

# THE REMARKABLE YOUNG WOMEN PROJECT 2026

## True stories of teen girls who changed the world

The Remarkable Young Women Project unveils the overlooked histories of real young women—warriors, scholars, inventors, spies, artists, scientists, activists and more who shaped our world from ancient times to today. They were ambitious, bold, and brilliant. They were also forgotten. This project recovers (re-marks) their stories. My workshops use the lives of real young women as mirrors and maps for students to navigate their own identity development, resilience, and agency—a history-based model for adolescent identity development. Through their stories, **young people from all backgrounds will be empowered to see themselves as history makers.**



## HI! I'M MEGAN

I founded the Remarkable Young Women Project in 2024. I'm an award-winning researcher with a master's degree, specialization in young women's history, and years of education experience in museums and classrooms leading hands-on, inquiry-based workshops.



### HISTORY EDUCATOR

Years of proven experience leading children and adult groups through inquiry-based, immersive workshops in classrooms and museums.



### ORIGINAL RESEARCHER

Conducted multiple grant-funded projects to compose original, award-winning research on overlooked figures in women's history.



### PUBLIC SPEAKER

Years of experience leading history tours, workshops, conferences, classes, etc. to diverse learners from middle schools to adult groups.

## WORKSHOPS

- CENTER RESILIENCE, LEADERSHIP, AND AGENCY
- HISTORY-BASED MODEL FOR IDENTITY DEVELOPMENT
- FLEXIBLE TIMEFRAMES: 30 MINUTES TO 4 HOURS
- SUGGESTED AGE & GRADE LEVELS
- INTEGRATED SEL & CURRICULUM STANDARDS
- FLEXIBLE FEE STRUCTURE

Email [megan.a.orr@gmail.com](mailto:megan.a.orr@gmail.com) for more information

This packet includes themed workshop examples. **Any workshop's content can be customized to meet your curriculum needs.** If you like a theme but need to focus on a different time period, just ask! In my research I have identified hundreds of historic young women across 22 centuries, I can adapt workshops to many time periods, cultures, and major historic events.

# TEEN QUEENS

## REAL GIRLS WHO RULED THE WORLD (LITERALLY)

This learning and empowerment workshop uses the stories of historic teenage queens to explore how real young women have shouldered enormous responsibilities, how their legacy affects our world today, and how young women can learn from their examples in **developing resiliency, courage, leadership, and identity.**

Using primary source "clues," teens step into the shoes of historical queens their own age. With immersive storytelling, they must consider and navigate the challenges queens faced.

## WORKSHOPS

### THE ROYAL ME

GRADES 7-8 / AGES 12-14

After learning about three historic teen queens from diverse nations, students will create their own Royal Crest and Royal Decree, visualizing and declaring their identity, value, and vision for their own queendom and royal legacy.

### HER ROYAL COUNCIL

GRADES 9-10 / AGES 14-16

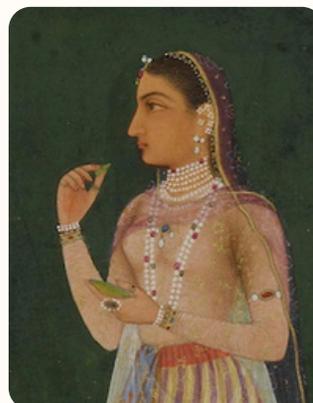
This workshop dives into the details of a real crisis a teenage queen faced (an enemy invasion, political backstabbing, a secret coup, etc).

Splitting into groups of "Royal Councils," teens will analyze the available information and, within set parameters, devise response strategies to advise their queen. The queen's real actions will then be revealed and the fallout analysed.

### THE GLASS CROWN

GRADES 11-12 / AGES 16-18

Teens analyze primary sources about a teen queen, and then compare primary documents of her life to later descriptions in movies and books to discuss how her life and legacy were remembered. Students will note how stories and perceptions of historic figures change over time. Teens will then re-write their queen's accomplishments as a resume or LinkedIn profile, or use technology to create a 30-second Reel or TikTok to set the story straight.



