in the face of German aggression in Europe.

2. "Speech" can also refer to the way in which a person speaks. For example, Lionel Logue is a speech therapist, the plaque outside his office says, "Lionel Logue, Speech Defects". This means he helps people who have speech defects (for example, who lisp or who, like the king, stammer or stutter) rather than necessarily coaching them to give speeches.

So the title refers both to the speech at the end of the film, and to the king's manner of speaking/his "speech defect".)

B. What Would You Do?

There is a funny scene towards the end of the film when Mrs Logue comes home and finds the Queen sitting in her kitchen. She reacts fairly well, eventually politely asking if Their Royal Highnesses will be staying for dinner. **What would you do if you came home one day and there was a famous person (a royal, or politician or a film or music star) there?**

(This can be assigned as homework. Have students speak in front of the class using notes only, not from a prepared text.)

WORKSHEET THE KING'S SPEECH

C. Queens Elizabeth

1. Queen Elizabeth I reigned over England from 1558 to 1603. King George VI's wife was styled **Queen Elizabeth** throughout his reign, from 1936 to 1952. **Queen Elizabeth II** has been the reigning British monarch since 1952.

Queen Elizabeth I reigned in the 16th century. Why was King George VI's wife's title "Queen Elizabeth", but their elder daughter became Queen Elizabeth II? Why wasn't George's wife "Queen Elizabeth II" and their daughter Queen Elizabeth III?

2. What title did Queen Elizabeth II give to her mother?

3. Unlike the French monarchy, the British monarchy recognizes queens as monarchs. But boys get precedent over girls. That means that if Elizabeth had had a brother, even a younger one, he would have become king.

What about Queen Elizabeth's children and grandchildren? Which of them are probably going to become the next two British monarchs?

1. Because only reigning queens (a monarch) get a number after their name. Queen Elizabeth was "Queen Consort", i.e. the king's wife. When the King died, she was no longer queen. But Queen Elizabeth II is a monarch in her own right.

2. "Queen Mother", but British newspapers often called her the "Queen Mum".

3. Prince Charles and then Prince William).

D. The Abdication Crisis

1. Why do you think it was considered a crisis when Edward VIII abdicated? (It's exceptional in British history that a king or queen abdicates. Usually they remain monarchs until they die. So it was an unprecedented situation. Plus, it came shortly before World War II, when the country needed stability.)

2. In fact, after Edward abdicated and was given the title Duke of Windsor, his mother, Queen Mary, wrote to him: *I do not think you ever realised the shock which your attitude caused your family and the whole nation. It seemed inconceivable to those who had made such sacrifices during the war [that is, WWI] that you, as their King, refused a lesser sacrifice.*

And the new Queen Elizabeth wrote, *"I don't think we could ever imagine a more incredible tragedy, and the agony of it has been beyond words. And the melancholy fact remains (...) that he for whom we agonised is the one person it did not touch."* (as quoted by Robert Rhodes James in *A Spirit Undaunted*, pp. 114- 115.)

Comment on these letters. Do you think they are justified, or were the queens exaggerating? Why?

(Accept any reasonable answer.)

3. During the film, you see Edward VIII give his abdication speech, including the famous line, "I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as King as I would wish to do, without the help and support of the woman I love."

What do you think? Do you admire him for being so romantic, or ridicule him for abandoning his position?



The Archbishop of Canterbury (Derek Jacobi, left) and Prime Minister Churchill (Timothy Spall, right) wishing the king well as he is about to make the speech.



The Duke and Duchess in Logue's decrepit office... somewhat more dilapidated surroundings than they were accustomed to.

E. Stammering & Sympathy

Colin Firth (the actor who plays King George VI) was interviewed by Norbert Lieckfeldt, the Chief Executive of the British Stammering Association. They discussed how Firth prepared for the role, in terms of both "learning to stammer" and understanding the emotional state of a person who stammers. In the interview, Firth comments that the King's stammer may have actually helped improve his relationship to the British people.

