

# Hey you!

The obsession of a girl was egged on by a trip to Scotland and countless television shows and novels. The result was that at the not so tender age of twenty-two she decided to produce a thesis about her obsession. Graduating from the University of Minnesota's Graphic Design program requires a written thesis paper as well as a final project that incorporates the research in order to solve the problem presented. For Yvonne R. Muller, the problem was clear:

**THERE ISN'T A SINGLE GOOD FAMILY TREE OF THE ROYAL FAMILY!!! WHO THE HELL IS RELATED TO WHO?!?!?!?!**

So this is her first step; a thesis paper. Written with a smidgen of love, a whole lot of obsess, quite a lot of research, and some awful family trees, in order to create something interesting and colorful.

want to see if she succeeded?



# UNCROWNED

**the women inside the  
British Monarchy**

**YVONNE R. MULLER**

# uncrowned

the women inside the  
British Monarchy



YVONNE R. MULLER

THIS BOOK IS DEDICATED TO

the sixty four million people who inspired  
a rather ridiculous obsession

Uncrowned

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Typefaces used:

Uncial Antiqua (560AD – 1154AD)

Lucida Blackletter (1154AD – 1558AD)

Adobe Caslon Pro (1158AD – 1702AD)

Baskerville (1702AD – 1820AD)

Clarendon BT (1820AD – 1901AD)

Gill Sans (1901AD – 1952AD)

Regime (1952 – 2014)

THE TYPEFACES ARE USED TO REPRESENT MOVEMENT THROUGH TIME

each typeface is used from the time of its invention till the next typeface. only british designed typefaces are used (with the exception of lucida blackletter, which would have simply been used by british typesetters and scribes, after uncials went out of style).

# uncrowned

the women inside the  
British Monarchy

YVONNE R. MULLER

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# Author's Note



**H**istory is important to me. The fascination started with reading fictional books concerning worlds similar to Britain's past and then progressed into actual historical fiction. Every history class from elementary school to high school was incredibly satisfying. Entering college I decided to get a history minor, to go with my rather practical major of Graphic Design. For the last three years I have endeavored to enjoy history at the this university (the University of Minnesota) and definitely while abroad in Edinburgh, Scotland.

It was while I was abroad, that I attempted to immerse myself in British culture. One of the ways I did this was to watch British historical television. Shows like the Tudors, Vikings, and even Reign were fascinating and I wanted to learn the real history of these shows. Each one focuses on a certain period in the history that I was also learning about in my history classes at the University of Edinburgh. These classes were also concerned with the monarchy and hierarchy of Britain.

In order to learn more, I did simple searches of the monarchs' specific family trees. They were disappointing at best. Lacking in visual interest and comprehensive families, they lead to more and more searches resulting in the same disappointment.

It was this that lead to my thesis.

# The Failure of Learning

Since a young age, I was always rather successful in school. I always remembered the random things that teachers lectured at us, or required us to read; I never struggled with “learning.” However, it was difficult to avoid that other people struggle immensely with memorization. Friends and family would talk of hours spent making flash cards, or re-reading notes in order to get a good grade on a test. Over time I realized that something that really helped people to remember information was a way to visually understand it, as well as a system with which they could interact. Visual and Interactive learning is one of the best ways for students to take in and retain information that they have been exposed to. Creating an interactive, visual, and comprehensive version of the British Royal Line from its beginning, with links to historical events (that can better root each monarch in a historical period) would be a great tool for learners of British history, as well as anyone who takes an interest in the British line.



# LEARNING

In order for students and academics to better understand this impressive history it must be presented in a way that is easy to understand, a way which contains clarity and interest. Learning is a complicated psychological experience, about which there have been many studies. Looking into research about learning it is clear that any infographic representation of the royal line must include simultaneous visual and textual clues, incorporate a self-teaching requirement, and foster everyday stimuli.

R.E. Mayer in his article “Applying the science of learning” focuses on how multimedia instruction can be beneficial to the learning experience if it follows certain principles. “[L]earners must

have corresponding words and images in working memory at the same time in order to make connections between them.” In experiments by Mayer & Anderson, students more effectively retained information about a subject which had the image and words presented simultaneously.<sup>1</sup>

To facilitate retention of information about the British royal monarchy, the images concerning each monarch must be presented along with the written information about them. This allows for users to associate the information about the monarch with the actual monarch, and not simply a name which they may forget if it is not associated with an image.

