

MAIDEN



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MAIDEN

Directed by Alex Holmes

2018 | USA | 97 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Maiden* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

In 1989, the very idea of a competitive all-female sailboat crew was nearly inconceivable to the manly world of open-ocean yacht racing. They'd never make it to the start of the Whitbread Round the World Race, much less survive to the finish. They'd never find funding. They didn't have the strength or skill. They'd die at sea. Did that many professional female sailors even exist? Tracy Edwards proved them wrong. Twenty-six-year-old skipper Edwards, her second-hand racing yacht *Maiden*, and her seasoned crew not only became the first-ever all-woman challenge to the Whitbread, they proved able competitors in the famously grueling race, besting male crews in their class.

The story of *Maiden's* upstart, defiant run at the Whitbread Round the World Race has all the elements of an epic adventure tale—50-foot waves, life and death drama, near-mutiny, thrilling victory—grounded in a perceptive group portrait of a team of courageous young women led by the remarkable, complicated Tracy Edwards. They pioneered the sport of long-distance racing for the women who followed and inspired women in all fields to prove themselves the equal of men.

Source: <https://www.sonyclassics.com>

The Filmmaker

Alex Holmes is a BAFTA-winning filmmaker with extensive experience in producing, directing and writing acclaimed documentaries and dramas. His work as a writer-director includes searing documentary *Stop at Nothing: The Lance Armstrong Story* for BBC's *Storyville*, which *Variety* magazine described as "riveting... devastating... thought-provoking," as well as Emmy, BAFTA and RTS-winning factually-based dramas *House of Saddam*, *Dunkirk* and *Coalition*. In 2017 Alex directed the horror-influenced revenge drama *Paula* for BBC 2 which *The Telegraph* called "Harrowing, brilliant and superbly directed." Alex most recently directed the theatrical documentary *Maiden*, which tells the epic story of Tracy Edwards who, through sheer grit and determination, successfully skippered the first ever all-female crew in the Whitbread round the world yacht race.

Source: <https://www.sonyclassics.com>

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VIEWING THE FILM WITH STUDENTS

The following three sub-sections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Show students the trailer for *Maiden* (<https://www.youtube.com/watch?v=OMBM10cBhIs>). Have students work in pairs or small groups to try to identify themes or ideas conveyed by the trailer. As a larger group, discuss with students how effective/affective the trailer is as a media piece.

Have students create a KWL chart for the following terms: skipper, stereotype, feminism, sexism, chauvinism and prejudice.

Provide a definition for "gender stereotypes" to students, or have students work together to establish a definition. Next, have students make a list of gender stereotypes that they have encountered and/or witnessed in their lives. You may also wish to have students use individual sticky notes that can be placed in a shared space. Students may wish to add to their list or sticky notes after the film.

Set a purpose for viewing by having a discussion about one or more of the questions or quotations from the Extension Activities section of this guide. Have students share a statement and what they think or believe about it with the class.

Viewing Activities

Have students make notes on the challenges that Tracy encountered in her early life and in her life as a sailor, and how she dealt with these challenges.

Provide students with a world map. As they view the film, have students draw the Maiden's routes on their map. You may want to pause the film at certain points to provide additional time for students to record the Maiden's routes. Alternatively, have students use Google Maps to map out the Maiden's journey after viewing the film or visit The Ocean Race (<https://www.theoceanrace.com/> Click Menu, then History, then scroll down to More Races and select 1989-1990) to view a map of the route and additional information on the race.

Have students make notes on what the filmmaker decided to capture on film, as well as the original video footage that was captured by Jo Gooding while she was the cook on the Maiden. Are there any scenes that stand out, and why?

Have students make a list of the gender stereotypes that the crew experiences throughout the film (for example, when they are referred to as "a tin can full of tarts").

Have students keep track of any words or terms they don't understand. After viewing the film, have students look up the definitions. For terms related to sailing, students may wish to visit <https://www.nauticed.org/sailingterms>.

Have students jot down two to three ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

Post-Viewing Activities

Ask students for their takeaway: describe the film in one sentence. Have students share their takeaways in pairs or small groups, and then as a class. What are the similarities and differences between the students' takeaways?

After viewing the film, have students revisit the title of the movie and the sailboat. How is the title significant? Why would they have chosen to call the sailboat "Maiden"?

