



*Scary*  
LITTLE GIRLS

# FIRE

A PRINCESS' RESPONSE  
TO BURNING ISSUES

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**SOPHIA DULEEP SINGH  
RESOURCE PACK**

TEACHER'S NOTES

**SPACE TO STIR AND BE STIRRED**

TOWER OF LONDON · HAMPTON COURT PALACE · BANQUETING HOUSE  
KENSINGTON PALACE · KEW PALACE · HILLSBOROUGH CASTLE AND GARDENS

# I TEACHER'S GUIDE

This pack has been designed to support classroom learning before and after we visit your school to explore the life of Sophia Duleep Singh.

## LEARNING OBJECTIVES

*For students to:*

- Explore personal stories in the fight for gender equality and reflect on how they can become advocates for equality today
- Learn about the lives of people of diverse heritage in 19th Century Britain
- Explore ideas and issues in an analytical, reflective and personal way

## THE PACK INCLUDES

### Activity Suggestions

These are designed for teachers and provide instructions for each activity. These can be adapted to meet the needs of your students.

### Activity Resources (AR)

These are designed for students to complete independently, while working with a partner or group. They need to be photocopied or printed out.

### Supporting Materials (SM)

These are designed to support the lesson and individual activities. They could be photocopied or printed out and laminated or used within a presentation.

## HOW TO USE THIS PACK

This pack contains suggested activities and the supporting resources to help support your classroom learning outside of the show. Each activity gives an indication of:

- The curriculum area it supports
- The amount of time it takes to complete

## ACTIVITY SUGGESTIONS

- Whether it is recommended as a pre/post performance activity
- The Activity Resources and supporting materials you will need alongside this

Activities are designed to be used across KS3 and can be adapted to support the needs of your class.'

Please ensure that this pack is disseminated across your school before the show to:

- Class tutors
- Subject leads in History, English, Drama and PSHE

## TOPIC INTRODUCTION

Find out more about Sophia Duleep Singh on our website at:

**Sophia Duleep Singh | Hampton Court Palace | Historic Royal Palaces ([hrp.org.uk](http://hrp.org.uk))**

Talk by Anita Anand giving an overview of Sophia's life:

**Anita Anand @ 5x15 - Sophia: Princess, Suffragette, Revolutionary - YouTube**

For more information on the Duleep Singh family visit:

**<https://duleepsingh.com/>**

For more information on Sophia's sister Catherine and her work assisting German Jews fleeing Germany:

**Princess Catherine Duleep Singh: Suffragette And The "Indian Schindler" | #IndianWomenInHistory (feminisminindia.com)**

**Why Lascar seamen came - The growth of Asian and African communities, 1750-1900 - OCR B - GCSE History Revision - OCR B - BBC Bitesize**

## QUIZ TIME

This simple quiz is designed to prepare students for the show. It tests some of their knowledge and gives a strong foundation to help them understand a little of the relationship between India and Britain and some of the key historical events that the play will cover.

### ANSWERS:

1. Queen Victoria
2. a) Empress of India
3. b) 1500 (Queen Elizabeth I)
4. a) Ranjit Singh sometimes known as The Lion of the Punjab
5. Votes for women
6. c) 1928 with The Representation of the People Act 1928
7. Answers could include:  
March, strike, write letters, hunger strike, create banners and posters, sit in, shout, silence, stillness, share your ideas by creating pamphlets, boycotts, flash mobs.
8. By boat
9. b) 800,00 soldiers  
However, in total 1,300,000 Indian men supported Allied Powers in both combat and non-combat roles.

**Curriculum Area:** Tutor Time

**Pre/post show:** Pre

**AR/SM:** SM Quiz Sheet

**10 minutes**

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## SYNOPSIS OF THE PLAY

Our play moves fast through the life of Sophia Duleep Singh. Prepare your students for what they are about to see with this brief synopsis of the play. What questions do you have going into the play?