I. R. E. Mayer, (2008), “Applying the science of learning: Evidence-based principles for the design of multimedia instruction,” American Psychologist, 63(8), p. 763–764



**Æthelbert**

560 AD – 616 AD



**Egbert of Wessex**

802 AD – 839 AD



**Æthelwulf**

839 AD – 856 AD



**Æthelbald**

856 AD – 860 AD



**Æthelberht**

860 AD – 866 AD



**Ethelred**

866 AD – 871 AD

To further the learning retention, a system must be created which fosters a self-taught environment. “The ‘visible’ aspect also refers to making teaching visible to the student, such that they learn to become their own teachers, which is the core attribute of lifelong learning or self-regulation, and of the love of learning that we so want students to value.”<sup>2</sup> John Hattie accurately refers to what makes learning successful: creating environments that foster self-teaching. Creating a system that allows users to learn as they chose encourages more in depth learning than simply being fed information by a lecturing teacher. This system also is an extension of other learning systems (in class lectures, television experiences, biographies, etc) and is meant as an information tool which enhances the learning

experience and places other systems in context.

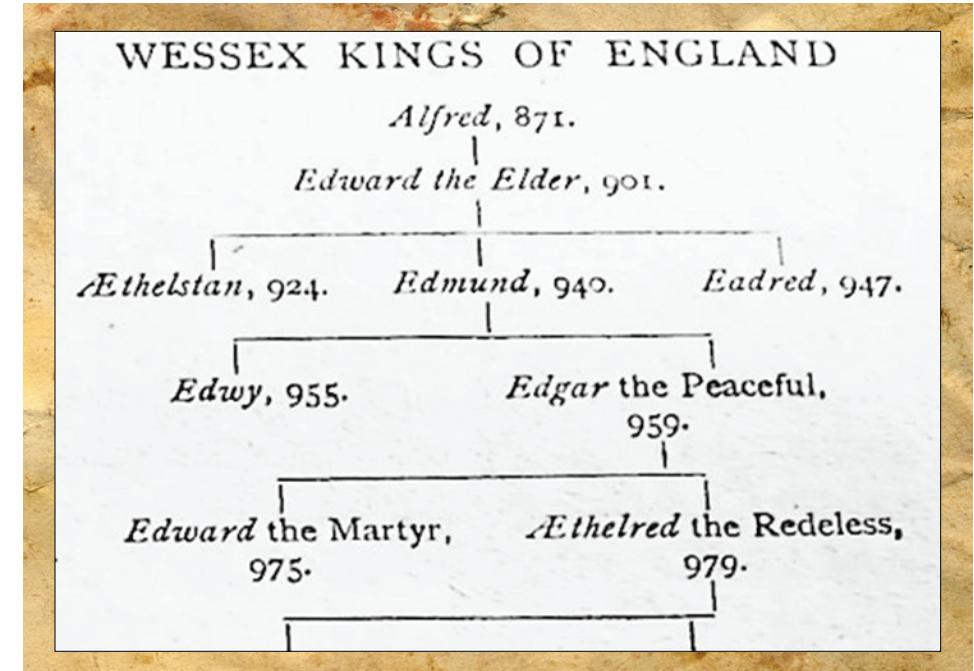
Lastly, learning is an exercise that is best fostered through repetition on a regular basis. Zoe Kourtzi describes how learning this way helps to improve recognition of individual items. “However, learning through everyday experiences has also been shown to be a key facilitator in the detection and recognition of targets in cluttered scenes... by enhancing the integration of relevant object features and their segmentation from clutter.”<sup>3</sup> By keeping the information linked in a logical matter, while simultaneously providing an easy to use system which encourages frequent use, learning and retention are enhanced.

2. John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*, London: Routledge, 2012, p. 1

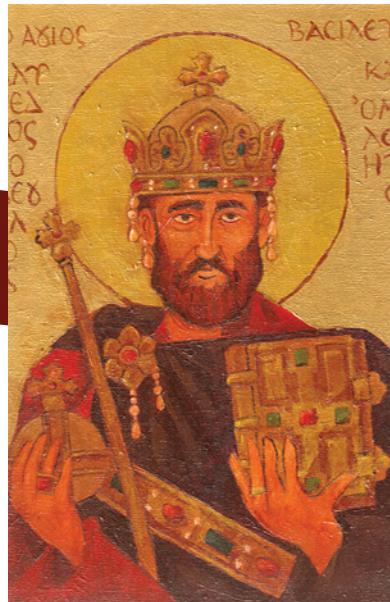
3. Zoe Kourtzi, “Visual Learning for Perceptual and Categorical Decisions in the Human Brain,” *Vision Research*, 50.4, (2010), p. 433 from research by Brady and Kersten, 2003, Dosher and Lu, 1998, Gilbert et al., 2001, Gold et al., 1999, Goldstone, 1998, Kovacs et al., 1999, Schyns et al., 1998 and Sigman and Gilbert, 2000

These three aspects of learning methods will work together to create an educational information system which aids students of all types. The British monarchy is a long and

complicated source of information, with each dynastic unit contributing further to the content. When this content is organized in a clear way it will better serve its purpose to educate.



The image to the left is a small example of the typical family tree available online. It is lacking in imagery to aid memorization. The addition of portraits allows the names to have visual associations, it connects the name to person. The family tree focuses only on one family group, and neglects the breadth of monarchs that have ruled the British Isles. It is also lacking content about historical figures other than male kings.



