

EMMA CARROLL

LAUREN CHILDS

TEACHING
RESOURCES

The Little
Match Girl
**STRIKES
BACK**

The Little Match Girl STRIKES BACK

BY EMMA CARROLL,
ILLUMINATED BY
LAUREN CHILD

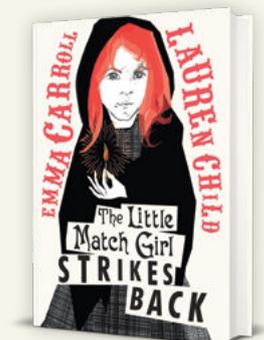
IT
ONLY
TAKES ONE
STRIKE!



A powerful feminist reworking of the Hans Christian Andersen classic and a story about fighting back against poverty, trusting in your own voice, and the power of uniting to achieve great things, from bestselling and award-winning creators Emma Carroll and Lauren Child.

Bridie works hard to feed her family, selling matches on the streets of Victorian London. After an incident leaves her with only three matches left, the magical strike of each one sees her tumble into visions of a brighter future. Realising she has the power to change her own fortune, Bridie leads the match factory workers out on strike, achieving the remarkable through their unity and courage.

A defiant and empowering retelling of the classic you thought you knew, based on a real Match Factory Strike in 1888 at the Bryant and May Match Factory in Bow, East London, this stunning collaboration brought to life in glorious spot colour introduces a bold new heroine for future generations to treasure.



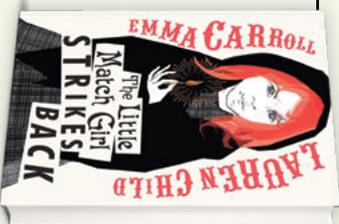
<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
<p>Front cover, and blurb (found on the inside front cover of the book)</p>	<ul style="list-style-type: none"> • Based on the cover, what do you think the book will be about? • What kind of story and what genre do you think it will be? • Who do you think the main characters will be? • Where and when do you think it will be set? • What do you think the title means? Does it give you any ideas as to what the book will be about? • Now, read the blurb. Does it confirm your thoughts, or has it changed your mind? Why? • Look at the illustration and typography on the back of the book. Why do you think the author and illustrator have decided to include this? 	<p>Complete an OWI grid:</p> <p>Observe – What can you see? Remember to look at all elements of the cover.</p> <p>Wonder – What questions do you have? Children could start their sentences with ‘I wonder if ...’</p> <p>Infer – Start your sentences with ‘I think ... because ...’ Can children explain why they think what they do?</p>	<p>ART • After reading the book, decide what elements you’d like to highlight and design your own alternative cover.</p>



SIMON & SCHUSTER



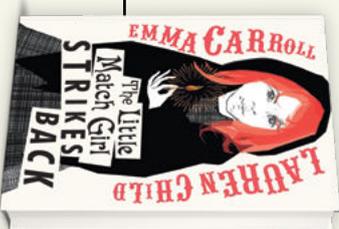
<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter One: The Borrowed Slippers (pages 1-16)	<ul style="list-style-type: none"> • How does Emma Carroll set the scene in Chapter 1? Pick out key words and phrases that show this. • Why does the main character in this story feel as if the original story doesn't represent the real story of the little match girl? List at least three reasons explaining why. • What is the significance of Bridie telling us about her grandmother? What features has she inherited from her? • What do you learn about Bridie and her relationships with her family in Chapter One? Where does she live with them? • Who is the current queen? • What job does Bridie do out on the streets? Why is this marginally better than those of her mother and brother? • Who is Fergal? What sort of character is he? Who is his pet mouse named after? 	<p>Write a character profile for Bridie including all that you know and can infer about her so far. What are her personality traits, her strengths and her weaknesses? Include key quotes and descriptions from the text. Add more detail to it as you read on.</p> <p>Rewrite the chapter from the view of Fergal. What would he be thinking and feeling?</p>	<p>HISTORY/MATHS • Learn more about life in the Victorian era, including how there were big differences between rich and poor. Using a Venn diagram, compare the lives of the rich and poor. Consider their homes, clothing, food, work, schools, etc. Do you think life is better now, than it was then? Can you give your reasons?</p>



