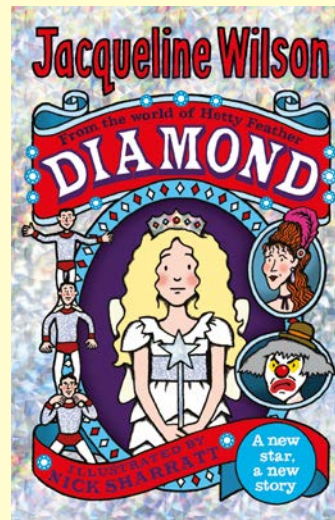
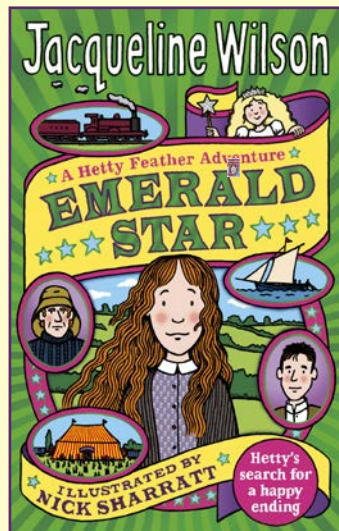
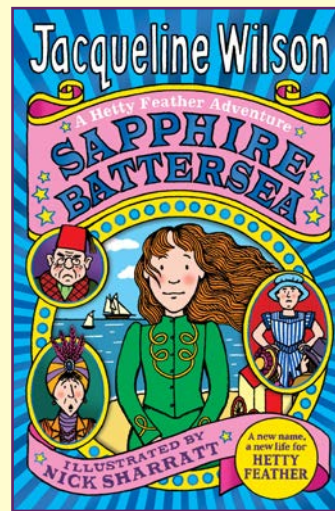


# Jacqueline Wilson

## Historical Novels

### Resource Pack



Jacqueline Wilson's historical novels are ideal for sharing with Key Stage 2 and early Key Stage 3 students. This resource pack can be used across the curriculum in subjects such as Literacy, History and Art. But don't feel you have to confine it to the classroom – you could explore Jacqueline's life and writing with a book group, writing club or even in a whole school assembly.

# All about Jacqueline Wilson

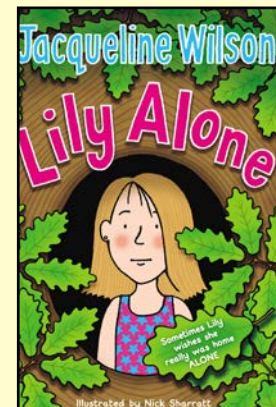
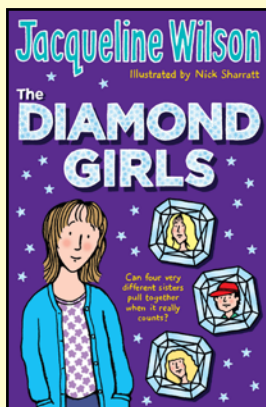
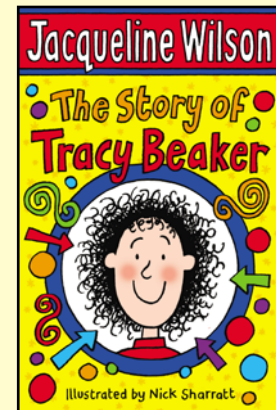
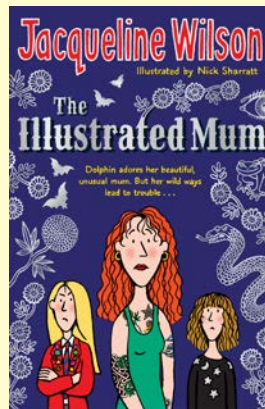
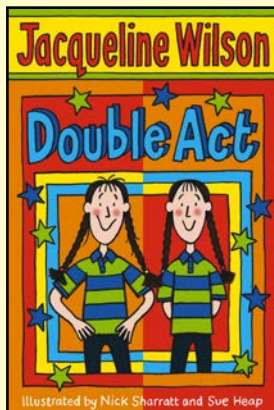


JACQUELINE WILSON is an extremely well-known and hugely popular author who served as Children's Laureate from 2005-7. She has been awarded a number of prestigious awards, including the British Children's Book of the Year and the Guardian Children's Fiction Award (for *The Illustrated Mum*), the Smarties Prize and the Children's Book Award (for *Double Act*, for which she was also highly commended for the Carnegie Medal).

In 2002 Jacqueline was given an OBE for services to literacy in schools and in 2008 she was appointed a Dame. She was the author most borrowed from British libraries in the last decade. Her books have sold 35 million copies in the UK alone!

[www.jacquelinewilson.co.uk](http://www.jacquelinewilson.co.uk)

@FansofJWilson

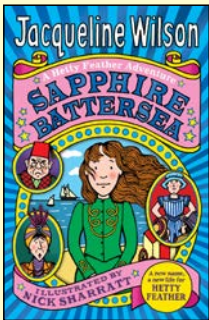




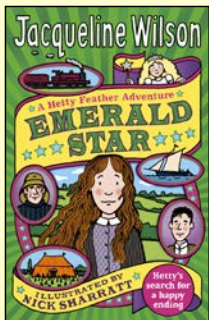
## Jacqueline Wilson's Historical Novels



London, 1876. Hetty Feather is just a tiny baby when her mother leaves her at the Foundling Hospital, a home for abandoned children. Hetty has a glimpse into a happy family life when she is sent to the countryside to live with a foster family. With her foster brothers, Jem and Gideon, Hetty helps in the fields and plays vivid imaginary games. Together they sneak off to visit the travelling circus, and Hetty is mesmerised by the show - especially the stunning Madame Adeline and her performing horses. But Hetty's happiness is threatened once more when she must return to the Foundling Hospital to begin her education . .

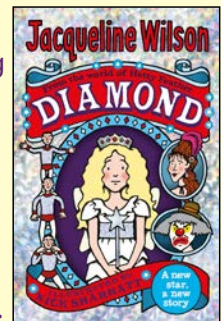


In a bid to leave 'Hetty Feather' behind, Hetty becomes Sapphire Battersea. She hopes her beautiful new name will also mean a new life! But things don't always go as planned. Sapphire becomes a maid for a wealthy man and then travels to the coast alone to find her mother. Forced to earn a living to survive, Sapphire becomes a performer at a seaside attraction. Her life takes a dark twist when she experiences tragic loss.