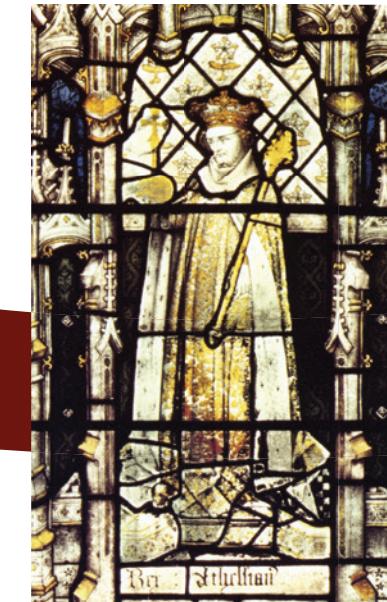
**Alfred the Great**

871 AD – 899 AD



**Edward the Elder**

899 AD – 924 AD



**Æthelstan**

924 AD – 939 AD



**Edmund I**

939 AD – 946 AD



**Edred**

946 AD – 955 AD



**Edwy**

955 AD – 959 AD

# The Problem to Fix

No family trees, currently in existence, could take me from the Anglo-Saxon invaders to the current queen Elizabeth, or at least not visually and clearly. None of them could adequately explain the path of the Scottish Monarchy from its beginning with Kenneth Mac Alpin to the incorporation of England under his descendants rule. I also began to realize that while I could definitely name some of the historical kings and queens, I lacked an understanding of where they fit into history. Did Queen Elizabeth I reign during the Protestant reformation? When exactly did the Normans invade, and which Kings were theirs? History was being poorly represented: the breadth of historical figures were not represented and the timelines were no benefit to learning. So I came to the conclusion that something was required to fix this problem. Scholars, students, and even general 'fans' of British history would be grateful for a better way, a better system to understand what the hell is up with the royal line.



**Edgar**

959 – 975



**Edward II the Martyr**

975 – 979



**Ethelred II the Unready**

979 – 1013 and 1014 – 1016

# HISTORY

History is a subject which allows humanity to look back, analyze, and understand its nature. History is also a source of interest and intrigue; it allows us remember the lives of those ancient celebrities. It can be fascinating but it can also be incredibly boring. History must to be presented in a way that allows students (be they in school or learning of their own volition) to understand easily, as well as keep them interested. Through research into the historical members of the British royal line as well as an

inclusion of female royalty — the wives, the sisters, the mothers, the queens — data can be collected that allows for a simple and clear way to learn about their history. It also will create a system populated by information that is both interesting as well as equally broad, taking into account women with equal weight as men.



**Sweyn**

1013 – 1014



**Edmund II Ironside**

1016

**Canute the Great**

1016 – 1035

# How to Fix the Problem

The purpose of this timeline or family tree will be to better represent the track of the British monarchy. It will focus on visual learning, clarity, legibility, and interesting content. The information included will consist of monarchs, spouses, important siblings, years of rule, and historical context.

This will be a tool for learning, used as a source of information, rather than as a book one must read and memorize. It is to be perused when necessary to understand the historical chronology of Britain. In order to achieve this, I will need to research the entire royal line. Focusing on print sources for more historical background information, online sources for more chronologically based information, as well as video sources for general information. Printed sources will provide more in depth knowledge into the monarchs and their families, while the online sources allow for easier and quicker access to chronological dates. Another part of this research process will be looking into how students learn, and how that can be incorporated into my final design product. During the research process I believe it will be important to start developing a physical family tree. Otherwise later on it will be difficult to visually represent digitally. I would like to record my progress developing the physical family tree, possibly creating a time lapse video in the end.



4



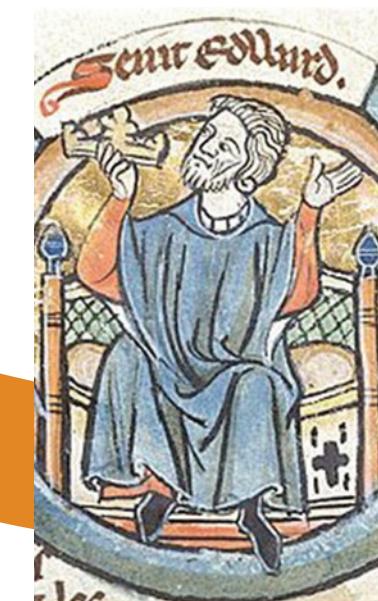
**Harold Harefoot**

1035 – 1039



**Hardicanute**

1039 – 1042



**Edward III the Confessor**

1042 – 1066



**Harold II**

Jan – Oct 1066



**Edgar Athelred**

Oct – Dec 1066



**William I the Conqueror**

1066 – 1087

# THE monarchy

Britain has an incredibly old monarchical system, with plenty of intrigue and drama to keep anyone interested. Beginning during the period of Anglo-Saxon occupation and progressing until the current monarch Queen Elizabeth II, the monarchy has had many interesting dynasties.