**Curriculum Area:** Tutor Time

**Pre/post show:** Pre

**AR/SM:** SM Synopsis of the play

**5–10 minutes**

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## GLOSSARY

This glossary has been created to introduce some of the words and terms students might find in the play to help with their understanding.

Why not add to the glossary after the show if there are other unfamiliar terms.

**Curriculum Area:** History, English, Tutor Time

**Pre/post show:** Pre or post

**AR/SM:** SM Glossary

**10–15 minutes**

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## FAMILY TREES

Why not take a deep dive into family trees of both the Maharaja Ranjit Singh and Queen Victoria.

Can you continue the family tree until present day?

What does the British royal family look like today?

*Can you pick another historical figure from Sophia's story and map out their family tree?*

**Curriculum Area:** History

**Pre/post show:** Pre or post

**AR/SM:** SM Queen Victoria's Family Tree, SM Sophia Duleep Singh's Family Tree

**20–60 minutes**

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## EMPIRE TIMELINES

The 17th century was an age of exploration where global superpowers such as England, Spain, Portugal and the Netherlands expanded their territories. By 1922 the British Empire covered one quarter of the world's population and one fifth of its landmass.

The British Raj had a huge impact on India and Queen Victoria was named Empress of India.

But what do you know about the Punjab Empire?

*Which countries and territories were part of the British Empire? Can you mark them on a map?*

*Which other dates could you add to either of these timelines?*

*Who were the rulers throughout this period?*

**Curriculum Area:** History

**Pre/post show:** Pre or post

**AR/SM:** AR Empire Timelines, a world map

**20–60 minutes**

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## SOPHIA'S LONDON

This map shows some of the buildings in London that were pertinent to Sophia's story.

**Buckingham Palace** – where Sophia is presented as a debutant

**Caxton Hall** – where suffragettes marched ahead on Black Friday

**Central Gudwara** – where Sophia formed close ties with the Sikh community

**Claridges** – where Sophia supported the Indian Women's Education Association, volunteering at their stall at Claridges in 1921

**Faraday House** – the Grace and Favour home given to Sophia and her sisters by Queen Victoria.

**Feltham Magistrates Court** – where Sophia stood trial for tax evasion

**Hampton Court Palace** – next to Faraday House

**Houses of Parliament** – where the suffragettes marched to on Black Friday

**Old Town Hall** – the town hall in Twickenham where Sophia's confiscated jewels were auctioned.

**Speakers Corner** – since 1866 speakers have gathered here every Sunday to air their views.

*Can you add your school to the map?*

*Can you research more about Sophia's role as a suffragette and some of the key events she was involved in?*

*What ways did Sophia support the women's suffrage movement?*

*Can you put them in date order?*

*Why did their actions change over time?*

*Can you write a historical account of one of these events?*

*Can you make a map of your London?*

**Curriculum Area:** History, English, PSHE

**Pre/post show:** Post

**AR/SM:** AR Map of Sophia's London

**40–60 minutes**

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## SOPHIA'S TRAVELS

During her lifetime Sophia travelled from the UK to Germany, France, Greece, Italy, India, The Netherlands and Egypt.

*Can you label these countries on the map?*

**Curriculum Area:** History, Geography

**Pre/post show:** Post

**AR/SM:** AR Map of Sophia's Travels

**20 minutes**

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## READ ALL ABOUT IT

Read these newspaper articles from the times talking about Sophia's days in court.

*Why did the suffragettes withhold their taxes?*

*Write a newspaper article about Black Friday.*

*Make sure you include:*

- *The facts*
- *Opposing opinions*
- *Quotes from people who were there*
- *An image*

Here is a link to another page you might find helpful:

**Results for 'sophia duleep singh' | British Newspaper Archive**

**Curriculum Area:** History, English

**Pre/post show:** Post

**AR/SM:** SM Read all about it

**20–60 minutes**

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## SOPHIA'S STORY

You heard some of these phrases in the play.