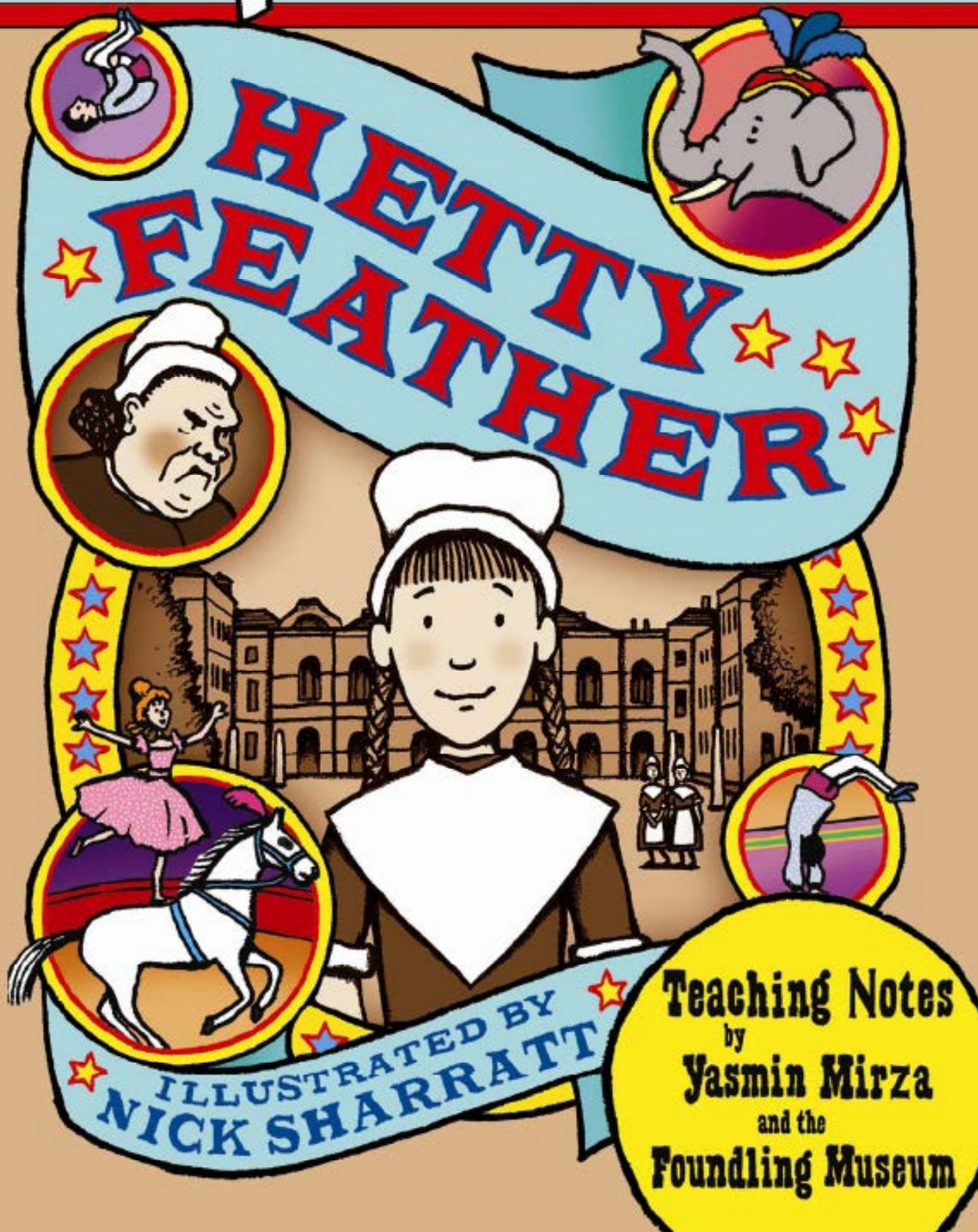
Since leaving the Foundling Hospital, Hetty has seen her fair share of drama, excitement, tragedy and loss. She now sets off to find a real home at last – starting with the search for her father. But Hetty is no longer a simple country girl, and begins to fear she'll never truly belong anywhere. Hetty still longs for adventure – especially when an enchanting figure from her past makes an unexpected reappearance. Could a more exciting future lie ahead for Hetty?

Born to penniless parents who longed for a strong, healthy son, Diamond was a dainty, delicate daughter - and a bitter disappointment. Discovering an extraordinary gift for acrobatics, Diamond uses her talent to earn a few pennies, but brings shame on her family. When a mysterious, cruel-eyed stranger spots her performing, Diamond is sold - and is taken to become an acrobat at Tanglefield's Travelling Circus. The crowds adore Diamond, but life behind the velvet curtains is far from glamorous.



Illustrations copyright © Nick Sharratt, 2014

# Jacqueline Wilson



# Teacher's Notes

## Introduction

As a Thomas Coram Fellow of the Foundling Museum, Jacqueline Wilson was inspired to write her first historical novel based on what she saw and experienced at the Foundling Museum. *Hetty Feather* is the wonderfully original and exciting story of a young Victorian foundling girl in desperate search of her real mother and her adventure along the way. In the writing of this story Jacqueline Wilson took great care to ensure that her account of life at the Foundling Hospital and what happened to these children is as accurate as possible and you will note that several of the pupils' tasks require them to look at real historical sources from the Foundling Museum. Therefore, *Hetty Feather* is a perfect teaching resource in engaging and extending pupils' understanding of Victorian society and the lives of its impoverished children – it also encourages them to use key first and second hand source material as the basis for meeting the NC requirement for the local history and life during the Victorian era sections of the KS2 syllabus.

*Hetty Feather* can be used to meet the following NC requirements at KS2 for:

- **Knowledge, Skills and Understanding**
- **Historical Interpretation**

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways and to give reasons for this.

- **Historical enquiry**

4. Pupils should be taught:

- How to find out about the events, people and changes studied from an appropriate range of sources of information, including ITC-based sources.
- To ask and answer questions and to select and record information relevant to the focus of the enquiry.

- **Breadth of study**
- **Local history study**

7. A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

- **Victorian Britain or Britain since 1930**

11. Victorian Britain

- A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

Before beginning to teach *Hetty Feather*, an awareness of your class and individual pupils is vital, as the book deals with issues of illegitimacy, abandonment, infant mortality, adoption and fostering, disability and poverty, which are still problems that some pupils will be facing today.

It goes without saying that great care and sensitivity must be taken when teaching from *Hetty Feather*. Due to the nature of the topics covered in *Hetty*, there are many cross-curricular links with citizenship, in particular themes of identity. The assumption here is that the use of *Hetty Feather* will be incorporated into a KS2 History scheme of work on the Victorians. In particular, London schools could use the *Hetty Feather* story as a starting point for a more in-depth study of their local area, with a focus on the Foundling Hospital and its role during the Victorian era.

