

Jacqueline Wilson

SAPPHIRE BATTERSEA



ILLUSTRATED BY
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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)



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

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

➤ 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 Clendon'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?



About Jacqueline Wilson



Jacqueline Wilson was born in Bath in 1945, but spent most of her childhood in Kingston-on-Thames. She always wanted to be a writer and wrote her first 'novel' when she was nine, filling in countless exercise books as she grew up. As a teenager she started to work for a magazine publishing company and then went on to work as a journalist on Jackie magazine (which she was told was named after her!) before turning to writing novels full-time. She is now one of the nation's favourite authors, and her books are loved and cherished by young readers not only in the UK but all over the world.

One of Jacqueline's most successful and enduring creations has been the famous Tracy Beaker, who first appeared in 1991 in *The Story of Tracy Beaker*. This was also the first of her books to be illustrated by Nick Sharratt. It has since been transformed into a popular television show.

The Illustrated Mum was chosen as **British Children's Book of the Year** in 1999 and was winner of the **Guardian Children's Fiction Award** 2000. Jacqueline has won the prestigious **Smarties Prize** and the **Children's Book Award** for *Double Act*, which was also highly commended for the **Carnegie Medal**.

In 2002 Jacqueline was awarded the **OBE** for services to literacy in schools. From 2005 to 2007 she was the Children's Laureate. In 2008 she became Dame Jacqueline Wilson.

⇒ **Other books by Jacqueline Wilson you may be interested in**



Log on to www.jacquelinewilson.co.uk for information about all of Jacqueline's books and more teacher's notes, plus games, video trailers and competitions.