Discuss with students their initial reactions to the subjects. Did their reactions evolve over the course of the film?

Show the students their quotations from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by the film.

Have students find and share additional information on one of the crew members of the Maiden.

As a class or in small groups, have students brainstorm the characteristics of effective teams and leaders. As they brainstorm, they should consider what made the Maiden's crew effective and how they overcame interpersonal challenges.

What does the film suggest about having a dream? What allowed Tracy to overcome her challenges in order to reach her dreams? In a written entry or class discussion, have students reflect on their own dreams and consider what actions are needed to achieve their dreams. What obstacles may they face and how can they overcome these obstacles?

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

WEBSITES AND ONLINE RESOURCES

About the Film

Website: <https://www.sonyclassics.com/maiden>

Facebook: [@MaidenMovie](#)

Tracy Edwards's Twitter: [@TracyEdwardsMBE](#)

The Maiden Factor's Twitter: [@maidenfactor](#)

Additional Resources

CBC: In "Fair Game: Pioneering Canadian Women in Sports," the CBC has archived articles and radio clips focused on pioneering female athletes from Canada, including Marilyn Bell, Abby Hoffmann and Bobbie Rosenfeld.

<https://www.cbc.ca/archives/topic/fair-game-pioneering-canadian-women-in-sports>

International Olympic Committee: In "Promotion of Women in Sport Through Time" from the IOC, students will find information on the history of female athletes in the Olympic Games, how the IOC has increased their advocacy for female athletes and how they plan to achieve statistical parity between the genders. The resource includes hyperlinks to additional information and infographics.

<https://www.olympic.org/> Type the title of the feature into the search function of the website.

The Maiden Factor: The Maiden Factor is an organization created by Tracy Edwards. The organization works with charities around the world and sails the original Maiden to promote and facilitate girls' rights to education.

<https://www.themaidefactor.org>

The Ocean Race: This is the website for the Ocean Race, formerly known as the Whitbread Round the World Race. The website includes general information on the race itself, a detailed history of all the races and routes dating back to the inaugural race in 1973, and additional articles, videos and photographs that will supplement students' viewing of *Maiden*.

<https://www.theoceanrace.com>

The New York Times: In the March 2019 article "8 Times Women in Sports Fought for Equality," Sarah Mervosh and Christina Caron explore challenges faced by female athletes and their contributions towards progress and gender equity in sports. The resource includes photos and hyperlinks to additional background information on each of the women profiled.

<https://www.nytimes.com/> Type the title of the article into the search function of the website.

Vanity Fair: In the June 2019 article "The King, the Sailor and the Open Sea: The Remarkable True Story of Maiden," Mary Alice Miller speaks with Tracy Edwards about her friendship with King Hussein, her life after the Maiden and how the documentary was conceptualized and created. <https://www.vanityfair.com/> Type "Tracy Edwards Maiden documentary" into the search function of the website.

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Consider what the filmmakers decided to capture on film. Are there any scenes that stand out, and why? What might have been left out of the film, and why?

What are the overt and implied messages in the documentary?

How does the film deal with the issue of gender inequality?

How are gender biases and stereotypes transmitted through the media and popular culture? How do these stereotypes affect both the group represented and the consumers of this media? What are the potential impacts of these representations?

What are the different issues and themes that surface in this film? How effectively did the documentary enhance the students' understanding of the themes and issues? What did students know about the issues in the film before watching the film?

What obstacles, pressures, risks and challenges are faced by the Maiden's crew throughout the film? Compare and contrast their experiences with the experiences faced by other crews in the Whitbread race.

How can people be resilient and hopeful in the face of conflict and uncertainty?

What are the roles of family and friends in this documentary?

In the film, Tracy says, "My parents instilled in me a sense of determination. If you want something, you have to persevere. You can't give up. That determination comes from them." Who are your adult role models? What values have they instilled in you?

Early in the film, Tracy tells a reporter that she hates the word "feminist." Later in the film, Tracy says, "The reason the Maiden entered the Whitbread was to prove that women could do things as well as men. What the aggression against Maiden did was made me realize maybe I am a feminist! I'd begun a fight that I didn't realize I was having." Explore the definition and history of the word "feminist" and consider why Tracy's reaction to the word evolved over time.