# Teacher's Notes

## Suggested additional or extension tasks to coincide with tasks provided in the pupil notes

### → Pre-reading

The question star is a great way to get pupils thinking about key ideas; you can laminate the stars and use them like mini white boards that pupils can reuse over and over again.

The painting by Thomas Benjamin Kennington in question 2 is called 'The Pinch of Poverty'. The Foundling Museum has excellent art and artefacts to use as a starting point and you may want to look at more than just 'The Pinch of Poverty' painting.

Researching the Foundling Hospital online is a great way to cover the IT requirement of the KS2 syllabus and it will give pupils a good basis to begin.

### → During reading

As an extension to tasks 1&2 you could get pupils to think about what the painting of mothers waiting to give up their children reminds them of, for example, a doctor's waiting room, and why it may have looked like this.

There were a limited number of places at the hospital and not all mothers who went before the petition's board would be successful. You could get the pupils to come up with a list of criteria for acceptance into the hospital. Pupils could also come up with suggestions as to why mothers wanted to give their babies permanently to the hospital. What other alternatives did these women have if they were rejected by the hospital? (You could run a parallel project on Victorian work houses).

When these women gave their children to the hospital, some hoped that they would one day come back to claim them. As the babies' original names and the names of their mothers were wiped from the records, some women would leave a token item with the hospital so that they could later identify their child. You could show pupils pictures of tokens from the Foundling Museum's website:

[www.foundingmuseum.org.uk/hettyfeatherteachers.php](http://www.foundingmuseum.org.uk/hettyfeatherteachers.php)

Get pupils to think about the importance of these tokens as symbols of hope.

The numbering and re-naming of foundlings is a great place to start to look at issues of identity for citizenship. When the hospital's governors re-named the foundlings they were influenced by places they had visited, the Bible and famous historical characters. Some poor foundlings ended up being called Julius Caesar! You could get pupils to think about their own names and how it forms part of their identity (look at Chapter 1 and Hetty's questioning of her name).

Middle- and upper-class Victorians would pay to come and watch the foundlings eating their meals on Sundays. Some would bring their own children. Some liked to watch when the mothers were petitioning the governors to take their babies (see illustration of *Sunday at the Foundling Hospital*, [weblink as above](#)). You could get pupils to consider why people might do this, and what benefits the pupils got from the Sunday visitors.

You could mention that prominent figures like Charles Dickens paid for a pew in the Foundling Hospital's chapel and attended Sunday services there to listen to the foundling choir. He also used the hospital as a source of inspiration for several characters in his novels, including Tattycoram from *Little Dorrit* and possibly Mr Brownlow in *Oliver Twist*. (For John Brownlow's story, see [weblink as above](#).)

# Teacher's Notes

## → After reading

Get pupils to re-visit their petition letters from Hetty's mother and see if their reasons match Jacqueline Wilson's ending.

Pupils could go on to study social attitudes towards being a foundling or coming from the workhouse during the Victorian era. They could look at attitudes towards disability using Hetty's brother Saul and her sister Martha and the way they were treated as a basis for comparing how attitudes have changed today.

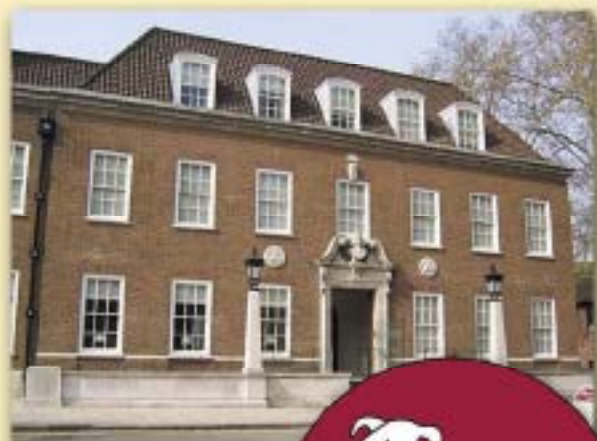
Pupils could also explore the impact of the foster family on the foundlings and why they were not allowed to have contact with their foster brothers or sisters and family. What influence might this have had on their sense of belonging? Who did they belong to? Where did they belong in Victorian society?

*Hetty Feather* may be set during the Victorian era, but it has relevance in today's society and Jacqueline Wilson has provided such a rich text as a basis for so many issues that children and adults face now that it has been impossible to unpack them all in these notes, so please feel free to go wherever you want with the content of the book.

## → Supporting resources

The Foundling Museum provides additional information and online resources that you may want to use during and after reading the book. A class visit to the museum is highly recommended and details about its KS2 Victorian Foundlings session (which inspired Jacqueline Wilson to write *Hetty Feather*) can also be found on its website. Go to [www.foundlingmuseum.org.uk/hettyfeather.php](http://www.foundlingmuseum.org.uk/hettyfeather.php)

## About the Foundling Hospital



The **Foundling Museum** tells the story of the **Foundling Hospital**, Britain's first official home for abandoned and illegitimate children, and stands adjacent to the hospital's original site in central London.

Between 1739-1953 more than 27,000 babies were given up by desperate and often destitute women to the hospital, where they would be fed, clothed and educated. Virtually all would otherwise have died of starvation or disease, been deliberately killed or abandoned to die.

The price of survival was no further contact between mother and child. The foundlings were trained to be humble, grateful, hard-working members of society, going into domestic service, the military or the navy when they left the hospital at around 13 years of age.

The children were never told their parents' identities – their birth names were changed to allow their unmarried mothers to start life afresh, the existence of their illegitimate child a shameful secret often taken to the grave.

Find out more at [www.foundlingmuseum.org.uk](http://www.foundlingmuseum.org.uk).

# Pupil's Notes

## Pre-reading tasks

1. Based on what you know already about the Victorians, in pairs write down on a post-it note four words that describe the general life of an everyday person during that time.



- Think about things like money, housing, food, clothes etc.
- You will need these words later so keep them somewhere safe.

2. Look at the painting by Thomas Benjamin Kennington.

- What questions does it raise?
- Write them down around the question star below.
- Think about what is happening in the painting.
- Once you have completed your question star see if you can guess the title of the painting.
- Finally ask your teacher to tell you the title.
- Does knowing the title help to answer some of your questions?



3. Either at home or during an IT lesson find out about the Foundling Hospital.

- Try going to [www.foundlingmuseum.org.uk](http://www.foundlingmuseum.org.uk)
- When was it built and what was it used for?
- Do you think the Foundling Hospital was a real hospital?

4. Based on what you now know about the Foundling Hospital and the Victorians, take a look at the front cover of *Hetty Feather* and see if you can guess what the story is about.