Hatshepsut (c. 1505–1458 BC), Tamar the Great (1160–1213), Jahanara Begum (1614–1681), Empress Myeongseong (1851–1895), Queen Victoria (1819–1901), Queen Sālote Tupou III (1900–1965)

## CURRICULUM CONNECTIONS

- ELA: 7-8.W1, 7-8.W.4, 7-8.R1, 9-10.R1, 9-10.SL1c, 9-10.W1, 9-10.R3, 11-12.R1, 11-12.Rg, 11-12.W2, 11-12.W6, 11-12.SL5, 11-12.R1, 11-12.R8, 11-12.SL2, 11-12.SL5
- SEL: NYS Benchmark 1B/2A/2B/2D/3A/3B

# FIGHT LIKE A GIRL

## YOUNG REBELS, FIGHTERS, SOLDIERS & SPIES

Explore how underestimated young women served as some of history's most valuable fighters: uncover the resistance movements they ran, secret identities they adopted, armies they led, and how they **stood up for their family, friends, communities, countries, and values.**

## WORKSHOPS

### CIPHERS & SCOUTS

GRADES 7-8 / AGES 12-14

After learning about young spies and codebreakers, students will split into two groups. The "Ciphers" will decode an enemy transmission and re-code it for their HQ, along with a mission. The "Scouts" will decode their "drop point" and mission, and determine what supplies they will need. Students will then discover the success of their mission and write a narrative incident report.

### BUT I'M JUST A GIRL

GRADES 9-10 / AGES 14-16

Students will learn about the secret identities adopted by real teen spies in covert operations. From their stories, teens will be split into types of spies (Messengers, Informants, Demolitions, etc) with a description of their role to create their own secret alias, a cover that that would get their job done without raising suspicion.

### REBEL MANIFESTO

GRADES 11-12 / AGES 16-18

Teens will learn about resistance leaders their age who stood up for their values and led movements for change. They will analyze how one person can built a movement through analyzing primary sources. They will then write a manifesto addressing a problem they see in their community and create a recruitment flyer or social media strategy to grow their cause.



Xun Guan (b. 303), Tachibana Ginchiyo (1569–1602), Yu Gwan-sun (1902–1920), Zinaida Portnova (1926–1944), Ruth Bourne (1926–2025), Claudette Colvin (1939–2026)

## CURRICULUM CONNECTIONS

- **ELA:** NY 7-8.W3, 7-8.R1, 7-8.L3, 9-10.W1, 9-10.R6, 9-10.SL1, 11-12.R9, 11-12.W2, 11-12.SL5.
- **SEL:** NYS Benchmark 1B/2A/2B/2D/3A/3B

# FORBIDDEN SCHOLARS

## GIRLS' FIGHT FOR EDUCATION

Uncover the stories of teenage girls who fought fiercely for their right to be educated, and who empowered their communities in turn, from a teen physicist who lectured during the Enlightenment to freed slaves who formed secret schools during the Civil War. Their lives stand as examples of **young woman who fought for their right to learn.**

## WORKSHOPS

### SECRET CLASSROOM

GRADES 7-8 / AGES 12-14

Inspired by "pit schools" and "bucket schools," students will re-imagine their class into their own secret classroom, searching for opportunities for hidden doorways, secret bookshelves, and cover stories for the students and teachers. They will strategize how they would get the word out to students and what their learning priorities would be.

### THE RIGHT TO LEARN

GRADES 9-10 / AGES 14-16

Teens will study historical documents that argued against female education from diverse countries and time periods, as well as historical young women who disproved these arguments. As a group, they will analyze data about modern gender and education gaps around the world, and compose evidence-backed arguments for why young women should continue to be educated.

### BREAKING BARRIERS

GRADES 11-12 / AGES 16-18

Teens will learn about young women their age who aspired to study at a university. They will receive packets of historic sources on the lives of aspiring scholars barred by institutions, from universities in the Renaissance to 20<sup>th</sup> century American law schools. Posing as these young women, teens will write their own application letter to the university, utilizing rhetoric to state their case for admittance.



Juana Inés de la Cruz (1648-1695), Cristina Roccati (1732-1797), Maria Isidra de Guzmán y de la Cerda (1767-1803), Savitribai Phule (1831-1897), Susie Baker King Taylor (1848-1912), Malala Yousafzai (b. 1997)

## CURRICULUM CONNECTIONS

- **ELA:** 7-8.R1, 7-8.W3, 9-10.W1, 9-10.SL4, 9-10.R6, 11-12.Rg, 11-12.W6
- **SEL:** NYS Benchmark 1B/2A/2B/2D/3A/3B

# TURNING POINTS

## A TEEN GIRL'S HISTORY OF THE WORLD

Rediscover history's greatest turning points through eyewitness accounts of the young women living through them: the fall of Egypt, the Enlightenment, the American Revolution, the Civil War, World War II, the Civil Rights Movement, and more. Flip the script and discover the **young women on the front lines of change**.

## WORKSHOPS

### SECRET DIARY

GRADES 7-8 / AGES 12-14

After reading snippets from the diaries and memoirs of young witnesses to historic events like the Battle of Gettysburg, students will time travel back to a historical event. With text descriptions, paintings, photographs, and tactile objects to pull from, they will compose their own diary entries as if they witnessed the same event, including sensory details and first-hand narratives.