I think people gradually (...) grew to love him, particularly in the wake of David, who was Prince Charming. And you've got Churchill, who's the great rhetorician; and you've got Hitler and Mussolini, who are using the media, the radio, to hypnotise the masses. And here's a man who says, "I can't speak at all."*

*I think when these people** who are genuinely suffering, whether they are under the bombs, or in bunkers, or in hospital, or grieving... Well, if there's someone whose job is simply to speak to them over the radio, and he's sitting on velvet cushions surrounded by silver spoons, it's not going to mean anything to them. But if this man is facing his biggest demons, simply by speaking to them, it's an act I think of generosity and solidarity that they really heard.*

Do you agree with Firth? Do you think that the king's efforts to overcome his stammer may have endeared him to his subjects?

What about you? Are you impressed with his efforts, and his sense of duty (responsibility)? Why or why not?

(Accept any reasonable answer.)

Despite the nation's misgivings about the Royal Family after the abdication scandal and the king's awkward beginnings, George and Elizabeth earned their subjects' respect and even

love through their stalwart behaviour during the war. The King and Queen stayed in London during the Blitz, even though Buckingham Palace was an easy and obvious target, and was in fact hit several times.

Elizabeth is said to have watched from a window as bombs fell on the Palace. They repeatedly went to tour damaged areas immediately after bombings, making it clear by their presence that, "We are all in this together."

■ **genuinely:** truly, sincerely

■ **to grieve:** to be very sad because of the death of someone you love

■ **in the wake of:** following, coming after

* David = Edward VIII, George VI's brother who abdicated for love

** the British people

F. Evacuation

During the war, many children were evacuated from London and other cities. They were sent to the British countryside, or even to other countries, like Australia, Canada and the U.S.A.

Look at the wartime poster "Mother Don't Do It" (Student Worksheet p. 4). What is the point of the poster is?

(Even though it is tempting for mothers who love and miss their children to bring them home, it's not a good idea. "Hitler" is encouraging them to do it, because it would be easier for the Nazi Army to bomb them if they are grouped together in big cities.)

Princesses Elizabeth and Margaret were sent to Windsor Castle. This short distance afforded them some protection, while keeping them close to hand for official occasions. The King felt that it was important to show that the Royal Family would not desert the country.

STUDENT WORKSHEET SOLUTIONS

BEFORE WATCHING THE FILM

1. Watching the Trailer

A. a. 1920 & 30s **b.** The dates are given in the film, also we see Hitler giving speeches, and the Nazi Army marching.

2. Possible answers:

a. Duke of York/King George VI: he hates public speaking because he stammers, so he doesn't want to become king. He loves his wife and children, is more conservative than his brother David. He loses his temper/gets angry easily feels obliged to accept his responsibility.

b. Duchess of York/Queen Elizabeth She loves her husband, believes in him, and wants to help him.

c. Lionel Logue, Australian speech therapist, very irreverent, treats the king like a normal person. Loves his wife and children.

3. Possible answers

a. Buckingham Palace/luxurious

b. Logue's office: rundown/badly maintained

c. London: big parks, bad weather

4. The King overcoming a speech problem.

5. a. Based on the incredible true story

b. When abdication threatened the throne

c. And the world went to war

d. A reluctant Prince would become King

e. Some men are born great

f. Others have greatness thrust upon them

B. Trailer

FUTURE QUEEN ELIZABETH: My husband is um... well, he's required to speak publicly.

FUTURE KING GEORGE VI: I have received, the.. the..

LIONEL LOGUE: Perhaps he should change jobs.

ELIZABETH: He can't.

And what if my husband were the Duke of York?

LOGUE: Forgive me, Your...

FUTURE QUEEN: Royal Highness.

LOGUE: Royal Highness.

ON-SCREEN TEXT: BASED ON THE INCREDIBLE TRUE STORY

FUTURE QUEEN: My husband has seen everyone, to no avail.

SPEECH THERAPIST: Enunciate!

LOGUE: He hasn't seen me.

LOGUE: What was your earliest memory?

FUTURE KING: I'm not here to discuss personal matters.

LOGUE: Well, why are you here then?

FUTURE KING: Because I bloody well stammer!

LOGUE: Do you know any jokes?

FUTURE KING: Timing isn't my strong suit.

FUTURE QUEEN: Your methods are unorthodox and controversial.

LOGUE: Then up comes your Royal Highness!

FUTURE QUEEN: This is actually quite good fun.