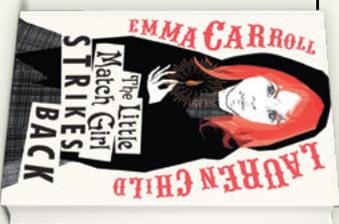
<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter Two: Goose (pages 19-32)	<ul style="list-style-type: none"> • Why is the phrase ‘bone-bitingly cold’ on page 19 particularly effective for the reader in describing the weather? • Who is always Bridie’s first customer of the day? • What is Bridie’s ‘selling patter’ on page 20? Can you find any examples of her doing this during the chapter? • What does the illustration of Bridie selling matches on pages 22 and 23 add to this chapter? What is daily life like for her? How is it similar or different to your daily life? • Who does Bridie sell matches to altogether during the day? • What type of food does Bridie dream about having when she sees it hanging up in the butchers? How does the butcher treat her? Do you think they have met before? • What does Mrs Bessant mean when she says ‘we’re all God’s creatures’ on page 31? Why is she kinder to Bridie than the butcher? Predict how you think she will develop in the story. 	<p>Write a diary entry from Bridie’s viewpoint detailing the events of these chapters. How would you feel if you were her?</p> <p>Now, write a diary entry from the viewpoint of Mrs Bessant and her meeting Bridie. How would the two diary entries be similar or different in their perspectives?</p>	<p>HISTORY • In this chapter, we see Bridie working hard on the streets to earn money for a meal. Find out more about child labour during these times. Research the range of jobs that children worked such as chimney sweeps, factory workers, on farms, down mines and in homes as servants. Discuss the dangerous conditions that children worked in which left them working very long hours with little breaks or fresh air, poorly paid, and often resulted in injuries or even death.</p>



SIMON & SCHUSTER



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter Three: The Factory of Nightmares (pages 35-51)	<ul style="list-style-type: none"> • Why do the workers have a different entrance to visitors? • How many women and girls work at the match factory? • Why does Bridie's mother refuse to live so close to her workplace? What causes the pungent smell? • What kind of damage is dipping matches into phosphorus doing to Bridie's mother's body and the other women? Why are the bosses keen to blame it on 'drinking gin'? • What do you notice about all the workers being women and all the bosses being men? • According to Bridie, who is the worst of the foremen in charge, and why? • How does this chapter end on a cliffhanger? Why has the author changed the type of font used? 	<p>Write a reflection from Bridie's mother's perspective about working in the factory. Focus on her feelings, interactions with bosses, and deteriorating illness.</p> <p>Imagine you are a modern-day factory inspector. Write a report exposing the dangerous conditions of the match factory and its poor treatment of its workers.</p>	<p>ART • Draw what you imagine the match factory to look like. Add colour to match the descriptions.</p> <p>PSHE/HISTORY • Consider how the theme of sexism and gender inequality is explored in this chapter and in the story as a whole so far, and as you read on. How do some of the male characters treat women? Why? Is there a power imbalance between them? Discuss the history and origins of feminism and how we can enact it today.</p>



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter Four: The Slipper Stealer (pages 53-69)	<ul style="list-style-type: none"> • Who owns the carriage that hit Bridie? • What 'tricks' does Bridie usually do to take her mind off the hunger that she feels in her belly? • How does Bridie feel when she shouts 'Come and buy your m-n-m-m-magic m-m-m-m-matches' on page 58? • Why do most of her matches now not light up after her collision with the carriage? • What else had the soldier-jacket boy stolen from her? • Why does Bridie wonder about what jobs the people of rich houses do? Is she right when she says 'it didn't seem humanly possible for anyone to work harder than at the match factory? Does the intensity of work you do always match the money you make? • Why is Bridie immediately suspicious of the woman that says she recognises her from the butchers? 	<p>Create an emotions graph to plot Bridie's changing thoughts and feelings throughout the last chapters. You may wish to refer to key events such as: being hit by the carriage; discovering another match seller on her patch; becoming angry at the unjustness of life and wallowing in self-pity; seeing the thief; and meeting the woman again.</p>	<p>PSHE/FINANCIAL EDUCATION • There are many references to rich and poor throughout the book. Consider the value of 'richness' by examining the concept of wealth linked to jobs and professions, and how money and possessions should not be the only indicators of a successful, fulfilled life. Learn about alternative definitions of wealth and explore ways of sharing and increasing both their wealth and the wealth of others on local, national and international levels.</p>



