



## EDUCATOR GUIDE

### **BAD GIRLS OF FASHION** **Style Rebels from Cleopatra to Lady Gaga**

by Jennifer Croll  
illustrated by Ada Buchholz

**GENRE:** middle grade non-fiction

**THEMES:** clothes; fashion; women; history; biography

**SUITABLE FOR:** Grade 7+, Ages 12+

**GUIDED READING LEVEL:** Fountas and Pinnell Z

**LEXILE:** 1130L

**COMMON CORE STANDARDS:** RI.11-12.1, 2, 3, 4, 5, 6, 7, 10  
L.11-12.3, 4, 4a, 4c, 4d, 5, 5a, 5b, 6  
SL.11-12.1, 1a, 1c, 1d, 2, 3, 4, 5, 6  
WHST.11-12.1, 2, 4, 5, 6, 7, 8, 9, 10

#### **SUMMARY:**

Clothes make the woman—and can change the world.

The title says it all: *Bad Girls of Fashion* explores the lives of ten famous women who have used clothing to make a statement, change perceptions, break rules, attract power, or express their individuality. Included are Cleopatra, Marie Antoinette, Coco Chanel, Marlene Dietrich, Madonna, and Lady Gaga. Sidebar subjects include: Elizabeth I, Marilyn Monroe, Rihanna, and Vivienne Westwood. Photos illuminate the text, while edgy, vividly colored illustrations depict the subjects with interpretive flair. Readers will learn not only about changing fashion styles through history, but about changing historical attitudes toward women, and the links between fashion and art, film, music, politics, and feminism.

With an energetic, appealing writing style, Croll demonstrates how through the ages, women—often without other means of power—have used fashion as a tool, and how their influence continues to shape how women present themselves today.

Please remember that the suggested questions and activities within this educator guide are meant to serve as a starting point. Educators are encouraged to select items from each part of the guided inquiry process that work best for their style of teaching and will help them meet their goals when covering the topics in this book. Activities and prompts should be tweaked and/or reformatted to best fit your students, context, and community to ensure equity and inclusion.

## ESSENTIAL QUESTIONS

1. Why do people wear clothes?
2. How did clothing evolve from a functional object to a product representing innovation and creative self-expression?
3. What influences fashion?
4. Why do people make various clothing choices?
5. How does clothing reflect culture?
6. What are the clothing expectations in your culture?
7. How does fashion “communicate”? What do your clothes say about you?
8. Examine various roles and functions of apparel and overall appearance in family, work, and community settings?



## AFTER READING

1. In small groups, create a themed fashion show to demonstrate non-verbal messages that apparel and overall appearance communicate.
2. Examine how apparel and overall appearance contribute to or distract from positive communication.
3. Assess ways in which apparel choices and overall appearance can facilitate individual self-expression.
4. Explore the development and features of fashions that are characteristic of various historical periods.
5. What do all of the women in *Bad Girls of Fashion* have in common?
6. Create and design a garment that is purely “functional” for a particular time period. Describe the garment and its purpose.
7. Debate: Do you believe that students should be mandated to wear school uniforms?

8. Why is clothing considered a rapid-innovation industry?
9. Why do you think most people follow trends rather than lead? Where do you fit in? Are you a trend setter or a follower?
10. Write about something that you read about in *Bad Girls of Fashion* that:
  - inspired you
  - surprised you
  - made you laugh
  - made you feel angry
  - moved you
11. How does an author's background influence his/her writing? Research the author, Jennifer Croll. What qualifications does she have to be an expert on the topic? How does her point of view contribute to the authenticity of the book? What do you think is her purpose for writing *Bad Girls of Fashion*?