In the film, Tracy says, "Coming into port looking our best was an easy decision because we weren't girls trying to be boys. Arriving at Fort Lauderdale all in swimsuits was our way of

saying we can do this race and look like this. It was a different time, and everyone loved it and it was the most syndicated sports photo of the year." Why do you believe the crew chose to arrive in their swimsuits? What were their intentions? Why do you believe this was the most syndicated sports photo of the year? As you investigate these questions, you may wish to explore objectification and the male gaze as a class.

While the Maiden's crew thrived in the Whitbread race, discrimination and prejudice continue to exist within athletics. What other types of prejudice and discrimination continue to exist within athletics? How does this differ between different types of sports?

Can you think of any other pioneers in sports? What challenges did they face? How did they change people's perceptions?

How can other people's perceptions and stereotypes impact how we view ourselves?

Close to the end of the film, Tracy Edwards says, "No one cared that we hadn't won." Why was this?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"The ocean is always trying to kill you. It doesn't take a break. The probability of not making it is high. You're on your own. There is no hope if anything happens."*
Tracy Edwards
2. *"How many times were we told we couldn't do it? 'You're not strong enough. You're not skilled enough. Girls don't get on. You'll die.'"* Tracy Edwards
3. *"When you are teenagers, your friends are your family. They're the ones you trust."* Jo Gooding
4. *"I turned from a happy, quite delightful child into an absolutely vile teenager, angry, aggressive. I hated everyone. I was suspended 26 times before I was expelled."* Tracy Edwards
5. *"I thought, I'm not going to put up with this anymore. I wanted to go around as a proper sailor. I didn't want to go around cooking for a boat full of men. If they weren't going to let me do that, I had to make it happen myself, and that's when I made the decision to put an all-female crew into the race."* Tracy Edwards
6. *"I didn't want a real job. I wanted adventure."*
Jeni Mundy
7. *"I just have to keep going forwards because I have no other choice."* Tracy Edwards
8. *"The world saw us as a human-interest story.... If you looked at the questions or the articles written about us at the time, they were always digging for stories.... You never saw them ask the guys those questions. They would be asked about tactics, challenges, sail—sensible sporting questions. We almost never got asked those questions. Why?"* Jeni Mundy
9. *"[The press] galvanized me and focused me. When we left Uruguay, I have never felt more ready in my life to take something on. We all were. We were absolutely determined."* Tracy Edwards
10. *"I never stuck at anything, gave up at the drop of a hat. This was the first time in my life I had stood up for something I believed in, and the harder it became, the more I wanted to do it [for my mother]."* Tracy Edwards
11. *"We won together as a team, and we lost together as a team."* Tracy Edwards
12. *"I've worked with young people who have a dream, but they don't believe they can achieve it. And I say, well, what if I tell you a story about a young girl who had a dream about sailing around the world?... And what if I tell you that it happened?"* Jo Gooding

CULMINATING ACTIVITY: BREAKING DOWN BARRIERS

Maiden looks at the challenges faced by Tracy Edwards and her crew, as well as the strides they made in changing people's perceptions about female sailors' abilities to compete in a traditionally male competition.

You are now going to select another individual who broke down barriers and overcame stereotypes in their field (it can be sports, but you can choose another field). You are going to collect and synthesize the following information from at least three sources in a blog entry of between 400 and 500 words:

- The individual's origins: where they came from and how they grew up
- The struggles and discrimination faced by the individual, and how/if they overcame these struggles
- Their main influences and motivations
- Career highlights and achievements

You will also need to include the following:

- A catchy title
- Some type of hyperlinked multimedia like a photograph, a video or an audio clip
- A works-cited page that includes all the online sources that you used for this assignment
- Appropriate tags and categories

Your blog entry will be posted on a site provided to you by your teacher. You will need to comment on at least three of your classmates' blog entries.

As an alternative, teachers may wish to modify the assignment and rubric so that it is offline.