### THE SUITCASE MYSTERY

GRADES 9-10 / AGES 14-16

Teens in groups will each receive a suitcase, packed as if it belonged to a teen girl during a historic event. Putting together the clues in their suitcase (newspaper clippings, clothing, letters, etc), each group must piece together this young girl's life and hypothesize what historic event has caused her to pack up her things. When they have successfully identified the story, they learn of the real girls who inspired each suitcase.

### REVISIONIST HISTORIES

GRADES 11-12 / AGES 16-18

Teens will split into groups with two packets, each an account of the same historic event. One is an eyewitness account from a young woman, and the other is a more formal, official report with some information redacted. Teams will spot the differences, omissions, contradictions, or inaccuracies between the two, and, utilizing additional sources, create their own record of the event, striving for accuracy.



Arsinoe IV (c.63-38 BCE), Sacagawea (c.1788-1812), Tillie Pierce (1848-1908), Chizu Omori (b.1930-), Livia Bitton-Jackson (1931-2023), Lynda Blackmon Lowery (1950-2025)

## CURRICULUM CONNECTIONS

- **ELA:** 7-8.R1, 7-8.W3, 9-10.R9, 9-10.W1, 9-10.W2, 9-10.SL1, 9-10.SL4, 11-12.R7, 11-12.R9, 11-12.W6
- **SEL:** NYS Benchmark 1B/2A/2B/2D/3A/3B

# BY YOUNG HANDS

## 500 YEARS OF TEEN GIRLS IN ARTS & CULTURE

Young people have always been creators. This workshop discovers the contributions of young women to arts and culture, and how they shaped our world from the classics of the Renaissance to subversive modern movements. From highlighted stories of talented young women, students will build **empathy, resilience, interrogation, and analysis.**

## WORKSHOPS

### SECRET SIGNATURE GRADES 7-8 / AGES 12-14

Utilizing historic techniques for natural pigments and painting, students will create portraits of themselves or their classmates. The twist? They must disguise their own signature somewhere in the portrait in a place that most would never notice. Young female artists like Sofonisba Anguissola used this technique so that no one else could take credit for their work.

### HIS OR HERS? GRADES 9-10 / AGES 14-16

Two famous paintings by one famous male artist—or are they? In this game, teens will participate in the same mysterious case that confused Artemesia Gentilleschi's work for Caravaggio's. Using their keen eyes and historical clues, teens will use evidence to build a case as to which painting is done by who. Throughout, they will discover how female artists' works were so often passed off as the hand of their male peers.

### CURATOR CHOICES GRADES 11-12 / AGES 16-18

The students have been asked to put up an exhibition in a museum. In groups, teens will be given notecards with significant artworks, artifacts, and other objects from famous artistic women with information about their historical context. Together, they must curate a museum-level exhibition, selecting what to display, how to order the show, and what the central theme or argument should be. Groups will then present their exhibitions.



Elisabetta Sirani (1638-1665), Maria Anna 'Nannerl' Mozart (1751-1829), Phillis Wheatley (c.1753-1784), Sarah Biffin (1784-1850), Mary Shelley (1797-1851), Vinnie Ream (1847-1914).

## CURRICULUM CONNECTIONS

- **ELA:** 7-8.W3, 7-8.R1, 7-8.SL5, 9-10.W2, 9-10.R6, 11-12.R9, 11-12.SL4, 11-12.W1.
- **SEL:** NYS Benchmark 1B/2A/2B/2D/3A/3B

# WITH A SHOUT

## TEEN CHANGEMAKERS AND ACTIVISTS

These workshops amplify the stories of young people who stood up to injustice and changed their world, raising their voices and putting themselves on the front lines of progress, from ancient and medieval times to recent heroes. Through their stories, today's teen are inspired to **be resilient, stand up for their values, and take action for a worthy cause.**

## WORKSHOPS

### MONUMENTAL LEGACY GRADES 7-8 / AGES 12-14

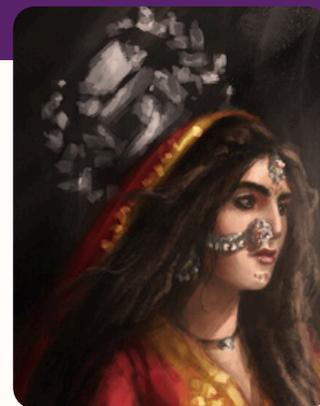
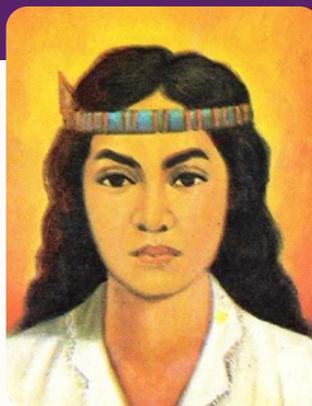
Students will learn about three historic female changemakers. Splitting into groups, each choose one of these girls to honor. Using materials either available in the room or from a materials tub, they will "sculpt" a monument to her and compose a poem or official inscription for the monument detailing her legacy.