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter Five: Three Broken Matches (pages 71-95)	<ul style="list-style-type: none"> • How much money had Bridie made from selling matches? What could she buy with her earnings? Was it enough for what she wanted? • How would you feel if you worked all day for such a pittance? • What does Bridie do with the remaining matches? • How do we know that she has spent nights out on the street before? What do you think happened to her when she did? • Where does Bridie end up after wishing for a different life? • Act out the way in which Bridie ate the food as if she was making up for every meal she'd missed in her life. • Why does Bridie feel conflicted after her evening at the house of Mr Bryant and in the company of his wife and daughters? 	<p>'It seemed no one here expected girls to speak up or add anything sensible to the conversation.' Are Bridie's words relevant in a modern context? Write an argument about why gender equality is still an important issue today.</p>	<p>LITERACY • Consider the important themes in the story so far (e.g. family, freedom, anger, fear, family, friendship). Can you add any more? Create a 'Theme Sheer' to record any ideas as you read.</p>



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter Six: Mrs Besant and My Mam (pages 97-118)	<ul style="list-style-type: none"> • What does Bridie wish for with her second match? • Why do you think Mrs Besant and her father do not recognise Bridie sitting there in their own home until she speaks? • Pick out words that show Mr Scott's anger in this chapter towards Mrs Sweeney. What do you think of his behaviour? • What possible way of sticking together do Bridie and Mrs Besant think about for the workers? • How does Bridie feel as she watches her mother being berated and sacked? • What do you predict might happen to Bridie as she tries to 'make a difference'? • How does the mood change to one of feeling hopeful at the end of this chapter? 	<p>Imagine you are Annie. Write an impassioned letter to the newspaper about the treatment of workers' rights, especially women's', in factories and how and why they need to improve.</p> <p>Create a timeline of events in the story so far which you can build on as you continue to read.</p>	<p>DRAMA • Act out the exchanges between Mr Scott and Mrs Sweeney during this chapter. Think about body language, expression and tone to convey emotion. Freeze frame at points to reflect on what each character is feeling.</p> <p>PSHE • Bridie says they need action. Discover more about activism across the world and how individuals and groups are trying to change things for the better.</p>



SIMON & SCHUSTER



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter Seven: The Final Match (pages 121-138)	<ul style="list-style-type: none"> • Can you find examples of Bridie's resilience in this chapter? • Where does Bridie find her final match? • What does Bridie recognise about the ways in which her wishes are connected? • Why is Bridie growing increasingly tired of talking about things? How does she want to influence direct action? • Do you agree with the saying that 'actions speak louder than words'? • Explain in your own words what a 'protest' is. • Read to the end of this chapter. Predict how you think they will protest against Mr Bryant, Mr Scott, and the working conditions at the match factory. 	<p>Write down five questions that you would ask Mr Bryant about the conditions of his match factory if he were standing in front of you. Afterwards, answer your questions by writing the responses you think he would give in response.</p>	<p>HISTORY • Look at a variety of protests throughout history in order to help children understand why people protest. Children can come up with an issue that they would like to highlight and a plan of action for their own peaceful protest.</p> <p>LITERACY/PSHE • How is the theme of resilience explored? Give five examples when Bridie has shown resilience. Think about why it's an important quality and how you can show it in your own life.</p>



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter Eight: Mrs Gladstone Arrives (pages 141-155)	<ul style="list-style-type: none"> • Why has Bridie awoken later than usual? • What three things does Bridie say that the workers need? • Who has Fergal lost? • What item of theirs has Mrs Sweeney exchanged in the pawn shop they live above to pay for food? • Why does Bridie say to her mother that she shouldn't go back to the factory to ask for her job back? • What does Kip bring round for Fergal? • Why is Bridie more welcoming of Kip after learning more about him? 	<p>Bridie refers to the memories of her grandmother throughout the book. What advice would she give to Bridie if she could speak to her? In her grandmother's voice, write down some of her words of wisdom. Would she agree with Bridie that Mrs Sweeney shouldn't go and ask for her job back?</p>	<p>HISTORY • Research significant individuals throughout history that have had a profound impact on fighting for political and social change, e.g. Martin Luther King Jr., Rosa Parks, Malala Yousafzai, Greta Thunberg. Write a biography or create a fact file presentation about their achievements.</p>