In England, the migration of Anglo-Saxon warriors began a period of Anglo-Saxon control in England. Simultaneously, "The Picts lived in the large area north of the rivers Forth and Clyde. The Scots, from Ireland, made their home in Argyll in the fifth and sixth centuries... [And, in

the ninth century, the invading Norsemen settled in Orkney, Shetland, Caithness, Sutherland and the Western Isles."<sup>4</sup> These various groups of Scotland were united for the first time by "Kenneth, son of Alpin, King of Scotia [who] succeeded his father in 843. He defeated the Picts about 843, uniting them with the Scots in the new kingdom of Alba, which comprised a large part of present day Scotland."<sup>5</sup> From Kenneth I, and even through the successive dynasties of Atholl, Bruce, Balliol and finally the Stewart, Scottish kingship remained almost exclusively within the descendants of Kenneth I's family.

4. "The early Scottish Monarchs," The Official Website of the British Monarch: History of the Monarchy, The Crown, n.d. Web. 25 Mar. 2014

5. "Kenneth I (r. 843-858)," The Official Website of the British Monarch: History of the Monarchy, The Crown, n.d. Web. 25 Mar. 2014

Norman invaders from France reached England in 1066. William the Conqueror, was a distant relative of a Anglo Saxon King's wife, and his invasion of England created another dynasty that was ruled by invaders. "In 1120, [Henry I's] legitimate sons William and Richard drowned in the White Ship which sank in the English Channel,"<sup>6</sup> causing Norman rule to be remembered for its end in anarchy as a result of warring claimants to succession.

The following dynasties descended from Henry II (the nephew of the last Norman King) and claimed British origins (rather than Norman): The Angevins, Plantagenets, Lancastrians, Yorkists, and Tudors. Each dynasty was distinctly

characterized by the actions of its monarchs.

The Angevin dynasty was represented by the powerful rule of Henry II, and the creation of the Magna Carta signed by King John in 1215.<sup>7</sup>

The Plantagenet dynasty brought to a head the conflict with Scotland. Scottish rulers were prominent threats and competitors to the kings of England throughout history. Edward I of England ended the Atholl dynasty in Scotland when he invaded. Scotland famously fought back and Robert the Bruce retook the throne.

The Lancastrian and Yorkist dynasties were colored by the War of the Roses. Yorkist

claimants fought Lancasterian kings for the rule of England, through the female line, "[t]he Wars of the Roses therefore tested whether the succession should keep to the male line or could pass through females."<sup>8</sup>

The Tudors will be forever remembered as having the infamous Henry VIII, as well as the powerful and impressive Queen Elizabeth I as monarchs in their dynasty.

Finally, the ancient Stewart dynasty of Scotland claimed the throne, unifying England and Scotland, and creating the United Kingdom. Succession proceeded rather naturally after the Stewart dynasty, traveling to children, and

siblings, until the conflict over Catholicism and Protestantism came to a head with the appointment of George I to the throne.<sup>9</sup>

George I's children, grandchildren, and great grandchildren took the throne in turn, and the throne was passed through descendants to the Queen Elizabeth of today.<sup>9</sup>

However, this history is commonly told through the eyes of the male kings. Their mothers, sisters, and daughters are marginalized by history. This is about giving them a chance.

6. "Henry I 'Beauclerc' (r. 1100-1135)," The Official Website of the British Monarch: History of the Monarchy, The Crown, n.d. Web. 25 Mar. 2014

7. "The Angevins," The Official Website of the British Monarch: History of the Monarchy, The Crown, n.d. Web. 25 Mar. 2014

8. "The Lancastrians," The Official Website of the British Monarch: History of the Monarchy, The Crown, n.d. Web. 25 Mar. 2014

9. "United Kingdom Monarchs (1603-present)," The Official Website of the British Monarch: History of the Monarchy, The Crown, n.d. Web. 25 Mar. 2014



**William II**

1087 – 1100



**Henry I**

1100 – 1135



**Stephen**

1135 – 1154



**Matilda**

1135 – 1154



**Henry II**

1154 – 1189



**Richard I the Lionheart**

1189 – 1199

# The Historical Aspect

The focus is on the monarchs and how they are connected. However, the matrilineal aspects of the royal families are important too. Far too often female family members get married off and lost to history; however many of them, like Mary II of England who married the Dutch William, were prominent influences on British history.

This will be the most prominent in regard to the spouses and siblings of Kings, as well as the Queens of Britain. The monarchs will be the most prominent part of the timeline, but aspects of the timeline will incorporate these forgotten women into the timeline. The impact women have had on history will be heavily examined. As advisors and influencers they have had as great an impact as men. Siblings are particularly important to the royal line, because they have influences beyond Britain, as well as influence over their siblings who rule Britain.