OST: WHEN ABDICATION THREATENED THE THRONE

FUTURE KING: My brother is infatuated with a woman who has been married twice. Wallis Simpson.

OST: AND THE WORLD WENT TO WAR

Newsreel of Hitler giving a speech in German

OST: A RELUCTANT PRINCE WOULD BECOME KING

KING: I'm not a king, I'm a naval officer.

KING: The nation believes that when I... speak, I speak for them. But I can't speak.

LOGUE: Why should I waste my time listening... ?

KING: Because I have a voice!

LOGUE: Yes, you do!

QUEEN: It's time.

LOGUE: Your first wartime speech.

OST: SOME MEN ARE BORN GREAT

KING: However this turns out, I don't know how to thank you, for what you've done.

OST: OTHERS HAVE GREATNESS THRUST UPON THEM

THE KING'S SPEECH

STUDENT WORKSHEET

1. Helena Bonham Carter and Michael Gambon (the Duchess of York/Queen Elizabeth, and George V respectively) are both in the Harry Potter films. She is Bellatrix Lestrange, he is Dumbledore, in films 3 on.)

2. The Duke of York, Your (Royal) Highness, Sir, Bertie, Pa...

3. Prince Albert Frederick Arthur George

4. Frederick or Albert sounded "too German" at a time when Germany and England were about to go to war. George symbolised continuity with his father, George V, which could help restore confidence in the monarchy after the Abdication Crisis.

5. He stammers / stutters when he has to give a speech at the closing of the British Empire Exhibition at Wembley Stadium.

B. Speech Therapists

1. At Buckingham Palace/clean, luxurious, royal...

2. Try to talk with marbles/round stones in his mouth.

3. Obsequious, haughty, snobbish. Deferential to the Duke, but not attentive to how the Duke feels.
4. The Duchess of York / the future Queen / his wife.
5. Lionel Logue, Speech Defects
6. He doesn't recognise her.
7. He's surprised /startled / impressed at first, but he holds/sticks to / keeps his principles / methods: he insists that the King come to him.

C. The First Appointment

1. Badly, the Duke leaves, saying that it's hopeless.
2. It's poor/ugly, the walls are covered in old paint. It is nothing like Buckingham Palace.
3. Australia, because Logue is Australian.
4. Logue thinks, "sucking smoke into your lungs will kill you", the King replies that, "My physicians say it relaxes the throat." The King is obviously is a heavy smoker / someone who is addicted to smoking

D. Overall

1. Foggy, a lot of rain, very little sun.
2. Bonus question: There are at least 3: **1.** When Logue has the King recite lines from Hamlet ("to be or not to be..." while listening to music **2.** When Logue plays the game with his sons, asking them to name the play he is reciting (he quotes from Othello, Macbeth and The Tempest) **3.** When he auditions for a play (Richard III: "Now is the winter of our discontent").

E. End of film

She says, "It was a bit slow in the beginning, but then it got better." It is a fair and honest opinion.

F. Speeches

1. Three: one at the beginning, one in a factory in the middle, and the war speech at the end.
2. The first one is a catastrophe, the second one is a little better, and the third one goes rather well. Probably it's thanks to the King's work with Logue.)
3. The Coronation. They are preparing for it when Logue and the King have an argument / fight / dispute about Logue sitting in the historic chair, but we never actually see the Coronation.

G. Your Opinion

1. Possible answers: Yes, he talks to people in a haughty way/ is rude to them or No, he was ashamed of his stammer, he asked Elizabeth to marry him three times before she accepted, he eventually apologises to Logue.
2. Possible answers: Yes, he helped the king tremendously and even became the king's friend; No, he's poor, his office is run-down, he never achieved his dream of becoming an actor.

H. The Real King's Speech

1. The picture is posed, for the press. The king was actually standing (up) when he gave the speech.
2. This is somewhat subjective, but the pauses seem unnaturally long before: *hour, the most fateful, spoken, myself, enemies, our allies, pledges, sanctions, disguise, danger, fear, peace, challenge, prevail*
3. Like the princess said, he does seem to hesitate more in the beginning, and then gets better. Or perhaps we just get used to his rhythm. Words starting in *d, p* or *s* seem to pose a problem. Or perhaps significant words, like *enemies* and *allies*.



