



Illustrated Girls Educational Guide

by
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*Miriam and Companions Dancing. Unknown, Spanish, from
the Golden Haggadah, c. 1320. British Museum, London.*

Illustrated Girls

Illustrated Girls takes a broad look at illustrations of girls from the Gothic to the Contemporary era. All relevant cultures (meaning those that produced this kind of art) and many different types of print, from religious texts to comic books, are considered.

The goal is to investigate the visual language of representing girls/girlhood, their contexts, and possible meanings in print over the last 1200 years. 26 images from around the world are examined in chronological order.

This educational guide is designed for classroom use with students in primary/elementary school, secondary school and university settings. All the activities are designed for ease of copy and distribution to your students. Also noted are links to both the UK National Curriculum (pg. 4) and the US Common Core (pg. 5).



Carly and Nan. Illustrated by Nick Guarracino for the *Carly Keene: Literary Detective* series by Katherine Rue. In This Together Media, 2014.

Discussion Questions

Students can answer the following questions on their own or discuss in groups.

The following questions can be focused on one image, a selection of images, or all of the images from the *Illustrated Girls* exhibition.

1. What similarities and differences can you identify between yourself and those in the illustration?
2. Images can often be a reflection of society. What might the illustration tell you about society in the era it was drawn?
3. How might this illustration be viewed by today's society?
4. Art can be a window into the past. What might this illustration tell you about the lives of girls in the era it was drawn?
5. Drawings can often give us clues about the subject's personality. What does this illustration seem to tell you about the girl/girls portrayed in it?
6. Pictures can also hint at the outlook held by the artist. What might this illustration suggest about the artist's attitudes towards girls?

Analysis: Images

Analyse the three illustrations on this page.

Using details from the illustrations, and the exhibit, discuss how representations of girls have changed over time.

Consider listening to Girl Museum's podcast "Illustrated Girls" to help you. It provides more detailed information on what illustrations are, their purpose, and what this means for girls. The podcast is available at <http://girlmuseum.podbean.com/e/illustrated-girls/>

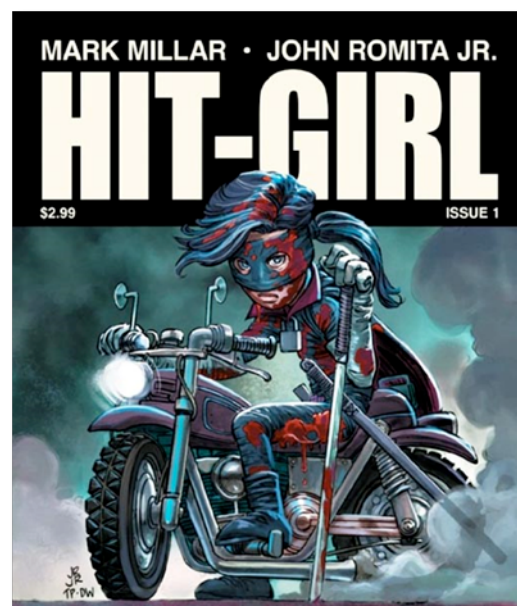


Image 1 (top right): Girls' education. *The Treasure of the City of Ladies* (also known as *The Book of the Three Virtues*, and *A Medieval Woman's Mirror of Honor*), by Christine de Pizan. Miniature c. 1475. Beinecke Library, Yale University, New Haven.

Image 2: Cosette. Émile Bayard, for *Les Misérables* by Victor Hugo, 1862. WikiCommons.

Image 3: *Hit-Girl*. Illustrated by John Romita Jr. and written by Mark Millar, 2012-2013. Fair use rationale.

Activities

Activity #1: Real Life Heroines

We often read about heroines in books or see them in movies, but there are also real life heroines in the world everyday - like Malala Yousafzai.

Who is a heroine to you? What makes them a heroine?

Using whichever media you feel comfortable with, create an artwork of your personal heroine to be displayed in a museum of the future. Try to convey her personality in your image and perhaps a little about how girls are viewed in today's society.

Activity #2: Comic Strip Classroom

Read Peanuts comics or another comic strip of your choice. Notice how characters' personalities are portrayed through the illustrations.

Using pencils and the storyboard template at the end of this guide, draw your own comic strip story. To make a group or whole class activity, print the template on A3 paper.

You could use yourself, your friends, and even your teacher as characters!

Activity #3: Illustrators Wanted

Choose your favorite novel (or perhaps your class is reading a particular novel for Literacy/English) and draw an illustration of one character as you perceive them.

As a class, see if you can guess who one another's illustrations are depicting (or if you used the same book, compare your illustrations)!



UK National Curriculum Links:

History KS1 & KS2:

- Know & understand significant aspects of history of the wider world
- Understand historical concepts such as continuity & change
- Understand the methods of historical enquiry, & discern how & why contrasting arguments & interpretations of the past have been constructed
- Gain historical perspective by placing knowledge into different contexts
- Changes within living memory
- The lives of significant individuals in the past

Art & Design: KS1 & KS2:

- Produce creative work
- Become proficient in drawing & painting
- Evaluate & analyse creative works
- Know about great artists, craft makers & designers, & understand the historical & cultural development

English KS1 & KS2:

- Use discussion in order to learn
- Ask relevant questions to extend their understanding & knowledge
- Articulate & justify answers, arguments & opinions



US Common Core Links:

History/Social Studies:

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

Speaking & Listening:

- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

Writing:

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

Activities continued

Activity #4: Re-interpretations

Re-imagine a well-known girl character from a book, comic, or movie. Draw an illustration or write a description of them with new characteristics and personality traits.

Try to challenge the norm and go against how society might typically perceive this girl.

You could re-imagine a famous boy character as a girl!

Activity #5: In Depth

Use the exhibition and podcast, along with your own research, to write an essay on one of the following:

- How have attitudes to girls changed between the Gothic and Contemporary eras?
- How can comics be used to interpret society's views on gender?
- What does [*illustration of choice from exhibition*] tell us about attitudes towards girls in the era it was created?
- Do modern day heroines, like Malala Yousafzai, help to foster more positive attitudes towards girls today?

Ask your teacher for advice on word count.

These websites could help you with your research:

- Wikimedia Commons (www.wikimedia.org)
- Library of Congress (www.loc.gov)
- National Archives (www.archives.gov)
- Queensland State Archives (archives.qld.gov.au)

Girl Museum

We are the first and only online museum about girlhood.

We exhibit, educate, and raise awareness about the unique experience of being born and growing up female around the world in the past and present.

As a community of passionate and creative individuals, we acknowledge and advocate for girls as forces for collective responsibility and change in the global context, not as victims and consumers.

We are a 501(c)3 non-profit educational organization.

Learn more and get involved at www.GirlMuseum.org



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Activity #6: 'Amazing Babes'



Take a look at the interview with Grace Lee, the illustrator of the book 'Amazing Babes' by Eliza Starlos, on the *Illustrated Girls* exhibition page.

As a class or in groups, create a list of 'Amazing Babes' from your own lives. They could be anyone from your mothers and sisters to inspirational celebrities and politicians.

Create your own book using your list of amazing girls. Include an illustration of each girl, a description of them, and what makes them an 'Amazing Babe.'

You could even sell copies of your class book to others at your school and donate the profits to a charity that supports girls!

Comic Strip Storyboard Template
