

*Thérèse*  
MAKES A  
*Tapestry*



Written by Alexandra S. D. Hinrichs \* Illustrated by Renée Gra







### ***Alexandra S.D. Hinrichs, author***

Alexandra S.D. Hinrichs, pictured left, is a Maine writer, reader, historian, librarian, explorer, and author of *Thérèse Makes a Tapestry*. In college, she studied history, Library & Information Studies, and French. She has worked as a historical researcher at American Girl, a substitute youth services librarian, a children's bookseller, a kindergarten teacher in Bangkok, and is now a full-time writer and mother of two.

In an interview with "The Children's Book Review," Alexandra confessed that, if she had to vacation with any literary character, she'd choose Anne from *Anne of Green Gables*. She still owns her childhood copy of *Anne of Green Gables*, well-worn and well-read.

Alexandra has known since the age of six that she's wanted to write books.

Getty Publications, the publishing house for the Getty Museum, approached Alexandra to write a book about a girl in a weaving manufactory to complement their exhibit, "Woven Gold: The Tapestries of Louis XIV." Alexandra realized it would be a great project to combine her passions for France and the French language, art, books, and museums.

### ***Renée Graef, illustrator***

Renée Graef is the award-winning illustrator of over 80 books for children, including the Kirsten series in the American Girl collection and many of the My First Little House books by Laura Ingalls Wilder. She lives in Los Angeles, California.



- The Getty Museum published *Thérèse Makes a Tapestry* to accompany their exhibit on King Louis XIV's tapestries. Have you ever been to a museum? If so, which one, what did you like about it, and why? If not, what kind of museum would you like to visit?
- Thérèse and her family live in 17th century Paris. If you could travel back in time, what century would you visit and where would you go? Why?
- What are the differences between a tapestry and a painting?
- How does the tradition of weaving represent a people's culture (scenes, people, clothing or other depicted)?
- If you were to make a tapestry about your community, what scene and time period would you depict to show typical life in your area?
- Why do you think Thérèse and other women were not trained as master weavers at the manufactory?
- Consider the tapestry on this page, *Château of Monceaux/Month of December*, which Thérèse's tapestry closely resembles. As a class, discuss:  
 What is the first thing you notice in the tapestry?  
 What else do you see in the tapestry?  
 How would you describe this tapestry to someone who hasn't seen it?  
 What interests you most about the tapestry?  
 How does it resemble Thérèse's tapestry? What's different about it?



*Château of Monceaux/Month of December*





Louis XIV visiting the Gobelins Factory

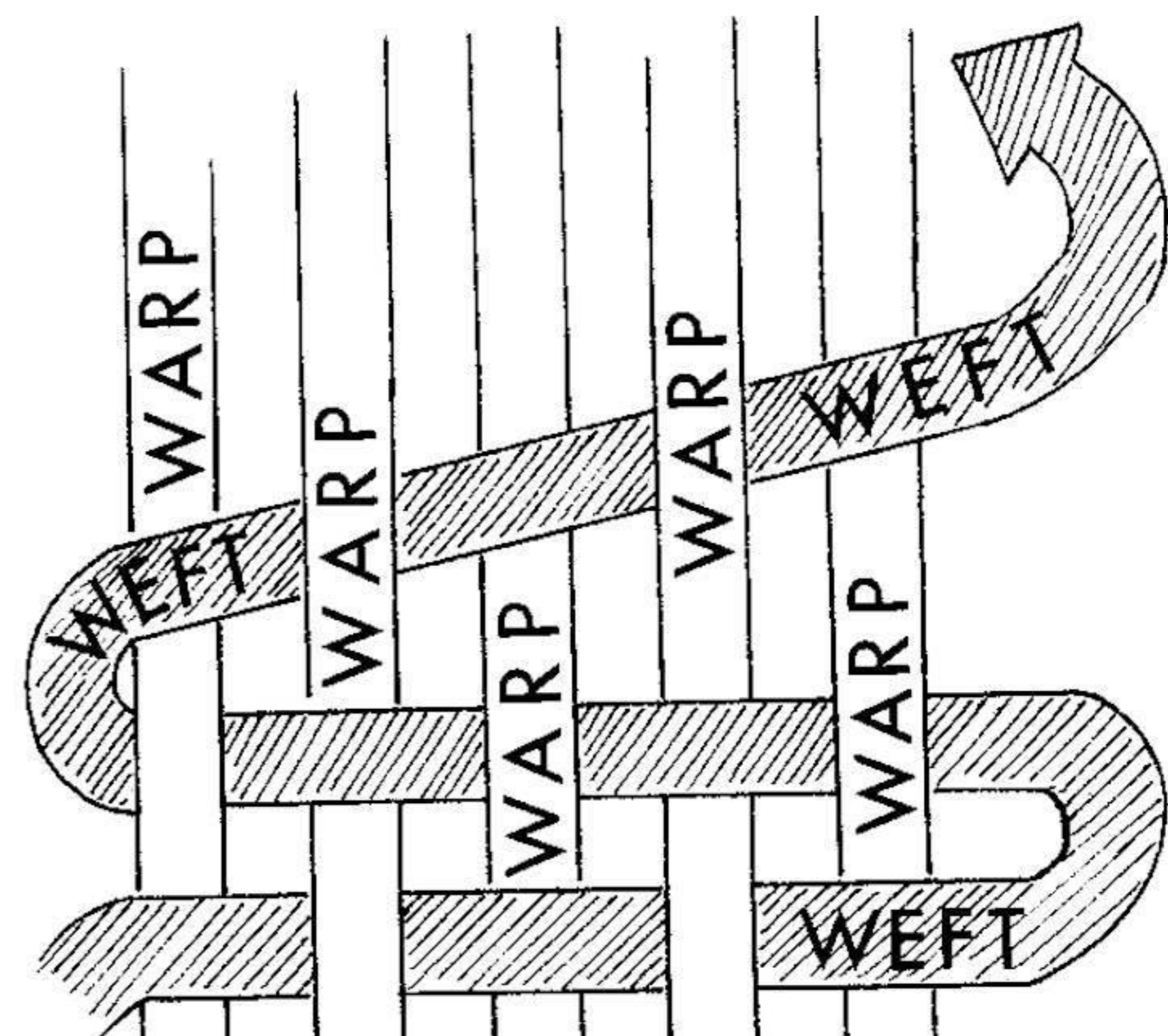
Choose a world culture you are interested in and research their weaving traditions. How are they similar to the tapestry weaving at the Gobelins manufactory in the 17th century? How are they different?