- You could complete another question star and then when you are finished reading the book see if you can answer all your questions and if your guess about *Hetty Feather* was right.



# Pupil's Notes

## During reading

1. Look at the image of mothers waiting to give up their babies. Your post-it words may come in handy here as they could provide some reasons, so take another look.



Mothers leaving their babies at the Foundling Hospital, taken from the *Illustrated London News*

- What reasons do you think these women had?
- Do they look happy about having to leave their babies at the Foundling Hospital?

2. Re-read Chapter 1, pages 3 & 4.

- Do you think Hetty's mother wanted to give up her baby?
- What reason do you think she had?

Did you know that before these women went to the Foundling Hospital they had to write a 'petition', which is a type of letter asking the hospital to take their child and the reason why? On the Foundling Museum's website there are some examples of 'petition' letters:

[www.foundingmuseum.org.uk/hettyfeatherpupils.php](http://www.foundingmuseum.org.uk/hettyfeatherpupils.php)

- Have a look at some of these letters. In groups see if you can write the 'petition' letter from Hetty's mother to the hospital

3. 'When Matron Pigface consulted her punishment book to check how many times I had been in trouble . . .'

Little Hetty Feather seems to have a knack for getting into trouble. Matron Peter's books must have been full of her misadventures.

- See if you can remember some of the things Hetty got into trouble for (see Chapter 15, p250-261 for answers).

The punishment books from Jacqueline Wilson's story are based on real books, some of which are still kept at the Foundling Museum today.

- What types of things do you think you would have had to have done to end up in the book and what might your punishment be?
- Think about what gets you into trouble at school today; are your teachers as strict as the matrons were at the Foundling Hospital?

4. Hetty often talks about the 'sameness' of daily life in the hospital (Chapter 12, p 189 & Chapter 15, p 247).

- Take a look at the daily menus and pupils timetables from the Foundling Museum ([weblink as above](#)).
- How do they compare with what you do on a daily basis?

5. 'Aren't you hungry, Sissy?' I asked. 'I'm always hungry,' she said. 'But you get used to it.' (Chapter 20, p 369).

- Go back to the 'Pinch of Poverty' painting on the pre-reading task page and your questions.
- Can you now answer all the questions you had about this painting based on the description of Sissy's life?
- Sissy has a very different life to Hetty. After experiencing Sissy's life how do you think it made Hetty feel about life at the Foundling Hospital?

# Pupil's Notes

## After reading

1. At the age of about 13 the foundlings left the hospital to begin their working life.
  - ➔ From what you have read in *Hetty Feather*, what types of jobs did the boys and girls from the Foundling Hospital get?
2. Just like Gideon, the majority of foundling boys went into the army or navy. See if you can find out what life in the Victorian services would have been like for these boys. Did they end up going to war?
  - ➔ Useful sites:  
[www.victorianmilitarysociety.org.uk](http://www.victorianmilitarysociety.org.uk)  
[www.royalnavy.mod.uk/history](http://www.royalnavy.mod.uk/history)  
[www.bbc.co.uk/history/british/victorians/foundling\\_02.shtml](http://www.bbc.co.uk/history/british/victorians/foundling_02.shtml)
3. Even though the foundlings left the hospital aged 13, their employers had to send yearly reports back to the hospital until they reached 21 years of age. After that it was up to them to make their own way in the world. One of the most famous foundlings was named John Brownlow.

Foundling number 18607, John Brownlow went on to become a key figure in the recording of life at the hospital during the 1800's and may be the inspiration for the kindly Mr. Brownlow from Charles Dickens' *Oliver Twist*.

  - ➔ See if you can find out about any other foundlings who went on to become influential members of Victorian society.
4. Hot Seat Hetty!
  - ➔ Pick one person from your class to play Hetty Feather and place them in the 'hot seat'.
  - ➔ Based on all the things you have learnt about the Victorians and the Foundling Hospital and from reading Jacqueline Wilson's tale of life as a foundling, ask 'Hetty' about how she really felt.
  - ➔ What did she think of the hospital and did she think her life there was better than Sissy's?



Join the **Jacqueline Wilson Fan Club** and find out more about all of her books at [www.jacquelinewilson.co.uk](http://www.jacquelinewilson.co.uk).

# Jacqueline Wilson

## SAPPHIRE BATTERSEA



ILLUSTRATED BY  
NICK SHARRATT

TEACHER'S  
NOTES

by Yasmin Mirza

# Teacher's notes

*Sapphire Battersea* is the second book by Jacqueline Wilson to chart the life of the fiery Victorian foundling, *Hetty Feather* - whose name is also the title of the first book. *Sapphire Battersea* starts when Hetty is fourteen years old and leaves the Foundling Hospital to start work as a servant in the house of a wealthy man.

## Introduction

*Sapphire Battersea* can be used to meet the following NC requirements for KS2 History:

- ⇒ **Knowledge, Skills and Understanding**
- ⇒ **Historical Interpretation**

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

### ⇒ **Historical enquiry**

4. Pupils should be taught:

- a: How to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example: documents, printed sources, CD-ROMS, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites).
- b: To ask and answer questions, and to select and record information relevant to the focus of the enquiry.

### ⇒ **Victorian Britain or Britain since 1930**

11. Victorian Britain

- a: A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

As with other Jacqueline Wilson books, before beginning to teach *Sapphire Battersea*, an awareness of the pupils in your class and their individual backgrounds is vital. *Sapphire Battersea* deals with issues of adoption, illegitimacy, class divisions, poverty, belief in the afterlife and the sickness and death of a parent. These are still problems that some pupils face today therefore a level of sensitivity is a must when teaching from the book.

Due to the nature of the topics covered in *Sapphire Battersea*, there are many cross-curricular links with English, Citizenship, in particular themes of identity and Religious Studies in relation to concepts of afterlife. The pupil activities have been designed to enable you to also meet some of the literacy, numeracy and ICT requirements of the general KS2 curriculum.

# Teacher's notes

Suggested additional or extension tasks to coincide with tasks provided in the pupil's notes

## ⇒ Pre-reading

Use the question star as in the teacher's notes for *Hetty Feather* to help pupils refresh their memories. (Teacher's notes available on [www.jacquelinewilson.co.uk](http://www.jacquelinewilson.co.uk))



If pupils have read *Hetty Feather*, ask them to re-cap what happened. In groups they could remind each other of the story by re-telling their favourite parts. You could perhaps ask them to create prompt cards or cartoon strips summarising the key events from the story.

Get pupils to re-examine the front cover of *Hetty Feather* and compare it with the cover of *Sapphire Battersea*. Ask pupils to list/say what has changed about Hetty/Sapphire's appearance.