**'Votes for Women'** – Then (Suffragettes)

**'Through thick & thin, we never give in'** – Then (Indian women marching for the vote)

**'Education: Live & Learn'** – Then (equal education for girls and boys)

**'My Body, My Choice'** – Now (Abortion laws in Ireland and USA)

**'Voteless Not Voiceless'** – Now (Childhood poverty)

**'We are humans without human rights'** – Now (violence against women in India)

*Can you find out more about some of these campaigns?*

*Can you write some interview questions for someone who might have been involved?*

*What in Sophia's story is relevant now and why?*

*Can you think of a similar campaign or situation that links to what was happening with Sophia over 100 years ago?*

**Curriculum Area:** English, History

**Pre/post show:** Post

**AR/SM:** AR Sophia's Story Then and Now

**60 minutes**

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## THE SOCIAL AND EMOTIONAL SIDE OF SOPHIA

Whilst Sophia led a very different life from any of us, there are some things that do not change across centuries, whether you are a princess or a student.

We all have feelings and emotions.

*Consider what emotions Sophia might have been feeling in these different situations and if you have ever had similar feelings.*

**Curriculum Area:** PSHE, Drama

**Pre/post show:** Post

**AR/SM:** AR The Social and Emotional side of Sophia

**20–60 minutes**

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## SOPHIA'S DIARY

Here are some extracts from Sophia's Diary

*Writing in role:*

*Imagine you are Sophia and write a diary entry the day after Black Friday.*

*What happened?*

*How did you feel at the time?*

*How do you feel now?*

*What are you going to do about it?*

**Curriculum Area:** PSHE, Drama, English

**Pre/post show:** Post

**AR/SM:** SM Sophia's Diary Extracts

**20–40 minutes**

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## ROLE ON THE WALL

Use this Gingerbread Outline to explore how Sophia might have seen herself and how others might have seen her.

*On the inside, write how Sophia sees herself – how does she feel? What is important in her life?*

*On the outside, write how others see Sophia – what do they think about her?*

*Can you do the same thing for any other characters in the story?*

**Curriculum Area:** Drama, PSHE

**Pre/post show:** Post

**AR/SM:** AR Role on the Wall

**20 minutes**

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## CHARACTER EXPLORATION

Throughout the play Sophia uses her influence to advocate for the causes that she believes in.

In pairs, plan or improvise duologues between characters from Sophia's life and contemporary figures such as:

- Sophia and Jindan
- Sophia and Greta Thunberg
- Jindan and a Black Lives Matter protestor
- Winston Churchill and a protestor who toppled the statue of Edward Colston in Bristol in 2020
- Emmeline Pankhurst and Boris Johnson

You could perform your duologues and get the class to vote for who they agree with!

*When staging your duologue consider:*

*What are the main points that each character wants to get across?*

*Who has the higher status at different points of the conversation? The person with the higher status should have the higher level in the scene.*

*What is the most effective way to get someone to listen to your opinion?*

**Curriculum Area:** Drama, English

**Pre/post show:** Post

**AR/SM:** n/a

**60 minutes**

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## REPRESENTATION IN HISTORY

You will learn in your history lessons about primary and secondary sources, reliable and unreliable information and bias.

To work out your opinion about something, you carry out research taking all these things into consideration.

So what information is there to help us consider our opinions on Winston Churchill?

*What is your conclusion about Winston Churchill and why?*

*As a class discuss why is it important that we have a range of sources when conducting research?*

**Curriculum Area:** History

**Pre/post show:** Post

**AR/SM:** SM Representation in History

**20–60 minutes**

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## WHAT MAKES A GOOD LEADER

Sophia was inspired by Emmeline Pankhurst who is a strong leader of the suffragettes.

*Who do you think are strong leaders today?*

*List the 3 most important qualities you think a leader should have.*

*Can you think of someone you know who has those qualities? (E.g. A sports team leader? A friend? A teacher? A religious or spiritual leader?)*

*Write a paragraph explaining the positive impact they have on your life, community or even the world.*

**Curriculum Area:** PSHE, Drama, History

**Pre/post show:** Post

**AR/SM:** n/a

**40 minutes**

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