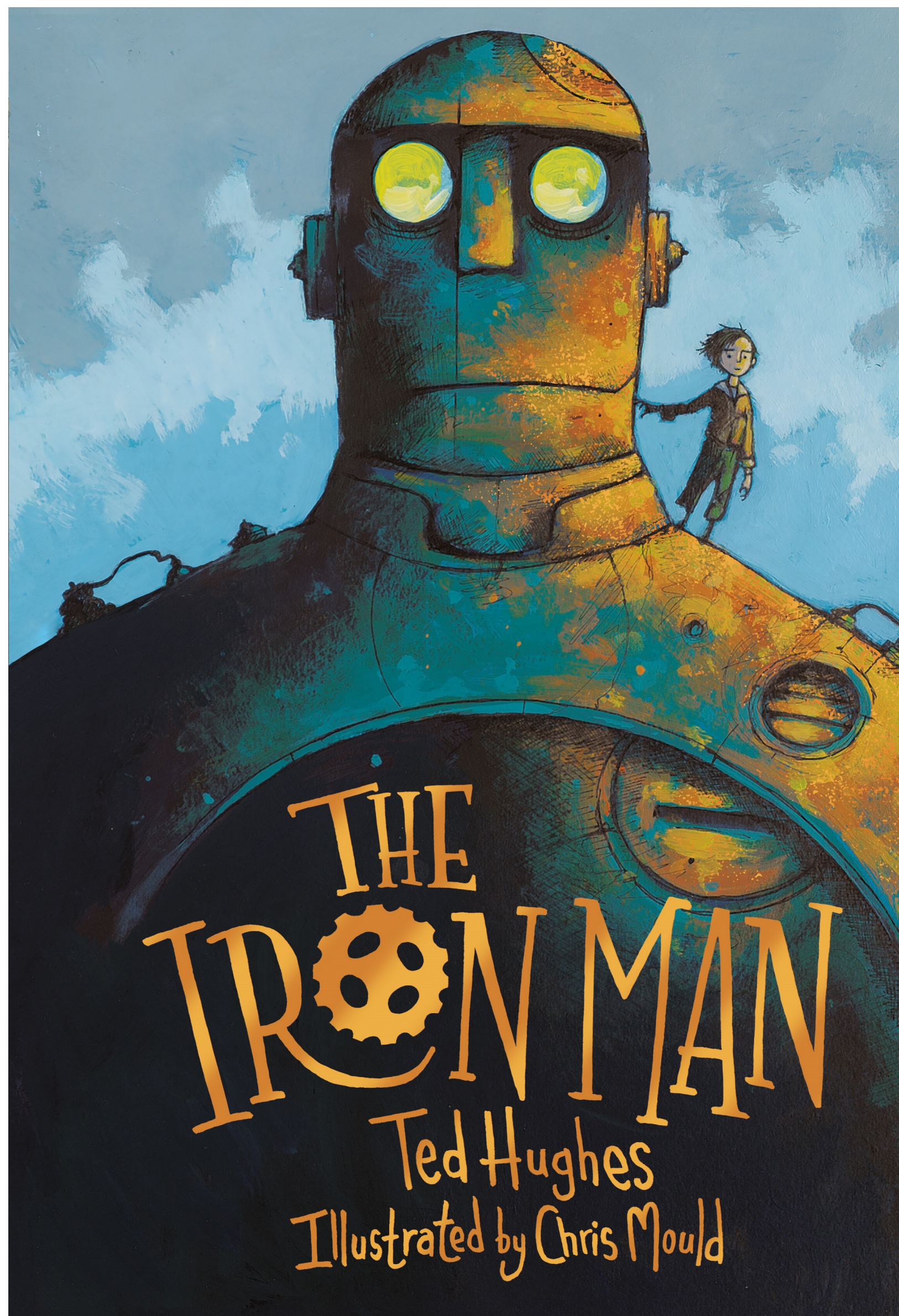


CILIP KATE GREENAWAY SHORTLIST 2020 SHADOWING RESOURCES



CILIP Kate Greenaway Medal 2020

VISUAL LITERACY NOTES

Title: The Iron Man

Illustrator: **Chris Mould**

Author: Ted Hughes

Publisher: Faber & Faber



Shadows' Views

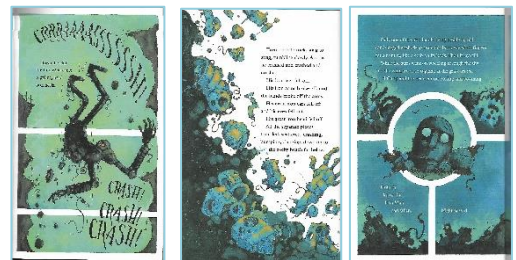
Shadowing the Kate Greenaway shortlist requires you to look very carefully at artwork in order to form a judgment about it. The word **view** can refer to both what can you see, and to your opinions. You are looking for a book that 'creates an outstanding reading experience through illustration'.