Knowing what they do about who Hetty is, and the type of things she got up to, see if they can predict based on the book jacket what might happen to Hetty/Sapphire in this book.

## ⇒ During reading

*Sapphire Battersea* deals with issues of the afterlife and death. At one point during the book Hetty/Sapphire goes to visit a Spiritualist where her friend's dead mother apparently materialises. You will need to spend some time discussing what a Spiritualist is and explore some concepts about death and the afterlife. Be prepared for questions about ghosts and heaven/hell.

You could coincide reading this part of the book with an R.S. lesson on death, incorporating some 'Philosophy for Children' by asking pupils to reflect on their own beliefs about what happens when we die rather than focusing on one specific religion.

# Teacher's notes

## ⇒ After reading

As an extension to the second task in the 'During Reading' pupil's notes, at the end of the book, ask pupils to collate all the memoir entries that they wrote as Sapphire into one volume so that by the end of the book they will have created Sapphire's Memoirs. You will need to make sure that at least one pupil has written an entry for each of Sapphire's adventures.

Since Sapphire wants to publish her memoirs, you could ask the pupils to individually create a front cover for the new memoir they have created in the design of a book jacket.

## ⇒ Supporting Resources

The Foundling Museum provides additional information and online resources. You may want to use these during and after reading the book. A class visit to the museum is highly recommended and details about its KS2 Victorian Foundling session (which inspired Jacqueline Wilson to first write *Hetty Feather*) can also be found on its website.

Go to [www.foundlingmuseum.org.uk/learning/hettyfeather](http://www.foundlingmuseum.org.uk/learning/hettyfeather)

## About the Foundling Hospital



The **Foundling Museum** tells the story of the **Foundling Hospital**, Britain's first official home for abandoned and illegitimate children, and stands adjacent to the hospital's original site in central London.

Between 1739-1953 more than 27,000 babies were given up by desperate and often destitute women to the hospital, where they would be fed, clothed and educated. Virtually all would otherwise have died of starvation or disease, been deliberately killed or abandoned to die.

The price of survival was no further contact between mother and child. The foundlings were trained to be humble, grateful, hard-working members of society, going into domestic service, the military or the navy when they left the hospital at around 13 years of age.

The children were never told their parents' identities. Their birth names were changed to allow their unmarried mothers to start life afresh, the existence of their illegitimate child a shameful secret often taken to the grave.

Find out more at [www.foundlingmuseum.org.uk](http://www.foundlingmuseum.org.uk)

# ➤ Pupil's Notes ➤

## Pre-reading tasks

1. Draw yourself as a stick person. Around your stick person write down words that describe who you are.



2. With the person sitting next to you share some of the words you have used to describe yourself. See if you have any that are the same. Why don't you highlight the words you have in common?
3. Pick six names that are different to the names of your class mates, use the list of names below as an example.

Just based on the name, can you imagine what a person might be like? Write down a list of characteristics that you think suit each name.

Henry  
Sarah  
Lewis  
Rebecca  
Zane  
Leila

- ⇒ Compare your ideas with the person sitting next to you. Did they come up with some of the same characteristics?
  - ⇒ Can a name tell us everything there is to know about a person or do you think we sometimes make assumptions about people based on what they look like and their name?
  - ⇒ If you could give yourself any name, what would it be? Why?
4. Hetty Feather has become Sapphire Battersea. Before reading the new Jacqueline Wilson book discuss in groups what difference you think changing her name will have on Hetty.

# ➤ Pupil's Notes ➤

## During reading

1. *'He's no right to purloin my notebook.'*

Hetty/Sapphire has an amazing vocabulary. Whilst reading, keep a word journal and list all the words you don't know the meaning of. Look them up or ask your teacher to explain what they mean and then try using them yourself.

2. Hetty/Sapphire likes to keep a record of all the things she has been up to in her memoir. In *Sapphire Battersea* she gets up to all sorts of new adventures. Imagine that you are Hetty/Sapphire and write an account of some of her latest experiences.
3. As a maid of all work, Hetty/Sapphire will earn £14 a year. See if you can find out how much money Hetty's salary would be worth in modern money today. You will need to start by finding out how much £1 was worth during the Victorian era.

- ⇒ Find out the modern equivalent for shillings, pennies and half pennies.
- ⇒ Work out what your pocket money would be worth in old money.

4. In Victorian fashion, the type of material and design of a dress could indicate status in society. Hetty/Sapphire has two dresses, Sunday best and everyday work clothes.

- ⇒ Have a look at some Victorian fashions. Would you like to wear the types of outfits they did?
- ⇒ Discuss in groups what the difference between Victorian fashion and today's clothes are. How has clothing in England changed?

5. *'Prepare to be truly amazed.'*

Design a billboard poster advertising Mr Clarendon's Seaside Curiosities. Include images of all the different characters including Hetty as Emerald, the amazing pocket sized mermaid. Also mention where and when the show can be seen and how much the Seaside Curiosities will cost.





# ➤ Pupil's Notes ➤

## After reading

1. Many people keep journals or memoirs. Some, including Jacqueline Wilson, have even published them. These are known as autobiographies.

Having read some of the adventures that Hetty/Sapphire has been on, why don't you start a memoir? You could write about the different things happening in your life over the next couple of weeks and then share some of your adventures with the rest of your class.

- ⇒ During the Victorian era it was not uncommon for a household to have servants. See if you can find out about the different types of servant a large Victorian house might have had. What were their responsibilities?
  - ⇒ If you had to pick a serving role, what would it be? Why?
3. Hetty/Sapphire learns to make an excellent apple pie. See if you can do the same. You can easily find a recipe online.
  4. Hot seat Sapphire!  
You will remember this task from reading *Hetty Feather* but many things have changed and now Hetty is Sapphire Battersea, maid of all work, mermaid and sweetheart.
    - ⇒ Pick one person from your class to play Sapphire Battersea and put them in the 'hot seat'.
    - ⇒ Think back over all the new adventures Hetty/Sapphire has had since leaving the Foundling Hospital and what you have learnt so far about life for household servants during the Victorian era. Ask Hetty/Sapphire how hard she had to work as a maid.
    - ⇒ Sapphire's life has changed dramatically. She is all alone in the world now and you could ask her what she thinks will happen next?



# DEAR DIARY

## CREATIVE WRITING ACTIVITY

Get your group to imagine what it would be like to live in the Foundling Hospital like Hetty. Ask them to write a diary entry about a day in their life at the Foundling Hospital.

Here's some information to help.

The Foundling Hospital was Britain's first official home for orphaned children. From 1739 to 1953 more than 27,000 babies were given up by their mothers and sent to the hospital. On arrival their birth names were changed and all contact with their families was cut off. They were fed, clothed and educated.