### UNDERGROUND PRESS GRADES 9-10 / AGES 14-16

Students will first learn about various handouts and flyers used in social movements. Then, splitting into groups, each group will select a pressing social issue to address. They will then have the chance to make their own resistance flyer. Functioning with a few restrictions (banned words/symbols, censorship, etc), they must hand-make their own banner or resistance flyer for their movement to garner support.

### REBEL WITH A CAUSE GRADES 11-12 / AGES 16-18

Splitting into two groups, one group will be the "Establishment" and the other will be the "Resistance". The Resistance teens will strategize how to utilize all of their resources to stage a successful hypothetical movement, considering factors like physical spaces, community events, printed flyers, digital hashtags, social media takeovers, video content, etc. The Establishment team will seek to thwart them at every turn.



Martha Christina Tiahahu (1800-1818), Malalai of Maiwand (1861-1880), Mabel Ping Hua Lee (1896-1966), Yu Gwan Sun (1902-1920), Rani Gaidinliu (1915-1993), Barbara Rose Johns (1935-1991).

## CURRICULUM CONNECTIONS

- **ELA:** 7-8.R1, 7-8.W3, 7-8.SL1, 7-8.W4, 7-8.R7, 7-8.SL5, 9-10.W1, 9-10.R6, 9-10.L3, 9-10.SL1c, 9-10.SL4, 9-10.R3.
- **SEL:** NYS Benchmark 1B/2A/2B/2D/3A/3B

# MET QUEST

## YOUNG WOMEN IN THE MET GALLERIES

Hidden throughout The Met are the unknown stories of remarkable young women. From a teenage queen of ancient Egypt to Renaissance nobles and America's high-society ladies, these young women each made choices that were immortalized into a beautiful work of art. On these 90-minute scavenger-esque tours, **celebrate the power, presence, and perspectives of young women throughout history.** Custom tours are available upon request.

## EXAMPLE TOURS

### HIGHLIGHTS: YOUNG WOMEN AT THE MET

Hidden throughout The Met are the unknown stories of remarkable young women. Learn about their incredible lives and cultures, like one young woman's friendship with Leonardo da Vinci and another's significant achievement as an artist in Paris while still a teenager, at a time when most women were barred.

### FASHION STATEMENT

This tour explores how young women used style to signal status, rebellion, and autonomy. We'll score each portrait on a "Power Scale", and at our conclusion our group will discuss how they might dress for their own portrait, and what styles would define their generation's own visual identity and power.

### STUDIO GIRLS

Focus on paintings done by young women's own hands. Learn about their daily life in artist workshops, mixing pigments into paint, fine-tuning underdrawings, and dealing with the other (mostly male) studio assistants. Discover how young female artists fought for their space in studios, galleries, and museums. Groups will study artists signatures and come up with their own.

### TOUR INCLUDES

- EXPERIENCED ART HISTORY EXPERT GUIDE
- INQUIRY-BASED GALLERY DISCUSSIONS
- SKIP-THE-LINE MUSEUM ADMISSION
- GALLERY ACTIVITY NOTEBOOK
- CUSTOM TOUR CONTENT (ON REQUEST)

**Tours must be made at least three weeks in advance.**

**Minimum age: 10 yrs**



Egyptian, Seated Statue of Hatshepsut (ca. 1479-1458 B.C.).



Greek, Marble grave stele of a young woman and servant (c.400-390 BCE)



Lorenzo di Credi, Portrait of a Young Woman (Ginevra d'Amerigo de Benci), ca. 1490-1500



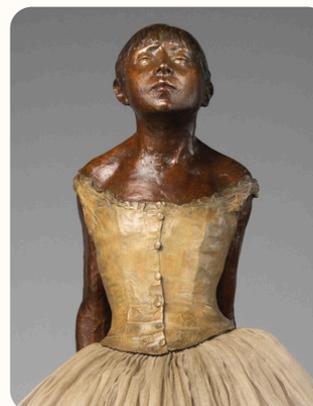
Artemisia Gentileschi, Esther before Ahasuerus (1620s)



Domingo Ortiz, Portrait of Sor Juana de Nuestra Señora de Guadalupe (1797)



Marie Denise Villers, Marie Joséphine Charlotte du Val d'Ognes (1801)



Edgar Degas, Little Dancer of Fourteen Years (c.1880)



William Merritt Chase, Lady in Black (1888)