Explore your community to try and discover local weavers and spinners. Ask family members, friends, your friends' family members, and other people in your community - where's the weaving happening around here? What got them interested or involved in weaving?

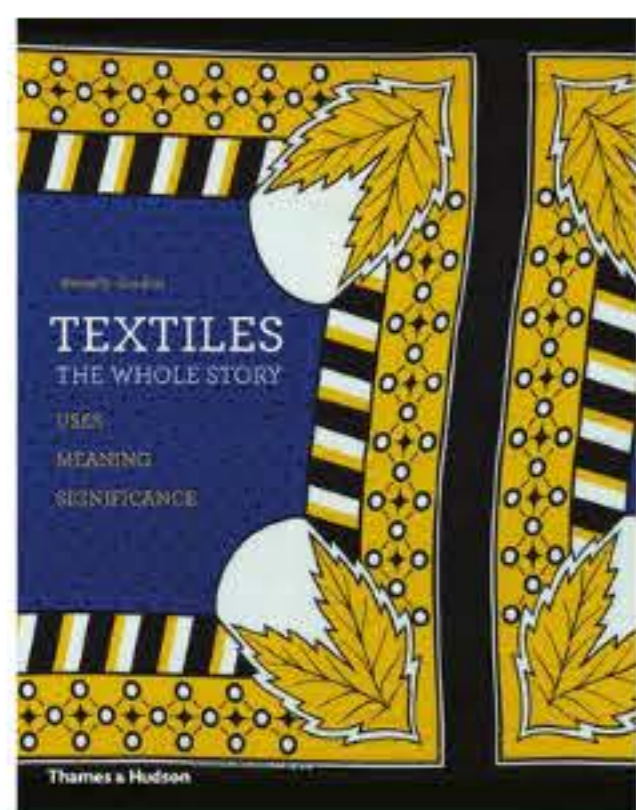
After finding the facts and learning about the process, draw a flowchart that shows how a sheep's wool becomes a weaving.

Beginners: Learn how to weave using paper strips: [https://www.youtube.com/watch?v=eX\\_E4qiecVE](https://www.youtube.com/watch?v=eX_E4qiecVE)