The children at the hospital were known as Foundlings and were trained to be hard-working members of society. When they were around 13 they were sent to work – many girls became servants in wealthy houses whilst boys went into the army or navy.

Read these extracts from Jacqueline Wilson's books to learn more:

I took off my coat and then sat down to start unlacing my boots. The matron crumpled my good coat up into a little ball and dropped it into a basket. I gave her one boot and she threw it on top of my coat, careless of the muddy soles. She saw my shocked expression. 'You won't need these anymore,' she said, giving the basket a contemptuous shake. Chapter 10, *Hetty Feather*

I sobbed myself into a stupor. I could not eat. I could not sleep. I became so fuddled I could barely stagger out of bed. Matron Bottomly and Matron Peters both declared I was faking illness, but I was burning with such a fever that the nurses were frightened and summoned the doctor.

'There is nothing wrong with the child, Dr March,' said Matron Bottomly. 'She simply screamed herself into a passion. I have never known such a wilful child as Hetty Feather. She deserves a good whipping – though of course we would never lay a finger on any of the foundlings,' she added hastily. Chapter 2, *Sapphire Battersea*

I got very excited and enthusiastic about Christmas. It had never been an extraordinary occasion at the hospital. We'd been given a penny and an orange – that was the extent of our Christmas gifts. Chapter 15, *Emerald Star*

Here are some key words here to help your students write their diary entry.

Lonely Cold Depressing

# DRAMA ACTIVITIES



Recreate a typical Victorian school lesson. The relationship between the teacher and the students was very different in Victorian times. Think about how the students had to sit and how they had to behave. How did a teacher treat their pupils? What subjects did the students learn and how did they learn?

Go to <http://www.jacquelinewilson.co.uk/cinema.php> and watch the book trailers for Hetty Feather, Sapphire Battersea, Emerald Star and Diamond. Split your class into groups and ask them to create their own trailers. They could use freeze frames or act the scenes out.

Split your class into groups and ask them to hot seat different characters from the Hetty Feather adventures. Give each person a different character. They could choose from one of these people:

Jem – Hetty's foster brother who has grown up in the country  
Ida – a kitchen maid who works in the Foundling Hospital  
Matron Bottomly – in charge of the foundlings  
Sheila – a foundling child  
Madame Adeline – a circus performer

Ask each person 3-5 questions about their character's life. They must answer in role as their character. When you are in role, try to put yourself in your character's shoes. How would they answer the question? Remember life was very different in the Victorian era compared to now.

In large groups, ask your students to create a tableau (a freeze frame) of a Victorian era settings. For example, they could create a tableau which shows:

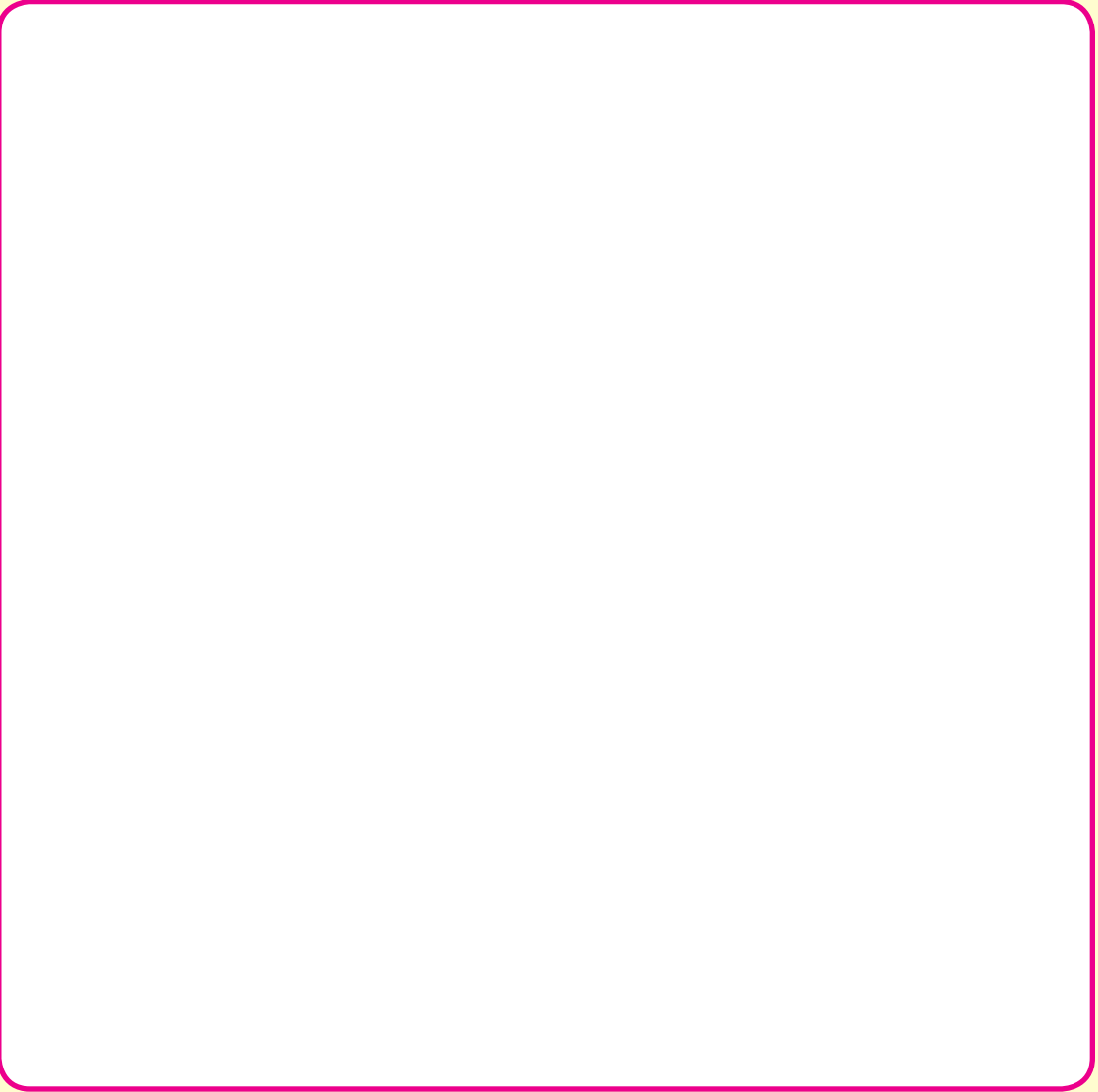
The busy streets of London  
A typical school lesson in the Foundling Hospital  
The travelling circus  
A kitchen in a wealthy family home  
A poor family eating dinner in their home

How is your life different to a child growing up in the Victorian era?  
 1) Use this table to compare the different lives.