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
Chapter Nine: Striking Back (pages 157-167)	<ul style="list-style-type: none"> • What sights and sounds greet Mrs Sweeney at the gates of the match factory? • What does it mean to 'go on strike' on page 157? • Why is she horrified to see other women taking a stand because of her being sacked? • What is the name mentioned on page 165 for a boundary like the women are creating at the entrance to the match factory, which others are asked not to cross? (a picket line) • How do the women on the picket line also affect Mr Bryant's business? (turn delivery drivers away, stop passers-by) • Consider the theme of bravery in the book. What is bravery? Who is brave? 	<p>Bridie talks about bravery in this chapter. Write a short summary of a time when you have been brave and why. Was it tough at first? How did it feel afterwards?</p> <p>Imagine you are a reporter at the gates of the match factory witnessing the workers go on strike. Write a newspaper article describing these events. Include eyewitness quotes from the women involved.</p>	<p>HISTORY • Research the real-life London matchgirls' strike of 1888 at the Bryant and May Factory in Bow, London. Use the notes from the author and Discuss how workers are still fighting for their rights and improved conditions today such as those of recent strikes by railway and postal workers.</p> <p>DRAMA • Record a television broadcast breaking the news that these women have gone on to strike to improve working conditions and to fight for fairness and better pay at the match factory. Take on the role of Bridie and the other women, and interview them to give them national publicity.</p>



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
<p>Almost a Fairytale: A Better Ending (pages 169-189)</p>	<ul style="list-style-type: none"> • How does Mr Scott react to the women being on strike? Why does he bring out all the other foremen with him? • Do you sense a change in the confidence of the character of Bridie in this chapter? • What is surprising to Bridie about the police officer's response to the protest? • What does it show about Mrs Besant that she makes sure that Eliza and Mrs Sweeney's names appear before hers in the newspaper article? • How did the crowds and the country show their support for the women? Did they triumph over the match factory? • What had and hadn't changed at the match factory immediately after the protests? How long did it take for greater changes to happen such as an end to workers' fines, workplace bullying, and the use of white phosphorus? • Why is the closing image of Bridie returning home and her brother handing her a copy of the original book so powerful? 	<p>Write five sentences describing your experiences of a protest you have experienced in real life, seen on video, or in your imagination – one for each of the senses (sight, sound, touch, smell and taste). What would the atmosphere be like?</p> <p>Come up with your own catchy slogans that could be written on the banners for the match girls to proudly display. They could be short and snappy, rhyming, or use puns and wordplay.</p>	<p>ART • Create a piece of protest art for a cause of your own, thinking about how to make it eye-catching and memorable to make a point.</p> <p>LITERACY • For each main character in the story such as Bridie, Mrs Sweeney, Fergal, Annie Besant, Mr Scott and Mr Bryant, write a short summary to show how their character, personality or attitudes have changed since the beginning of the book.</p> <p>LITERACY/PSHE • Share five ways you've been inspired by Bridie and her story.</p>



SIMON & SCHUSTER



<i>Chapter</i>	<i>Comprehension Questions</i>	<i>Writing Opportunities</i>	<i>Cross-Curricular Activities</i>
<p>A Note from the Author (pages 190-195) & A Note from the Illustrator (pages 196-198)</p>	<ul style="list-style-type: none"> • When was the original Little Match Girl story published? • Why do you think it was described as a 'fairy tale' even though the ending isn't a happy one? • What reasons does the author, Emma Carroll, give for writing her own version of this story? • How is Emma's story based on the events that took place at the Bryant and May Match Factory? • In what year was the use of white phosphorus banned? • What type of sources did the illustrator, Lauren Child, use to research and create the illustrations for the book? • Why did she choose to give the matches red tops even though these weren't used during this historical time period? 	<p>Write a book review, including your own reflections and why you think others should read the book too.</p> <p>Compare your predictions from earlier – were any of them correct about the way in which the story ended?</p> <p>Write a continuation story about what happens to the characters, such as Bridie.</p>	<p>LITERACY • Find out more about the author and illustrator, visit their websites and write letters to them to tell them about your thoughts on the book.</p> <p>LITERACY • Write your own stories and poems in which characters stand up for what they believe in.</p> <p>LITERACY • Read the original version of The Little Match Girl by Hans Christian Andersen and compare the similarities and differences.</p>