Lastly historical context is necessary because so often when learning lists of things, we do not really understand when they take place in the grand scheme of the world. Historical events will be included along with the portraits of important people, and will also be represented as visually as possible. The inclusion of videos might be incorporated in order to aid the learning process.



**John Jackland**

1199 – 1216



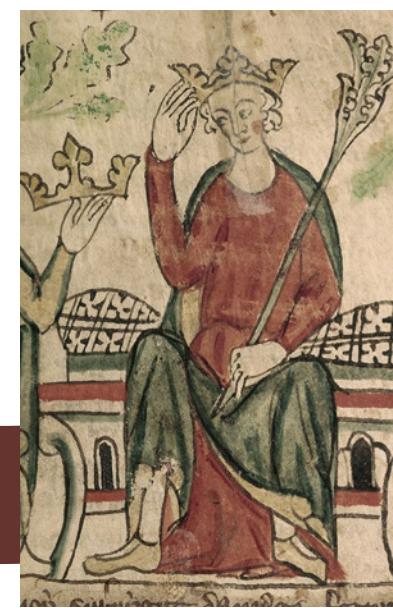
**Henry III**

1216 – 1272



**Edward I 'Longshanks'**

1272 – 1307



**Edward II**

1307 – 1327



**Edward III**

1327 – 1377



**Richard II**

1377 – 1399

# THE WOMEN

Women are often disregarded by history. Seen as the sidekicks rather than the superheros, their accomplishments are seen as unlady-like, or irrelevant. However, British women have had incredible influence over their husbands, sons, and even Europe as whole.

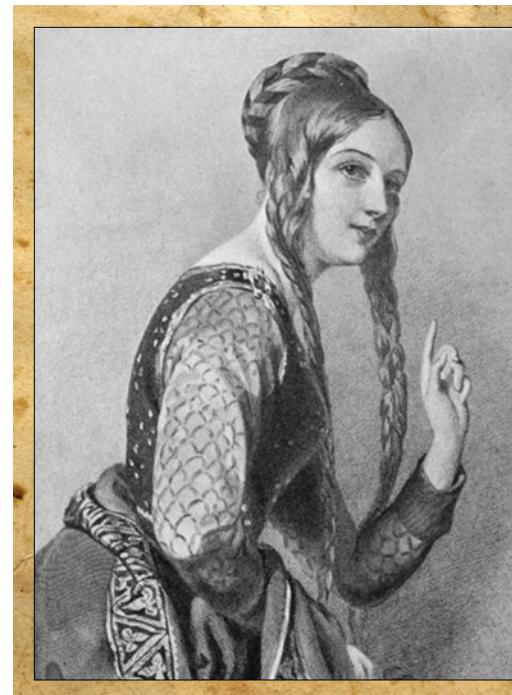
Aethelbert was the first Christian ruler of England, but only because of his wife. His decision to marry Bertha, a princess of the Franks (who had kept Roman Catholicism), impacted the course of the British monarchy through Henry VIII. Her religious affiliation

allowed for Aethelbert to gain approval of the Pope in Rome and thus legitimize his rule.<sup>10</sup> In the case of Aethelbert, any woman would have sufficed, but he needed a WOMAN to assert his authority. Without Bertha his reign would not have been accepted by Rome, and the monarchy in Britain would never have been closely linked with the church. Bertha's influence has held even through today when the current queen, Elizabeth the second, was crowned in the Christian Westminster Abbey.

The influence of queens on their husbands

10. Monarchy, Dir. David Starkey, David Starkey as Presenter, Athena, 2010, Episode 1

continues through several dynasties, and it is only during the reign of Henry II that this influence becomes restricted. Eleanor of Aquitane was a woman of interest on many levels; her influence over the arts, education, and even politics is a popular subject of research. However, during Eleanor's lifetime and marriage to Henry II the influence of women in government was greatly marginalized due to a movement towards a more bureaucratic government. Previous to her reign, queens held control over many aspects of English government due to their close interactions with their respective kings; specifically Eleanor had control of the treasury, her word was law, and she had the ability to sign official documents. During her reign, the movement towards bureaucracy took governmental power away from the 'family' and under the control of professional



The image to the left is of Eleanor of Aquitane, impressive Queen Regent and wife of Henry II. Her time as queen led to prospering arts and education, as well as the movement towards more bureaucratic governing.

bureaucrats hired by the king.<sup>11</sup> The movement of power to a more professional occupation, was only part of the continual movement of British kings towards a system where justice and fairness became primary to the whims of a ruler. It was Eleanor of Aquitaine who reveals how the power was shifting. She was also a powerful woman who refused to be buried completely.

Another woman who refused to be limited by her husband was Queen Consort Isabella,

**"Isabella challenged her husband's misrule, championing the cause of legitimate government in the name of her young son, the future Edward III."<sup>12</sup>**

married to Edward II. Leading a rebellion against her husband, she was able to



The image to the left is of Isabella of France, powerful mother and wife of Edward II. Her time as queen was marked by Scottish rebellion and her own assertion of power when she deposed her husband for the throne.