Foundling Hospital Child	Poor child living in the countryside during the Victorian era	Wealthy child living in a city during the Victorian era	You
Do you have family? If so, who are they?			
What is your home like?			
Do you attend school? If yes, what do you think of it? If no, would you like to?			
Do you have any hobbies? If so, what are they?			
Do you work either at home i.e. doing chores or outside of the home to earn money? Explain your answer.			
What are your hopes and dreams for the future?			

2) Using the completed table, pick one Victorian era child and create a detailed character profile for them.  
You need to give them a name, draw a picture of them and write a description about them.

Name	Description
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



Draw your picture in the box above

# BRINGING THE CIRCUS TO LIFE

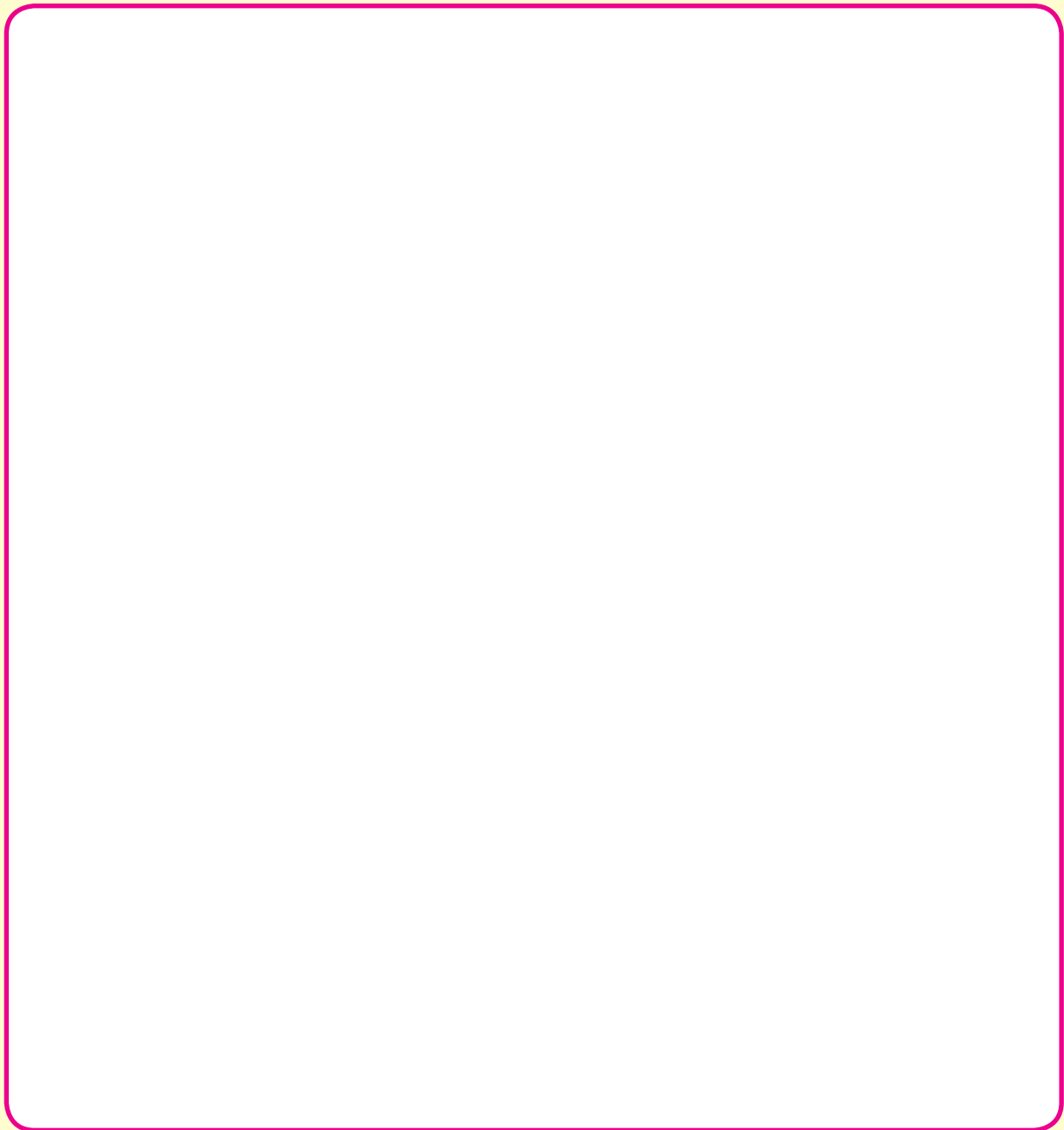
In the Hetty Feather trilogy and Diamond, Jacqueline Wilson explores the magical and mysterious world of the travelling circus. For both Hetty and Diamond, the circus provides an escape from their ordinary and often tough lives. It allows them to dream, express their creativity and let their imaginations run wild. Ask your students to write a poem about life in the Victorian circus.

Here are some key words to get them started:

Shining                  Swirl                  Wonderful    Dreams                  Music

Jump                  Dancing                  Star                  Glitter                  Magical

Trapeze                  Acrobat                  Cheering                  Horse                  Monkey



# Jacqueline Wilson's



Find out more at  
[WWW.HETTYFEATHERLIVE.COM](http://WWW.HETTYFEATHERLIVE.COM)



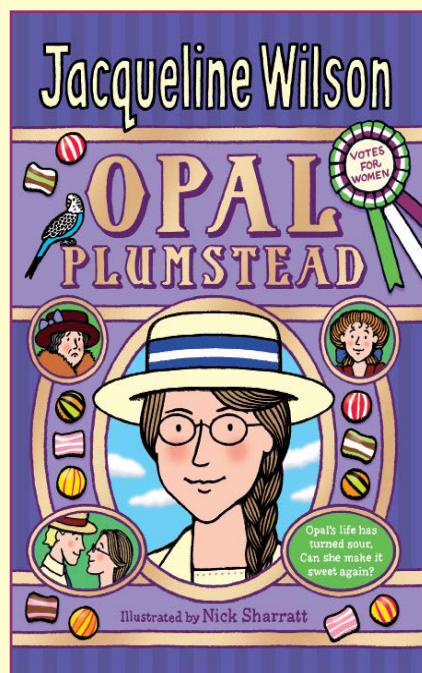
AND INTRODUCING...

# OPAL PLUMSTEAD

Opal Plumstead is Jacqueline Wilson's 100th book and will be published in October 2014.