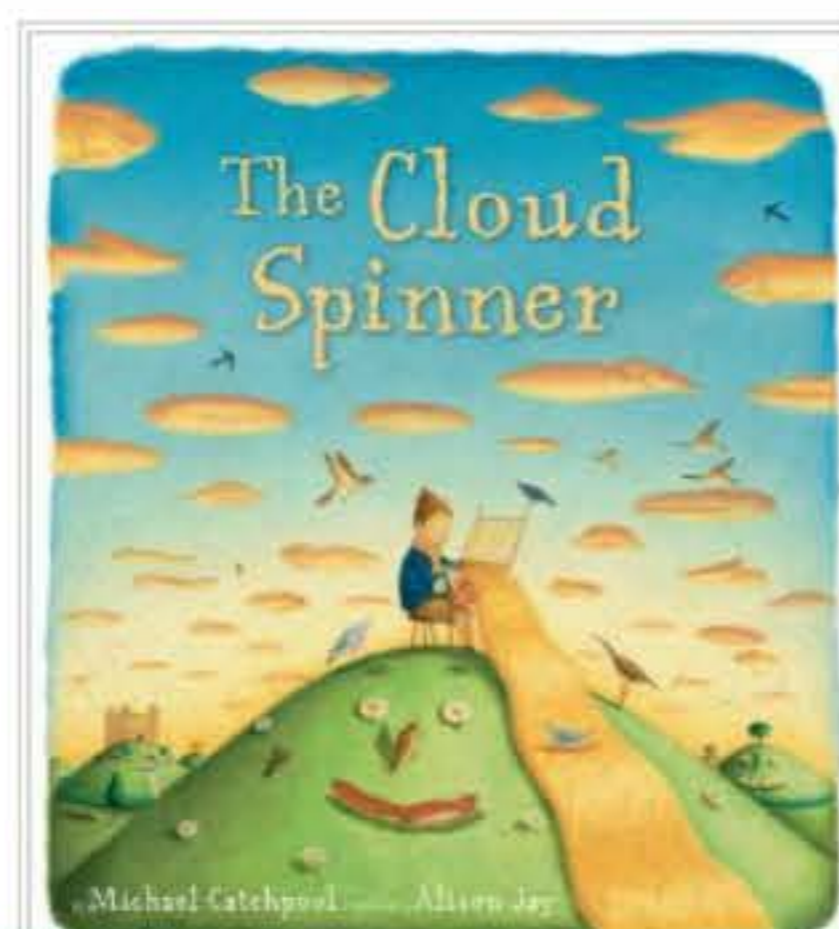
Intermediate: Try your hand at a more challenging weaving activity using yarn and a cardboard loom! <https://www.instructables.com/how-to-weave-on-a-cardboard-loom/>







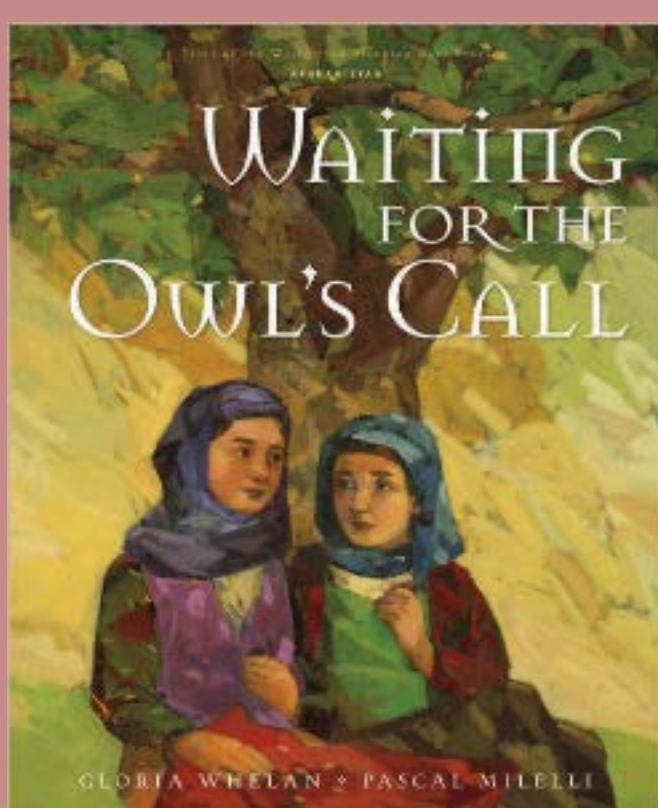
**Textiles: The Whole Story**, by Beverly Gordon. Grades 7 & up. Textiles are a part of all our lives, and this book explores the significance of fabrics and weaving in humanity's history and within its current vibrant cultures.



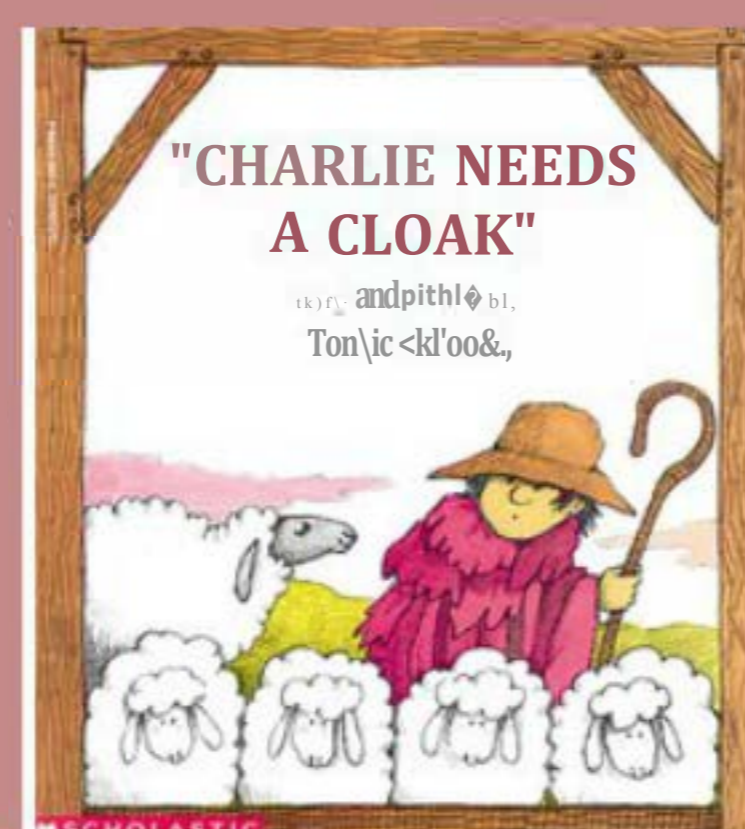
**The Cloud Spinner**, by Michael Catchpool and illustrated by Alison Jay. Grades K - 3. A boy weaves cloth from clouds, and only uses what is required - not a stitch more.