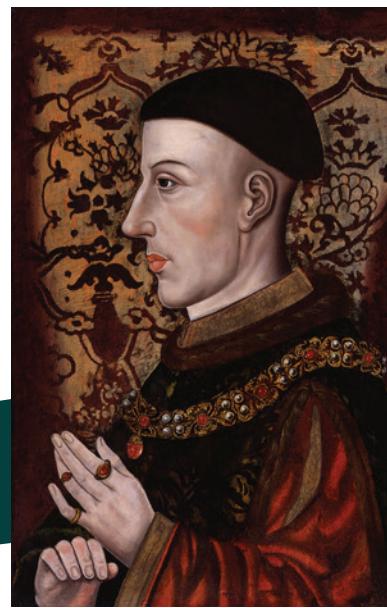
II. Jane Schulenburg, "Eleanor of Aquitane," United States, Madison, 20 Mar. 2014, Lecture

12. Helen Castor, *She-wolves: The Women Who Ruled England before Elizabeth*, New York: HarperCollins, 2011



Henry IV

1399 – 1413



Henry V

1413 – 1422



Henry VI

1422 – 1461 and 1470 – 1471



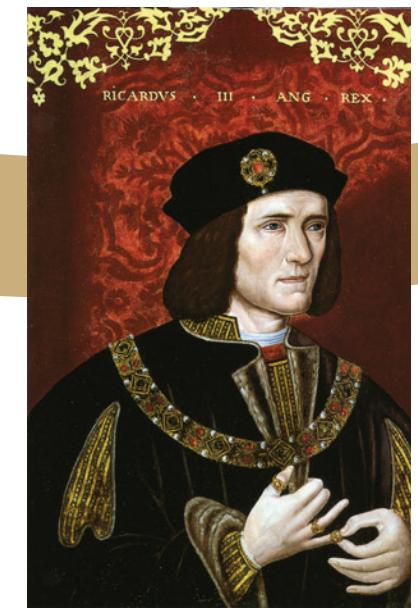
Edward IV

1461 – 1470 and 1471 – 1483



Edward V

April – June 1483



Richard III

1483 – 1485

successfully depose him and instate their son as king. Her ability to maneuver through the British political structure in order to achieve her goal, is an impressive accomplishment that is marginalized by her contemporary historians.

**“...Thomas Gray to Margaret’s countrywoman, Edward II’s queen Isabella (‘She-wolf of France, with unrelenting fangs/ That tear’st the bowels of thy mangled mate...’). The visceral force of this image drew on a characterisation of female power as grotesque and immoral that had surfaced with remarkable speed in a number of vituperatively explicit polemics once the prospect of a female sovereign became an imminent reality in 1553.”<sup>13</sup>**

Despite her obvious political prowess, contemporaries saw her as an evil force

conflicting with the supposed status quo. Her accomplishments are not seen as heroic — as her son’s are — but as unnatural.

It was not only Isabella who fought for her son to be king, many British women fought for their sons’ right rule. One of the most successful was Margaret Beaufort:



The image to the left is of Margaret Beaufort, a powerful matriarch & mother of Henry VII. Her influence changed England.

“[w]hen that son became Henry VII of England... it was as much Margaret’s triumph as the king’s. Margaret was... a formidable plotter during the War of the Roses... and [she] reached the pinnacle of her power and influence during the reign of her son...”<sup>14</sup>

The women of British history were powerful influencers of events. Margaret Beaufort helped change the ruling dynasty by overthrowing the last Yorkist King to end the War of Roses. Henry VII, her son, became the first monarch in the memorable Tudor dynasty.

However, the queens of England were powerful in their own right. They were capable of strengthening their country and impacting the world. Queen Elizabeth’s rule changed the course of the British monarchy forever.



“While in most respects Elizabeth was the last of the medieval monarchs, she could equally be said to be the first constitutional ruler on the English throne.”<sup>15</sup>



**Henry VII**  
1485 – 1509



**Henry VIII**  
1509 – 1547



**Edward VI**  
1547 – 1553



**Lady Jane Grey**  
10 – 19 July 1553



**Mary I**  
1553 – 1558



**Elizabeth I**  
1558 – 1603

The image to the left is of a young Queen Elizabeth I. Her reign is remembered as one of the most impressive female reigns, and her history as monarch fascinates many.

The establishment of a constitutional monarch, one which was restricted by the laws of the country and not simply their own whims, was profoundly impactful to the course of the world. The reign of supreme monarchs was ending.

