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TEACHERS' RESOURCE KIT

Go Girl: A Storybook of Epic Women Barbara Else

Every girl can have an awesome story.
Reach high and Go, Girl!

Find out about amazing New Zealand women in **Go Girl**, a stunning illustrated storybook with a powerful and positive message for Kiwi girls. These women strove for their goals. They weren't afraid to step up or speak out. They blazed a trail for others to follow.

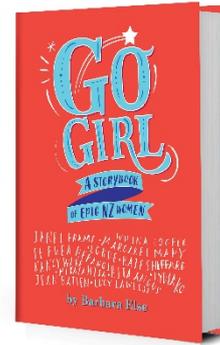
Award-winning children's author Barbara Else, introduces readers to successful New Zealand women who have achieved in a range of pursuits. Some are household names. Others will be wonderful discoveries for many people. Illustrated throughout with striking portraits by well-known New Zealand graphic artists, such as Fifi Colston, Phoebe Morris, Vasanti Unka, Rebecca ter Borg and Ali Teo, this is a book for every Kiwi girl, from age seven to one hundred and seven.

Every girl can be a Go Girl
#GoGirl



Barbara Else is a novelist and children's writer known for her sharp humour. She has also worked as a literary agent, editor and fiction consultant. Else has held the Victoria University Writer's Fellowship, and is a Member of the New Zealand Order of Merit for services to literature.

As well as writing six novels for adults and six children's novels, she has edited several collections of stories for children. She was awarded the Margaret Mahy Medal in 2016 in recognition of her services to children's literature.



SPECIFICATIONS:

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Format: Hardback
Extent: 208 pages
Readership: 7+ years

RESOURCE KIT CONTAINS:

- Before reading
- Themes
- Feminism & women's rights
- Perseverance & ambition
- Writing style & language
- Illustrations
- Further research and creative responses



GO GIRL Teacher Notes

Go Girl: A Storybook of Epic NZ Women

By Barbara Else

Before Reading

1. Before reading the book, look at the cover image and title. Discuss what the book might be about.
2. What genre (style) do you think this book is? Why do you think this? Think about the fonts, colours, and style of illustrations and what they tell you about what sort of book this is.
3. In groups of 3-4, discuss what you already know about the names of any of the women listed on the front or back cover. Aim to come up with between five to eight facts or pieces of information.
4. In groups of 3-4, come up with between five to eight questions you have about the book based on your discussion from activities 2-3 above.
5. Share your points and questions with the class. Make note of any new facts or information that you learn from this discussion.

Themes

New Zealand Women

Go Girl profiles many outstanding New Zealand women from the past and present, from all walks of life. A diverse range of professions, achievements, milestones, and backgrounds are covered and celebrated.

Questions

1. Looking at the table of contents, how many names do you recognise and how many have you never heard of before?
2. Included in the table of contents below each woman's name is the achievement or occupation for which they are recognised. Do you know the meaning of all these achievements and occupations? For example, do you know what an astronomer (Beatrice Tinsley) does?

Activities

1. This book gives us a wonderful appreciation for the work and obstacles that the women had to overcome in order to realise the achievements that have made them famous and/or worthy of inclusion in *Go Girl*. In pairs, pick one woman in the book who you both admire. On a blank piece of paper draw an outline of a person that represents this woman. Outside the outline write down achievements for which the woman is known. This could include awards and jobs. Then inside the outline write down the work and preparation she had to do in order to realise these

achievements. This could include thoughts and feelings. You can include pictures and symbols to create a full picture of the woman's life.

2. As a class, pinpoint as many places you can on a world map where the women in this book achieved great things.

Feminism and Women's Rights

Many of the women in this book had to overcome significant obstacles because of their gender and the time they were born into. Readers will gain an appreciation for how some of the issues facing women and girls today have changed or stayed the same over time.

Questions

1. Through history there have been certain expectations about how women should behave and present themselves. As a class, discuss what you know about how these expectations have changed over the past 100 years. Do you think that any are fair or unfair? Has it been harder to be a woman than a man? Do women and girls have the same opportunities as men and boys? What would you like to see change?
2. On page 84 we learn that Kate Edger was the first woman in New Zealand to gain the university degree of Bachelor of Arts. Find five examples in the book of how the world was different for girls and women 100-150 years ago.

Activities

1. On page 28, Elizabeth McCombs demands: "Equal pay for women." The gender pay gap is still seen by many people as a significant issue. As a class, hold a class debate about equal pay in New Zealand. One half of the class will argue that women do have equal pay and the other half will argue that women do not have equal pay.