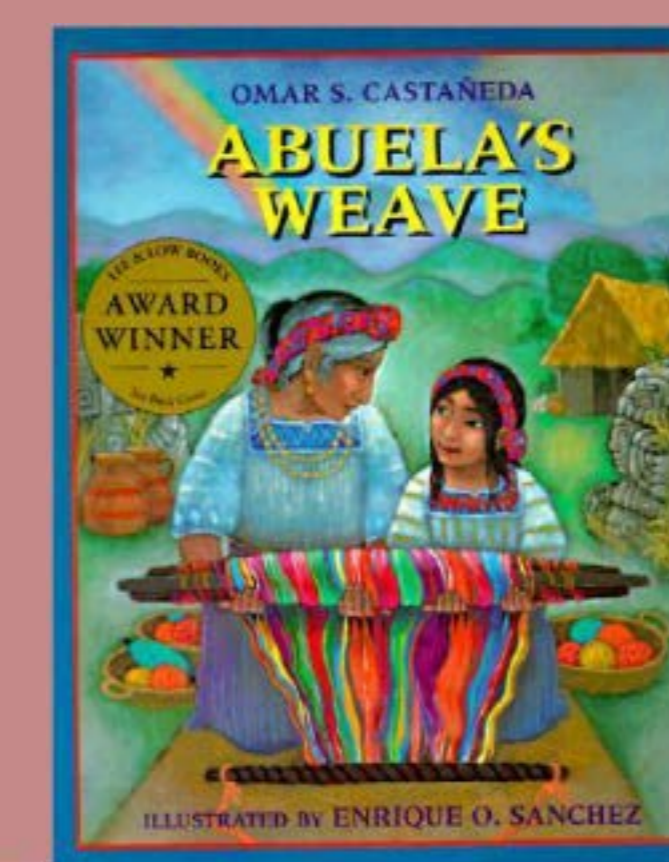
**Time and the Tapestry: A William Morris Adventure**, by John Plotz and Phyllis Saroff. Grades 4 - 6. Two kids must find a way to finish a tapestry, or their Granny might lose her house. Can the English textile designer, poet, novelist, and social activist William Morris help them?



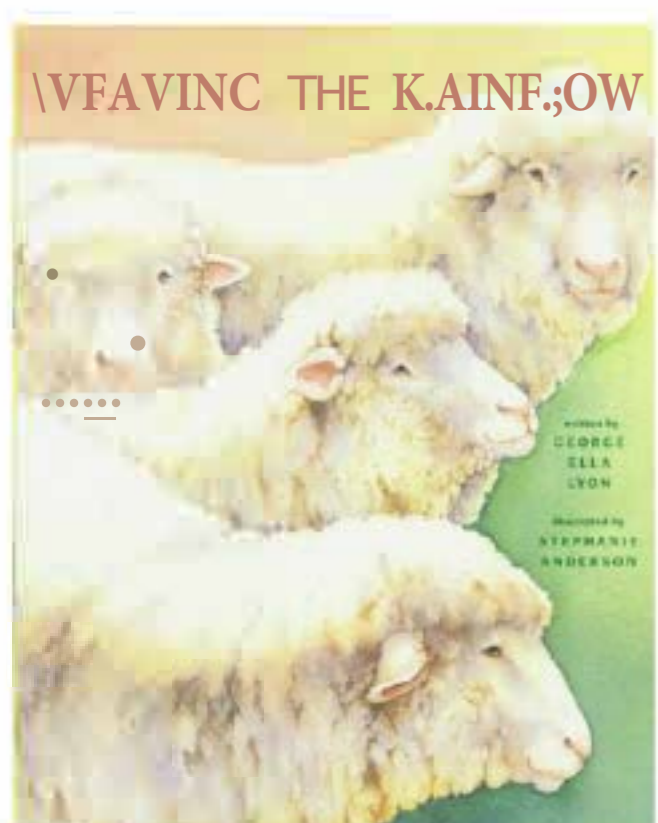
**Waiting for Owl's Call**, by Gloria Whelan. Grades 2 - 5. Eight-year-old Zulviya lives in Afghanistan and weaves rugs all day alongside the female members of her family. As Zulviya weaves one pattern on the loom, she weaves another in her mind.