Of equal historical precedence, was the monarch Queen Victoria. Under her reign one of the most impressive exhibitions was put on in London. An impressive feat of architecture, mass production, science, art, and wealth, the Crystal Palace was an example Queen Victoria's success. It became a jewel of the empire; it proudly revealed all of the United Kingdom's wealth. Even Victoria herself claimed,

**"It was and is a day to live for ever... God bless my dearest country, which has shown itself so great to-day!"<sup>16</sup>**



The image to the left is of Queen Victoria. Her time as queen was marked by prosperity, expansion, and impressive female rule. This particular portrait captured the young queen's extravagant coronation.

She was a powerful ruler and a much loved one in England. Queen Victoria's reign proved the strength and ability of female monarchs. She was able to control a vast empire, while still nurturing her family with a loving husband by her side, and patronizing exhibits which astounded the world.

Her power and influence seem to have been inherited by her granddaughters. Alexandra, born 1872, became Tsarina of Russia and consort to Nicholas II. While she is little remembered as a daughter of Britain, she is remembered as the mother of Anastasia, a girl who captivated the world with her disappearance. Her time as Tsarina occurred during a dramatic and revolutionary period in Russian history, the Bolshevik Revolution.<sup>17</sup>



The image to the left is of Tsarina Alexandra of Russia. She is a grand-daughter of Queen Victoria, and her time as monarch of Russia was colored by political unrest and tragedy.



**James I**

1603 – 1625



**Charles I**

1625 – 1649



**Charles II**

1660 – 1685



**James II**

1685 – 1688



**Mary II**

1689 – 1694

**William III**

1689 – 1702

The influence of British women did not remain at home. Like Alexandra of Russia, many British princesses were shipped out to marry princes and kings of other countries, expanding British influence outside of the small isle. Alexandra is an impressive example because her mark on history has extended even to today, becoming inspiration for many books and films. Her assassination, and that of her Russian family, was a powerfully unsettling event that shocked the world.

The daughters of King George III were truly marginalized by history. Only two of them married kings, and most of the six did not marry at all. King George the third remarked,

**"I cannot deny that I have never wished to see any of them marry: I am happy in their company, and do not in the least want a separation."<sup>18</sup>**



The image above left, is of Queen Charlotte, first daughter of George III. She married the King of Württemberg.

The image to the direct left is of Augusta Sophia, 2<sup>nd</sup> daughter of George III. She never married, despite an adamant proposal.

His misgivings seemed to stem from his own experience with his sisters' unhappy marriages.

They were not queens, their children did not become rulers, and thus they appeared to have no significance to history. However, Flora Fraser's book — *Princesses: The Six Daughters of George III* — brings to light their powerful personalities, as well as their involvement and

The image below right, is of Princess Mary, fourth daughter of George III. She married Prince William Frederick, Duke of Gloucester and Edinburgh.



The image to the direct right is of Princess Elizabeth, third daughter of George III. She married Frederick VI, Landgrave of Hesse-Homburg.

The image to the direct left is of Princess Sophia, fifth daughter of George III. She never married but is rumored to have had a baby.

The image above right, is of Princess Amelia, sixth daughter of George III. She never married but fell in love with a baron far below her station as Royal Highness.

influence among more prominent royalty.

**"Queen Charlotte was a woman of faultless fertility, producing three heirs to the throne in four years of marriage. Six daughters followed, on whom the couple doted but whom history has forgotten."<sup>18</sup>**

All the daughters were influential upon royal family members and regents (both domestically and abroad). In particular, Princesses Sophia and Mary both took a great interest in Victoria, nurturing her before she became queen.<sup>19</sup> These women were not able to assert control over husbands nor sons; but instead held sway over nieces and cousins, sisters-in-law and brothers, and impacted the world behind the scenes. These sisters were highly regarded by their immediate family; and despite no direct influence, their place in history should not be forgotten.



**Anne**

1702 – 1714



**George I**

1714 – 1727



**George II**

1727 – 1760



**George III**

1760 – 1820



**George IV**

1820 – 1830



**William IV**

1830 – 1837

# The Resulting Product

History, aesthetics, and learning are all very important to me. I believe that creating a system that allows for these three things to work together is important. I think that creating a comprehensive visual family tree of the British monarchy is something that will be beneficial to a lot of people as well as myself. The resulting product will be a family tree that cohesively and equally represents the monarchy of England. Its breadth and scope will allow for effective learning, and visual interest will aid this further. I would value the learning experience of creating it, as well as the applications it will have for my minor, and eventual career goals. The British Monarchy is sometimes seen as outdated and frivolous, and maybe it is. But I would love to memorize everyone involved. It's like a historical guilty pleasure.