Perseverance and Ambition

The women in this book have two key qualities: perseverance and ambition. Without these, they would not have achieved what they did. The individual stories featured in *Go Girl* demonstrate that there are many different paths to success, but that success cannot rely on talent alone.

Questions

1. In the Preface Barbara Else states: "Every girl can become a hero." Do you believe that this is true? As a class discuss the author's claim. What qualities or characteristics do you think a person needs to qualify as a hero? Is there one type of hero or many?
2. The stories in this book include some excellent advice about how to achieve your goals and dreams. On page 136 Michelle Dickenson says: "Never stop being curious." What is some other good advice you have learned from reading *Go Girl*?

Activities

1. On page 16 Beatrice Faumuina says: “If you share your dreams with people you trust, it helps you reach your goal.” Write one paragraph describing your goals and dreams and how you hope and plan to achieve them. Share with someone you trust.
2. An adage is a short statement that expresses a general truth about an aspect of life. “The way of progress is neither swift nor easy” is an adage from the scientist Marie Curie. In groups of 3-4, come up with and/or find 5-10 adages about perseverance, ambition, goals, and success. You may like to choose your favourite and use it to create a small poster to display in your classroom or bedroom.

Writing Style and Language

Go Girl is presented as a series of short biographical profiles. Although this text is non-fiction, each profile has the tone of a short story that gives a lively account of the women’s lives.

The profiles begin with an introductory page reminiscent of a commemorative plaque; it includes the subject’s name, the achievement for which they are recognised, date of birth (and death where appropriate), place of birth, and then a significant quotation from their profile in either English or Māori.

1. As explained above, each profile begins with a quotation from the woman’s story. For painter Frances Hodgkins the quotation is, “She kept travelling and painting, and called herself ‘terribly’ ambitious” (p.38). In pairs, choose three different profiles and discuss the quotations chosen for them. What do they mean to you? Can you find other quotes from the profiles that you think would be just – if not more – suitable?
2. The title of the book, *Go Girl*, is an example of alliteration. Alliteration is when the same letter or sound appears at the beginning of adjacent or closely connected words. What other examples of alliteration can you find as you read the book? In pairs, aim to find between 8-15 examples.
3. Find the definitions of the following words that appear in the book and write them in a new sentence: parapet (p. 11), renew (p. 12), declaration (p. 12), profound (p. 20), aspire (p. 36), intimidate (p. 52), and petition (p. 88).
4. Antonyms are words that are opposite in meaning to another. For example, hot is the antonym for cold. Find antonyms for the following words that appear on page 40: independent, ambitious, abstract, modern, and health.
5. Synonyms are words that mean exactly or nearly the same as other words. Find synonyms for the following words that appear on page 43: understand, movie, bright, unhappy.

Illustrations

Multiple artists have created the portraits of the women in the book. This allows for vibrant and different types of representation of the women and their achievements.

Questions

1. As a class, discuss which women are instantly recognisable from their portrait. Is it to do with the likeness of the image or the fact that they are already well-known?
2. In pairs, pick one portrait and discuss what you think the artist might have been trying to convey with the style, colour, pattern, or imagery. Think about how the artist's choices fit the personality of their subject.
3. At the top of the first page of each profile there is a small image. In groups of 3-4, see if you can recognise each image and explain why it has been included with that particular profile.

Activities

1. All the illustrations in the book are by women. Pick one and research their other work. How is their other work similar or different from their illustrations in this book? What else can you find out about their careers?

Further Research and Creative Responses

1. Pick one of the women in the book and imagine that you had the opportunity to interview them. Write five questions that you would include in the interview.
2. On page 23 we meet former Governor General Dame Catherine Tizard. What do you know about the role of Governor General? How many female Governor Generals have we had to date in New Zealand? Present your findings using text and images as a poster.
3. In pairs, research the story of a New Zealand female hero who is not included in this book. Look into their background, the obstacles they had to overcome, and the work that had to be done in order to achieve their goals. Present your findings to the class as a speech or short play.
4. There's a saying: "seeing is believing." In order to know what we are capable of and can achieve in our lives, we need people we can emulate. Choose a profession or achievement from one of the stories in this book as a starting point and then undertake further research (Internet or library) to understand how someone else could do the same. Imagine that you are a career guidance counsellor and prepare a pamphlet or short speech to share your findings. You should include at least five facts, and consider the qualities, skills, and training a person would need.