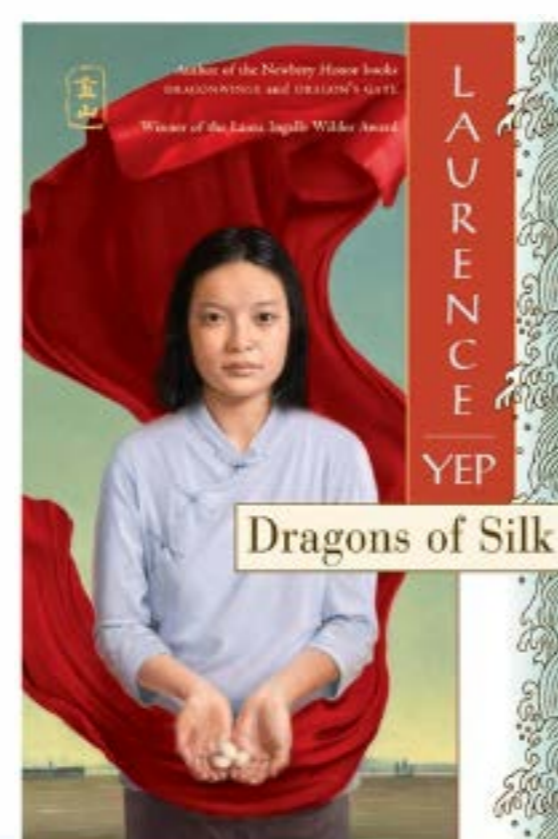
**Charlie Needs A Cloak**, by Tomie dePaola. Grades 1 - 4. Charlie has to keep himself warm, and he has all the raw materials he needs to make a cloak. But how?



**Abuela's Weave**, by Omar S. Castaneda and illustrated by Enrique O. Sanchez. Grades K - 4. Esperanza works with her grandmother to create weavings to sell at the public market.



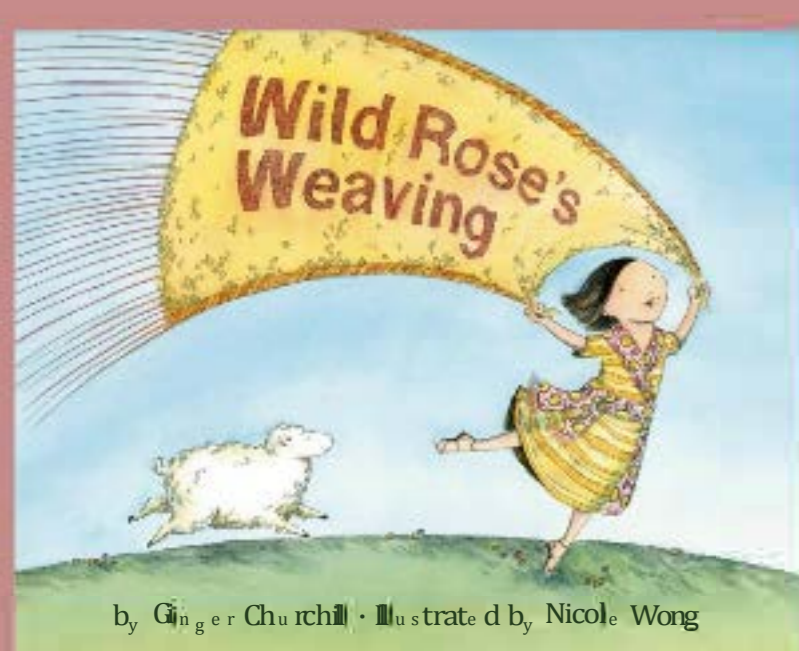
**Weaving the Rainbow**, by George Ella Lyon and illustrated by Stephanie Anderson. Grades K - 3. Learn how wool slowly but surely becomes a weaving in the hands of a young girl who raises sheep.



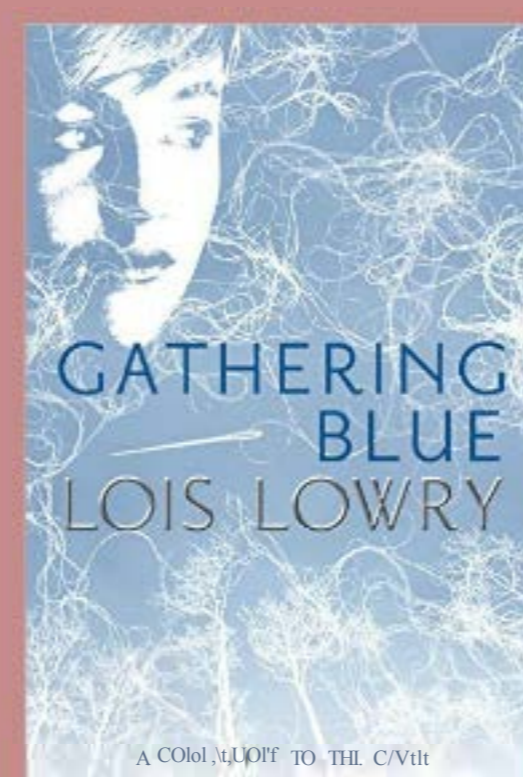
**Dragons of Silk**, by Laurence Yep. Grades 5 & up. From the 1800's to the present day, this story follows generations of Chinese women who make silk - spinning it, weaving garments, and designing clothes.