**Victoria**

1837 – 1901

Gill Sans used for 1901 till 1952



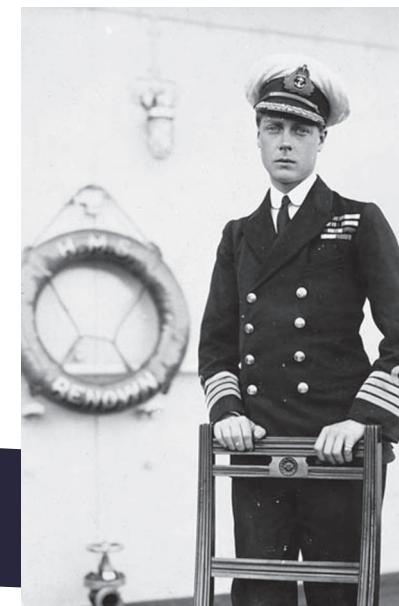
**Edward VII**

1901 – 1910



**George V**

1910– 1936



**Edward VIII**

Jan – Dec 1936



**George VI**

1936 – 1952



**Elizabeth II**

1952 – 2014

# THE END

All the royal women of Britain are not all included here, but their impact will be represented in the continuation of the project. Giving equal weight to women as the men are given and creating a system to better learn about them, will foster continued interest in the subject of women in British history. Their influence is something to be represented and remembered.

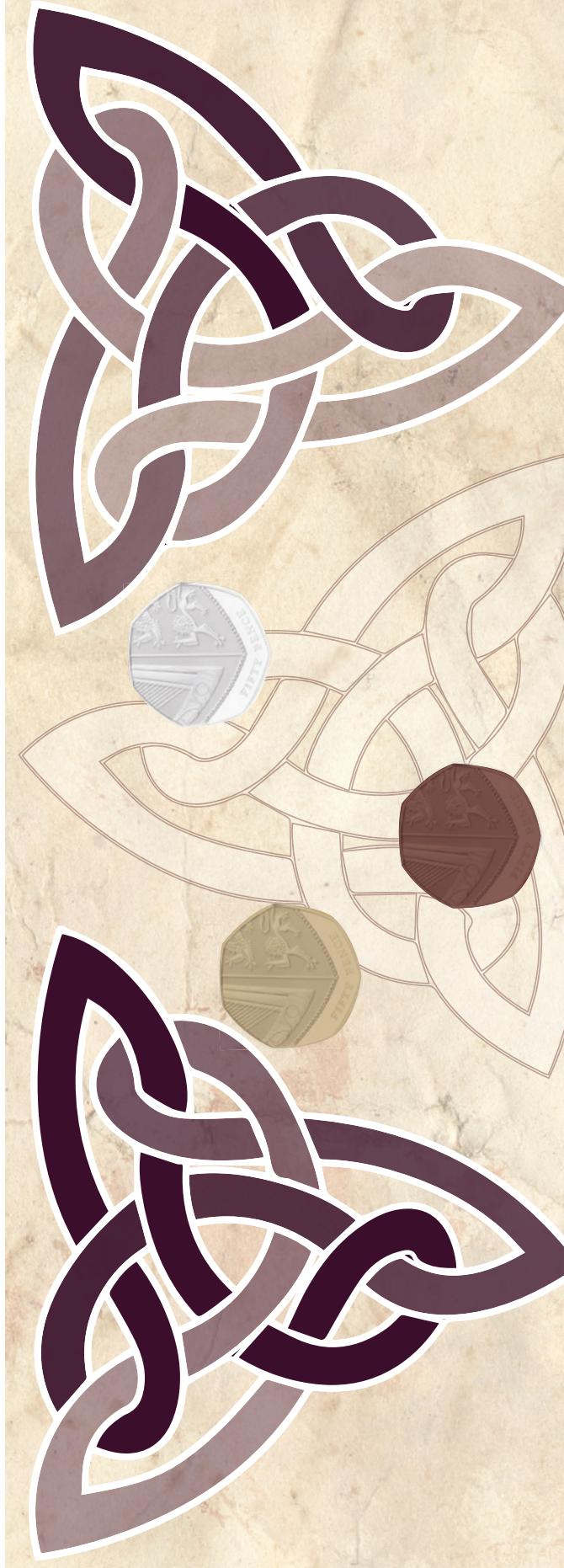
The British royal monarchy can be viewed from many different perspectives, and organized in multiple ways in order to better understand its progression. Within the monarchy there

are those that have been marginalized, and their influence has been disregarded; the majority of these royals are women.

With careful organization, equal weight can be given to all members, and furthermore it can be a useful tool for all types of students to learn more about the monarchy and its development. A combination of visually interesting portraits along with insightful information can create a system that will allow learning about the many British monarchs to be both in depth and entertaining.

# To Catch my Drift

This is a visual representation (or mood board) of my concept for my family tree. It incorporates imagery that is relevant to both modern and ancient Britain, as well as images that accurately depict monarchs, and typefaces that match the time period. The words on the board capture sentiments and people that I hope to include within the family tree. The writing style may become more formal in regards to explanations of monarchs, but I would like to incorporate some zest to keep people intrigued.



Clarity



Charles I

Interactive

Visual

Women

Siblings

History

Learning

Memory



Typefaces that match historical period