First look

The Iron Man by Ted Hughes was first published in 1968. It quickly became very popular and is now considered by most readers to be a 'classic' text for children. If you don't know the story, there may be other copies in your school library. Start by looking at the title and picture on the front cover of the book. You can see the boy, Hogarth, standing on the shoulder of a huge metal 'monster'. Look closely at the monster's face. Do the Iron Man's eyes remind you of anything? Does he look fierce or frightening?

Look again

Read the opening page that starts: *The Iron Man came to the top of the cliff.* After that introduction, the narrative is sometimes told through images making several pages look like a graphic novel or comic strip. Chris Mould enhances the story with his clever illustrations.



Look at the different uses of typography. Most of the written text is in a conventional font, such as: Times New Roman e.g. **How he was made, nobody knows.**

The chapter titles, and several other short extracts, look as though they were individually designed. Look through the pages to find examples like these:



What are the items on the end papers?

Discuss all the visual aspects of the book i.e. end papers, font choices, title page and layout. How do these 'extras' contribute to the overall impact of the book?

Have you noticed the rabbits?

Interpreting the texts

It is always beneficial, when studying a book, to introduce tasks which require imaginative responses. The following suggestions may help shadowers to engage with the book.

Colours

The Iron Man's eyes change colour throughout the story. Are the different colours significant? Do they have meaning? Are the eyes on the front cover similar to a planet? Which one?

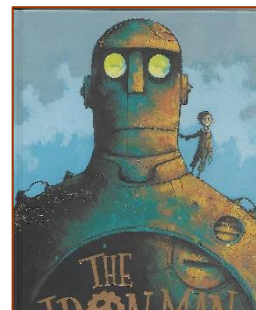


Re-read the description of the Iron Man on the first page. **Draw your version of a metal monster. Add some original features of your own.**

Research

Look up the word **oxidisation**.

- What happens to iron if it is left out in the open air?
- What happens if copper is left out in the open air?
- Does GOLD go rusty? What happens to SILVER?
- How do the colours on the front cover relate to how different metals react to oxygen?



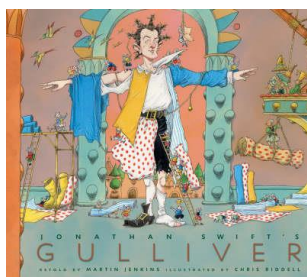
Beyond the illustrations

Can the robot experience empathy?

All the way through the story there are strong emotions. The farmers are **afraid** and **angry**. Hogarth feels **sympathy** for the Iron Man. But does the Iron Man himself have feelings? Look at pictures to see if at any point in the narrative he looks: **calm** **angry** **sad** **aggressive** **frightened** **happy**.

The last two chapters of the book tell us much more about the Iron Man's character particularly when he meets the Space-Bat-Angel-Dragon. How can we tell that he has strong feelings of **concern**, **determination** and **empathy**? Is this story just about a boy and a robot? Or are there parts of the book that are trying to teach – like fables, parables or allegories. Are there important 'messages' in this text?

Read more



If you have enjoyed reading *The Iron Man* why not try the 2004 Kate Greenaway winner *Jonathan Swift's Gulliver*. Chris Riddell reimaged Jonathan Swift's classic story of voyages as retold by Martin Jenkins.

FURTHER THINKING

CILIP works in partnership with Amnesty International and Inclusive Minds to raise awareness and understanding of the importance of human rights, inclusion and representation in children's literature. The discussion points below are intended to further stimulate reader's thinking on the themes explored in the shortlisted books.

CILIP Kate Greenaway Medal 2020

Title: **The Iron Man**

Illustrator: **Chris Mould**

Author: Ted Hughes

Publisher: Faber & Faber



Discussing human rights in this story:

Right to live in freedom and safety; Right to peace and order so we can enjoy our rights and freedoms; Duty to other people to protect their rights and freedoms.

- Why is Hogarth the only person who feels guilty about trapping the Iron Man?
- Could anyone have come up with a kind solution that didn't involve hurting the Space-Being?
- The Space-Being says he was drawn by the 'battling shouts and the war-cries of the earth.' Does violence lead to more violence?



Discussing inclusion and representation in this story:

- What do you think about the gender balance of characters in the book? Consider that the text was originally written in 1968. How have things changed since then?
- What were the challenges for the illustrator in reimagining an old text in the modern day? Consider how illustrators can be inclusive and representative when working with historical works.



CILIP Kate Greenaway Medal 2020

**TEACHING NOTES FROM CLPE
COMING SOON**



CENTRE FOR **LITERACY**
IN PRIMARY EDUCATION