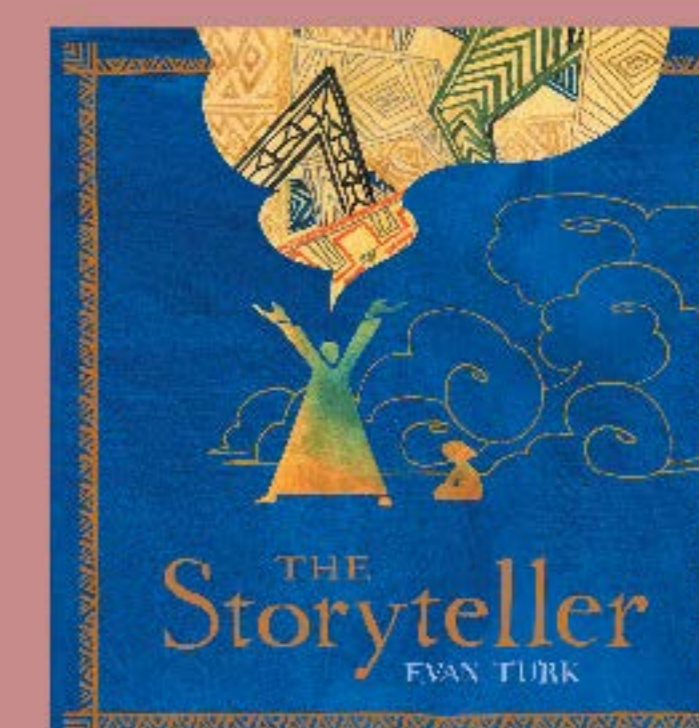
**The Art of Paper Weaving: 46 Colorful, Dimensional Projects with Full-Size Templates**, by Anna Schepper and Lene Schepper.



**Wild Rose's Weaving**, by Ginger M. Churchill and illustrated by Nicole Wong. Grades PreK - 2. Rose becomes much more interested in weaving after her grandmother shows her how she weaves elements of nature in her rugs.



**Gathering Blue**, by Lois Lowry. Grades 4 & up. In a dystopian future society, Kira is a young weaver who must make her way in a world where modern technology has vanished, and primitive skills are necessary for survival.



**The Storyteller**, by Evan Turk. Grades PreK - 3. Is it possible to weave the stories of many different storytellers into one story that will save a village?





Louis XIV

Click on each link to access the website.

Alexandra's website: <http://alexandrahinrichs.com>

Weaving With Words: Telling the Story of Thérèse, an essay by the author Alexandra Hinrichs: <http://blogs.getty.edu/iris/weaving-with-words-telling-the-story-of-therese/>

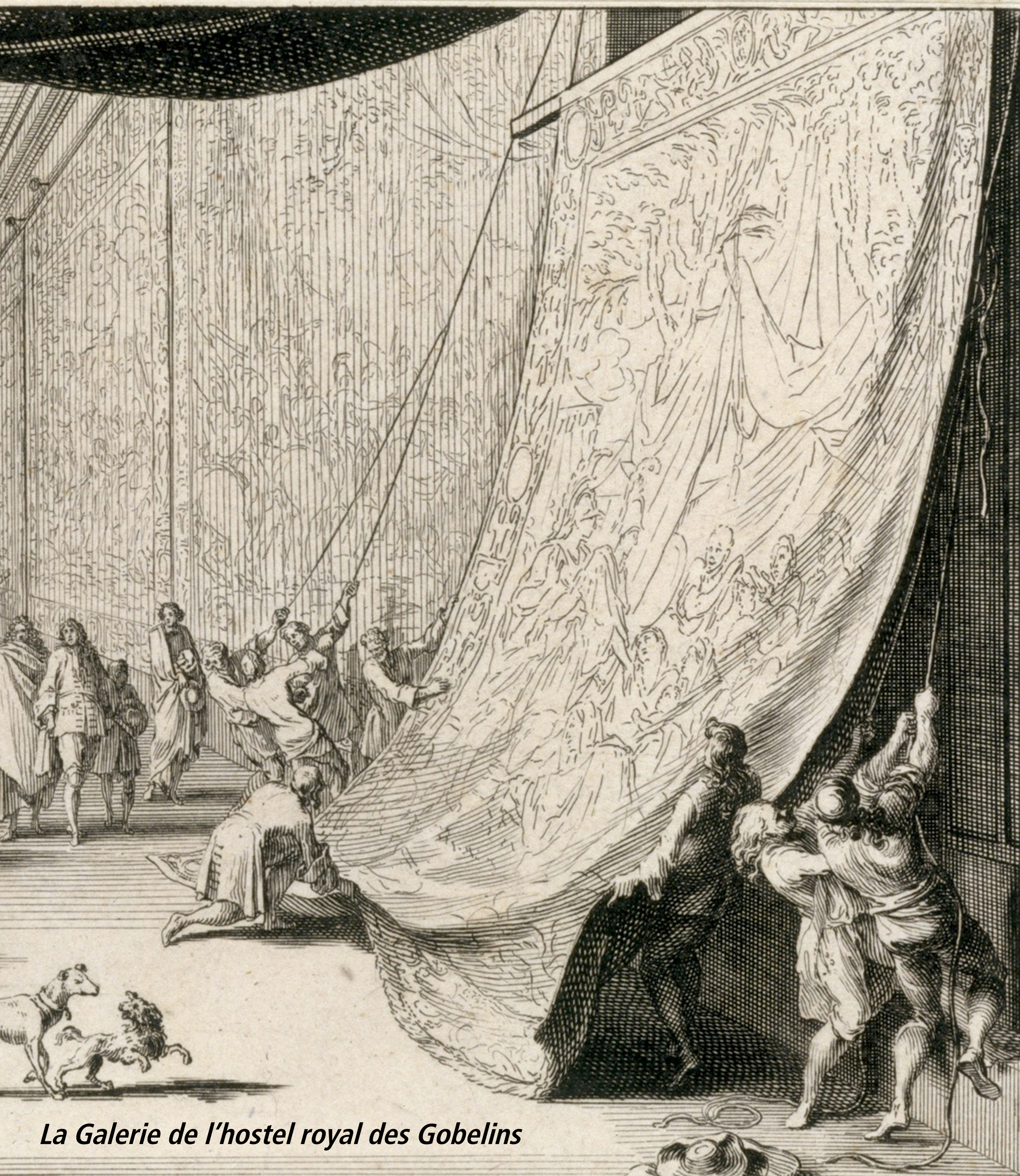
Colorfully Woven: The Making of Thérèse Makes a Tapestry: the Getty's complementary 24-page book on Renée's illustration process: [http://www.getty.edu/education/teachers/getty\\_books/downloads/themakingof\\_theresemakesatapestry.pdf](http://www.getty.edu/education/teachers/getty_books/downloads/themakingof_theresemakesatapestry.pdf)