Celebrating Victory in Europe on 8 May, 1945. Princess Elizabeth (left) is in uniform because she joined the Women's Auxiliary Service.

WORKSHEET THE KING'S SPEECH

STUDENT WORKSHEET

1. WATCHING THE TRAILER

A. Watch the trailer (in English!) for *The King's Speech*, several times. Find the following information.

1. a. What is the time period? _____
b. How do you know? _____

2. Name or describe the three main characters.

- a. _____
b. _____
c. _____

3. Name or describe at least three places you see.

- a. _____
b. _____
c. _____

4. What do you think the film is about? _____

5. Copy the lines of text that appear on screen during the trailer (not the credits, like *with...* or *directed by...*, but text).

- a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

B. Here is a transcription of the dialogues in the trailer, with blanks. Watch it again, listen carefully, and fill in the blanks in the transcription.

FUTURE QUEEN ELIZABETH (*King George VI's wife, and mother of the present Queen Elizabeth*): My husband is um... well, he's required to speak publicly.

FUTURE KING GEORGE VI: I have _____, the.. the..

LIONEL LOGUE: Perhaps he should change _____.

FUTURE QUEEN: He can't. And what if my husband were the _____?

LOGUE: Forgive me, Your...

FUTURE QUEEN: Royal Highness.

LOGUE: Royal _____.

On-screen text: (Line 5 a. from Column 1) _____

FUTURE QUEEN: My _____ has seen everyone, to no avail.

SPEECH THERAPIST: Enunciate!

LOGUE: He hasn't seen _____.

LOGUE: What _____ your earliest _____?

FUTURE KING: I'm not here to discuss _____ matters.

LOGUE: Well, _____ are you here _____?

FUTURE KING: _____ I bloody well stammer!

LOGUE: Do you _____ jokes?

FUTURE KING: Timing isn't my strong suit.

FUTURE QUEEN: Your methods are _____ and _____.

LOGUE: Then _____ your Royal Highness!

FUTURE QUEEN: This is _____ quite good _____.

OST: (Line 5 b.) _____

FUTURE KING: My brother is infatuated with a _____ who has been _____ twice. Wallis Simpson.

OST: (Line 5 c.) _____

Newsreel of Hitler giving a speech in German

OST: (Line 5 d.) _____

KING: I'm not a king, I'm a naval officer.

KING: The nation believes that when I... I speak, I _____ for them. But I _____ speak!

LOGUE: Why should I waste my time _____ ... ?

KING: Because I _____ a voice!

LOGUE: Yes, you _____!

QUEEN: It's _____.

LOGUE: Your _____ wartime _____.

OST: (Line 5 e.) _____

KING: However this turns out, I don't know how to thank you, for what you've done.

OST: (Line 5 f.) _____

THE KING'S SPEECH

THE KING'S SPEECH WORKSHEET

King George VI, Queen Elizabeth, Princess Elizabeth and Princess Margaret on the king and queen's Coronation Day, 12 May, 1937. The king's mother, Queen Mary, is in the centre.



A. Read these questions before you watch the film, so you will know what details to pay attention to. Take notes (on a separate piece of paper) during or just after the film.

1. Do you recognise any of the actors and actresses? Where else have you seen them?
2. What different names is the King called during the film?
3. What was George VI's full name before he became King?
4. Why did he prefer George VI to King Frederick or Albert?
5. What is the King's problem? When do we find out?

B. Speech Therapists

1. Where does the Duke of York (the future king) see the first speech therapist in the film? Describe the room.
2. What does that therapist have the Duke do?
3. Can you describe the specialist's attitude?
4. Who finds the next specialist he sees?
5. What does this man's plaque (by his door) say?
6. Why is the scene when Logue first meets the Duchess funny?
7. How does Logue react to the Duchess's idea?

C. The First Appointment

1. How does the first appointment go? Justify your answer.
2. Compare Logue's office to the room you described in B. 1.
3. Where is the travel poster in Logue's office from? Why?
4. Describe Logue and the King's opinions about smoking cigarettes. Do they agree? If so, are they in favour of smoking or against it? If not, what does each of them think about it?

D. Overall

1. Describe the London weather in the film.
2. Bonus question: Logue loves Shakespeare, and refers to him often. How many references to Shakespeare can you find? Can you remember/quote any specific lines?