ACTIVITY RUBRIC: BREAKING DOWN BARRIERS

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Quality of the blog entry	The blog entry is basic and does not encourage conversation in the blogging community	The blog entry is sometimes thoughtful but rarely encourages conversation in the blogging community	The blog entry is often thoughtful and encourages conversation in the blogging community	The blog entry is thoughtful and encourages critical conversation in the blogging community	/5
Participation in the blogging community	The student does not participate in the blogging community	The student rarely participates in the blogging community	The student participates moderately in the blogging community	The student participates actively in the blogging community	/5

Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Quality of categories and tags	The blog entry is not categorized and/or tagged	The blog entry is categorized and tagged with some success	The blog entry is categorized and tagged with moderate success	The blog entry is categorized and tagged with great success	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Student's ability to synthesize information	There is little to no evidence of the student reading other information in order to form new meaning of the topics in the blog post	The student pays little attention to classroom materials and mostly regurgitates personal views in the blog post	The student attempts to synthesize information and form new meaning in the blog post	The student synthesizes learned content and constructs new/original meaning in the blog post	/5

Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Expression and organization of ideas	The blog entry contains numerous grammatical, spelling or punctuation errors	The blog entry contains some grammatical, spelling or punctuation errors	The blog entry is largely free of grammatical, spelling or punctuation errors	The blog entry is free of grammatical, spelling and punctuation errors	/5

Comments:

Total ____ /25 = ____ /100

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Language	<ul style="list-style-type: none"> • listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. • generate, gather and organize ideas and information to write for an intended purpose and audience. • draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience. • use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 9–12 English	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.
Grade 10–12 Media Arts	<ul style="list-style-type: none"> • demonstrate an understanding of the critical analysis process by examining, interpreting, assessing, and reflecting on media art works. • demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural and community values, and their awareness of those values.
Grade 11 Introduction to Anthropology, Psychology and Sociology	<ul style="list-style-type: none"> • use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour. • use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour.
Grade 11 Regional Geography	<ul style="list-style-type: none"> • explain how climate, including climate change, and natural hazards affect the selected region.
Grade 11 Forces of Nature: Physical Processes and Disasters	<ul style="list-style-type: none"> • analyze the characteristics of different types of natural hazards, and explain the role of physical processes in their occurrence. • analyze relationships between physical processes and the earth's physical characteristics. • describe the spatial distribution of the earth's physical features and the processes that form them.
Grade 11 Gender Studies	<ul style="list-style-type: none"> • demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience. • analyze sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts.
Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research. • demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes. • demonstrate an understanding of the dynamics of power relations in various social contexts. • demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues. • demonstrate an understanding of how social activism can be used to support equity and social justice objectives.

Grade 12 Equity and Social Justice: From Theory to Practice	<ul style="list-style-type: none"> • demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice. • analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization. • assess the impact of media and popular culture on equity and social justice issues. • analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.
Grade 11 Dynamics of Human Relationships	<ul style="list-style-type: none"> • explain how self-concept and self-esteem influence personal well-being. • demonstrate an understanding of how self-concept influences an individual's interactions with others. • demonstrate an understanding of various social and cultural influences on relationships. • demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships.
Grade 12 Family Studies	<ul style="list-style-type: none"> • analyze theories and research on the subject of individual development, and summarize their findings. • demonstrate an understanding of the critical role that a family plays in the socialization of its members. • analyze the many relationships that are a part of human development.
Grade 12 Human Development Throughout the Lifespan	<ul style="list-style-type: none"> • demonstrate an understanding of threats to healthy development throughout the lifespan and of a variety of protective factors that can increase an individual's resilience and reduce the impact of these threats. • demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development. • demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan. • demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.
Grade 12 Challenge and Change in Society	<ul style="list-style-type: none"> • demonstrate an understanding of the causes and effects of social change. • demonstrate an understanding of how forces influence and shape social patterns and trends. • demonstrate an understanding of how various social structures and conditions support or limit global inequalities.
Grade 10 Careers	<ul style="list-style-type: none"> • use appropriate decision-making and planning processes to set goals and develop a career plan. • demonstrate an understanding of the decision-making process as it relates to career planning. • identify potential barriers (e.g., learning difficulties, financial constraints, distance from opportunities) that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions. • demonstrate an understanding of career development as a lifelong process that will include transitions, changes and lifelong learning.
Grade 12 Introductory Kinesiology	<ul style="list-style-type: none"> • demonstrate an understanding of how the social and cultural significance of physical activity and sport has evolved historically, and analyze current social issues relating to physical activity and sport.

The Overall Expectations listed above are from the *Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>