What inspires illustrator Renée Graef? She tells her story in this video: <https://www.youtube.com/watch?v=an1Ppk0cMcs>

Making Cloth: The Impact of Technology (Middle School Lesson Plan Activity), from the Old Sturbridge Village, an 1830s New England Living History Museum: [http://resources.osv.org/school/lesson\\_plans/ShowLessons.php?PageID=A&LessonID=29&ActivityID=111&UnitID=](http://resources.osv.org/school/lesson_plans/ShowLessons.php?PageID=A&LessonID=29&ActivityID=111&UnitID=)

The Art of Making a Tapestry: the Getty Museum's video from inside the alive-and-well Gobelins Manufactory in Paris: <https://www.youtube.com/watch?v=jlbu-dJuEh0&feature=youtu.be>





*La Galerie de l'hostel royal des Gobelins*

**Click on each link to access the website.**

What it's like to clean 700 square feet of precious tapestry: <http://blogs.getty.edu/iris/cleaning-700-square-feet-of-precious-tapestry/>

View tapestries currently in the Getty's collection: <http://bit.ly/2aelMch>

Maine's story of making cloth in Biddeford and Saco: <http://bit.ly/2ah3DOM>

There are still many fiber dyers, weavers, and other crafters/manufacturers, and some live and work in Maine, at places such as: Swan's Island ([https://www.youtube.com/watch?v=fykZdm4\\_478](https://www.youtube.com/watch?v=fykZdm4_478)), Saco River Dyehouse (<https://www.youtube.com/watch?v=imTlldKp9Tg>), Maine Heritage Weavers (<http://www.maineheritageweavers.com>)