Opal Plumstead might be plain, but she has always been fiercely intelligent. Yet her scholarship and dreams of university are snatched away when her father is sent to prison, and fourteen-year-old Opal must start work at the Fairy Glen sweet factory to support her family.

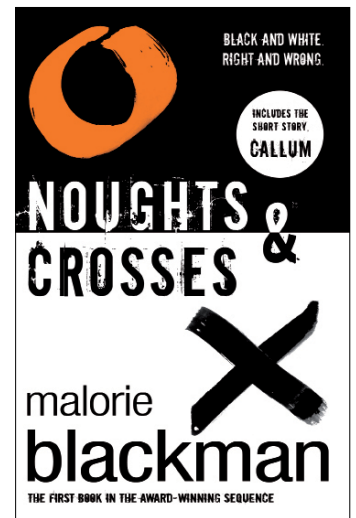
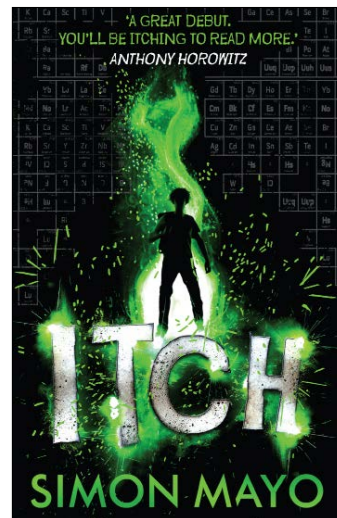
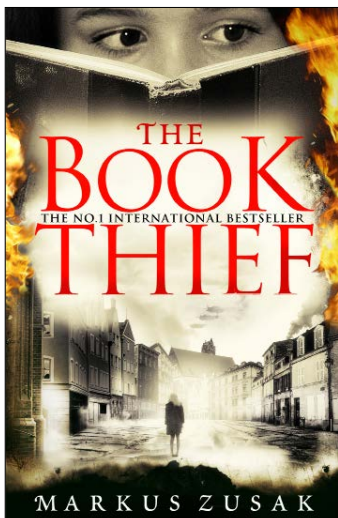
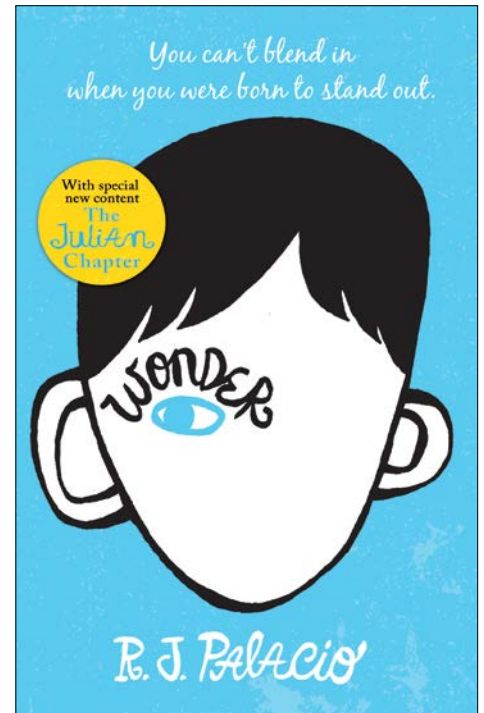
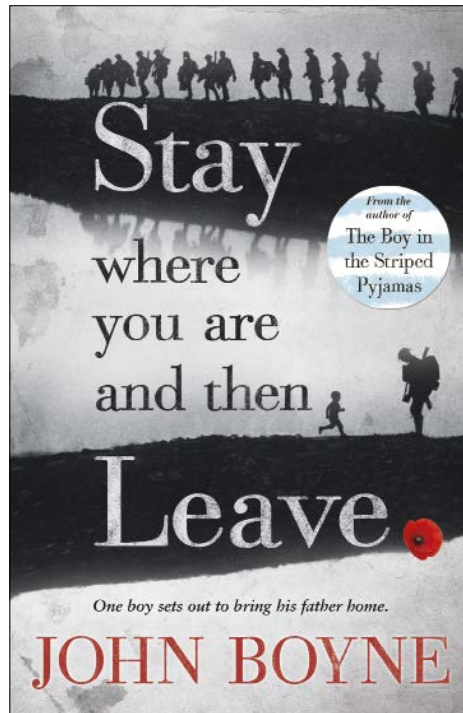
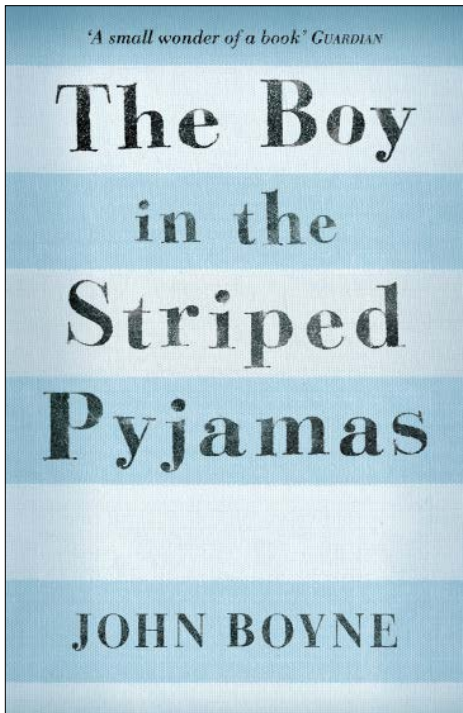
Opal struggles to get along with the other workers, who think her snobby and stuck-up. But Opal idolises Mrs Roberts, the factory's beautiful, dignified owner, who introduces Opal to the legendary Mrs Pankhurst and her fellow Suffragettes. And when Opal meets Morgan - Mrs Roberts' handsome son, and the heir to Fairy Glen - she believes she has found her soulmate. But the First World War is about to begin, and will change Opal's life for ever.



Illustrations copyright © Nick Sharratt, 2014



# Teaching Resources from Random House Children's Publishers



To download free resources go to [www.randomhousechildrens.co.uk/index.php/schools-and-libraries](http://www.randomhousechildrens.co.uk/index.php/schools-and-libraries)

For video resources go to [www.youtube.com/user/kidsatrandomhouse](http://www.youtube.com/user/kidsatrandomhouse)



[www.randomhousechildrens.co.uk](http://www.randomhousechildrens.co.uk)

[@RHKidsUK\\_Edu](https://twitter.com/RHKidsUK_Edu)

[/RandomHouseChildrensPublishersUK](https://www.facebook.com/RandomHouseChildrensPublishersUK)

To join our education mailing list, email [RHCPEDucation@randomhouse.co.uk](mailto:RHCPEDucation@randomhouse.co.uk)