E. End of film

At the end of the film, after the King gives the important speech, he asks his daughter, Princess Elizabeth (now Queen Elizabeth II) for her opinion of how he did. What is Elizabeth's reply? Do you agree with her? Do you think Elizabeth was being honest, too kind or too hard to please?

F. Speeches

1. How many speeches do you see the King give during the film? When do you see them?
2. What are the changes between them, and why?
3. What occasion do we see Logue help prepare the King for, but do not actually see the occasion itself?

G. Your Opinion

1. Do you think the King was a proud man? Why (not)? To justify your answer, think about how he speaks to Logue at the beginning, to the Archbishop of Canterbury at the end, and how many times he asked the woman he loved to marry him.
2. Do you consider Logue a successful person? Do you admire his determination? Justify your answer.

WORKSHEET THE KING'S SPEECH

The real King George VI on the day of his most famous speech, encouraging his subjects to be valiant during the war.



H. The Real King's Speech

You can hear the real King's speech, on www.awesomestories.com/assets/george-vi-sep-3-1939

1. Knowing that the film is historically accurate, can you explain what the photo above is, and say in what position the King really was when he gave this speech?
2. Here is a transcription of the speech. Listen to the speech two or three times, reading along with the text. Put an X where the King seems to hesitate.
3. What do you notice about the hesitations? Was Princess Elizabeth's comment honest? Is there a logic to where the king hesitates, certain sounds or meanings?

In this grave hour, perhaps the most fateful in our history, I send to every household of my peoples, both at home and overseas, this message, spoken with the same depth of feeling for each one of you as if I were able to cross your threshold and speak to you myself.

For the second time in the lives of most of us, we are at war. Over and over again, we have tried to find a peaceful way out of the differences between ourselves and those who are now our enemies; but it has been in vain.

We have been forced into a conflict, for we are called, with our allies to meet the challenge of a principle which, if it were to prevail, would be fatal to any civilised order in the world.

It is the principle which permits a state in the selfish pursuit of power to disregard its treaties and its solemn pledges, which sanctions the use of force or threat of force against the sovereignty and independence of other states.

Such a principle, stripped of all disguise, is surely the mere primitive doctrine that might is right, and if this principle were established throughout the world, the freedom of our own country and of the whole British Commonwealth of Nations would be in danger.

But far more than this, the peoples of the world would be kept in the bondage of fear, and all hopes of settled peace and of the security, of justice and liberty, among nations, would be ended.

This is the ultimate issue which confronts us. For the sake of all that we ourselves hold dear, and of the world order and peace, it is unthinkable that we should refuse to meet the challenge.

It is to this high purpose that I now call my people at home and my peoples across the seas, who will make our cause their own.

I ask them to stand calm and firm and united in this time of trial.

The task will be hard. There may be dark days ahead, and war can no longer be confined to the battlefield, but we can only do the right as we see the right, and reverently commit our cause to God. If one and all we keep resolutely faithful to it, ready for whatever service or sacrifice it may demand, then with God's help, we shall prevail.

May He bless and keep us all.

THE KING'S SPEECH WORKSHEET

BONUS

The Princess's Speech

Princess Elizabeth also gave a speech on the radio during the war, on the children's programme *The Children's Hour*. You can listen to her speech on the BBC's archives. www.bbc.co.uk/archive/princesselizabeth/6600.shtml

After you listen to it, be prepared to comment on Elizabeth's speech (in both meanings of the word "speech").



This is the BBC Home Service. Hello children, everywhere. This is one of the most important days in the history of *Children's Hour*. Some time ago, we were honoured by the visit of the King and Queen with Princess Elizabeth and Princess Margaret during the broadcast of a *Toy Town* programme. Today, Princess Elizabeth is herself to take part in *The Children's Hour* and speak to the children of the Empire, at home and overseas. Listeners in the United States of America will also hear this broadcast.

Her Royal Highness Princess Elizabeth

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.

(Princess Margaret) *Goodnight, children!*

(Princess Elizabeth) *Goodnight, and good luck to you all!*



*DON'T do it,
Mother—*

**LEAVE YOUR CHILDREN
IN THE SAFER AREAS**