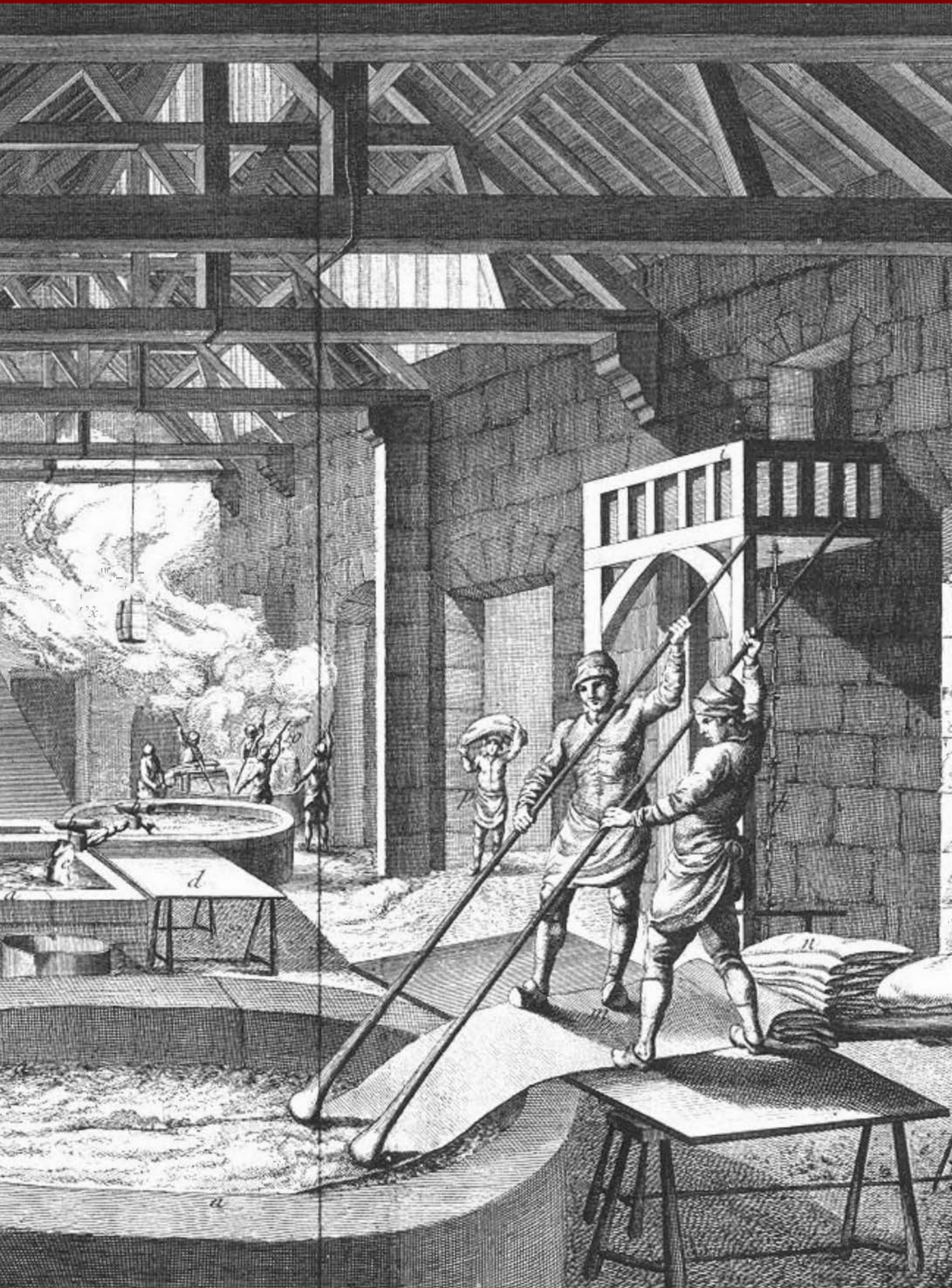
**Weaving is universal! Check out these styles and traditions:**  
Morocco: <http://www.anzal-weavers.com/index.php/the-craft>  
Mexico: <https://wildtussah.com/history-weaving-part-3-america/>  
Wabanaki: [https://www.youtube.com/watch?v=\\_bJ3Q\\_LpIIA](https://www.youtube.com/watch?v=_bJ3Q_LpIIA)  
Ghana: <https://www.youtube.com/watch?v=08n-kxPFHVA>  
Scotland: <http://www.tartansauthority.com/tartan/the-birth-of-tartan/>



Pair the term on the left with its definition on the right.

<b>Bobbin</b>	<b>A place where something is made</b>
<b>Cartoon</b>	<b>Group of colorful yarns that run from side to side across the vertical warp yarns</b>
<b>Devidoir</b>	<b>A very long piece of yarn that is loosely coiled</b>
<b>Dye</b>	<b>A short wooden peg around which yarn is wound</b>
<b>Loom</b>	<b>A substance that can be dissolved in liquid and used to give color to fabric or yarn</b>
<b>Manufactory</b>	<b>The process of interlacing yarns to create a fabric</b>
<b>Skein</b>	<b>Group of undyed yarns that run up and down on a high-warp loom</b>
<b>Warp</b>	<b>A drawing or painting that weavers use as a guide for making a tapestry</b>
<b>Weave</b>	<b>A device used for weaving that holds warp yarns in place</b>
<b>Weft</b>	<b>Contraption that looks like a spinning wheel and can be used to twist yarn together</b>





## **KINDERGARTEN: CCSS.ELA-LITERACY.RI.K.7**

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## **FIRST GRADE: CCSS.ELA-LITERACY.RI.1.7**

Use the illustrations and details in a text to describe its key ideas.

## **SECOND GRADE: CCSS.ELA-LITERACY.RI.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

## **THIRD GRADE: CCSS.ELA-LITERACY.RI.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## **FOURTH GRADE: CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## **FIFTH GRADE: CCSS.ELA-LITERACY.RL.5.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

## **SIXTH GRADE: CCSS.ELA-LITERACY.RI.6.3**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

## **SEVENTH GRADE: CCSS.ELA-LITERACY.RI.7.5**

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

## **EIGHTH GRADE: CCSS.ELA-LITERACY.RL.8.3**

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.