

**Christmas Season in Birmingham 2013/2014 and National  
Tour Spring 2014**

Birmingham Stage Company

**TOM'S  
MIDNIGHT GARDEN**

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**TEACHERS RESOURCE PACK**



## **ABOUT THE COMPANY**

In 2002 The Birmingham Stage Company celebrated its tenth anniversary as the resident company of the Old Rep Theatre Birmingham. In 1991 Neal Foster approached the Birmingham City Council with a proposal of setting up a new resident company at the Old Rep. In 1992 the Old Rep Theatre was re-opened by the Mayor of Birmingham with the newly named Birmingham Stage Company in residence.

Since then the Birmingham Stage Company has staged over thirty plays, breaking box office records year after year and setting a quality and standard that has earned the company an enviable reputation around the country.

Birmingham Stage Company's production of *Tom's Midnight Garden* will embark on its first major tour from February 2014 kicking off in residency for three months at The Old Rep Theatre from November 2013.

[www.birminghamstage.com](http://www.birminghamstage.com)

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## **ABOUT THE TEACHERS PACK**

The aim of this pack is to give a focus for fun learning around the different themes within *Tom's Midnight Garden*. You can use the ideas and approaches before and after seeing the play or reading the book. They cover a wide range of curricular subjects and also explores some circle time issues. I hope you enjoy using the ideas, stories, research, games and exercises as much as I have enjoyed compiling it and testing it out! Please complete and return the feedback sheet at the end of the pack as we are continually looking to improve and expand our education and outreach programme!

You can view information about *Tom's Midnight Garden* and other productions at our website [www.birminghamstage.com](http://www.birminghamstage.com)



## QUEEN VICTORIA (1819-1901)

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Victoria was the daughter of Edward, the Duke of Kent and Princess Victoria of Saxe-Coburg. Victoria was born in 1819 on May 24th in Kensington Palace in London. Her name was Alexandrina Victoria. Her Father, Edward died when Victoria was eight months old.



In 1837 Queen Victoria took the throne after the death of her uncle William IV. She was crowned at Westminster Abbey in 1838.



Due to her strict, secluded childhood, her personality was marked by strong prejudices and a willful stubbornness.

The young Queen won the hearts of her subjects with her straightforwardness and modesty. At eighteen, she ruled by herself and refused any influence from her mother. In 1832 The Reform Act meant that the monarch was removed from making political decisions and legislation. But, the Queen still asked to be kept informed of policies and legislation. She respected the Prime Minister Lord



Melbourne.

**On Feb 10th, 1840, Victoria married her cousin, Prince Albert of Saxe-Coburg-Gotha. (She proposed to him).**

Their relationship was one of great love and admiration. They had

nine children - four sons and five daughters: Victoria, Bertie, Alice, Alfred, Helena, Louise, Arthur, Leopold, and Beatrice.

Prince Albert was a great influence in Victoria's life. She was devoted to him and did nothing without his approval he also assisted in her royal duties. If Victoria was to make her views and opinions felt in the cabinet, maybe it was because of Albert's teachings. His interests in art, science, and industry spurred him to organize the [Crystal Palace Exhibition](#) in 1851, an industrial convention. He used the proceeds, to buy lands in Kensington for the establishment of several cultural and industrial museums.

On December 14th 1861 Albert died from typhoid fever. Victoria remained in voluntary seclusion for ten years. This mourning kept her occupied for the rest of her life and played an important role in what would become the Victorian mentality.

In 1876 Disraeli crowned her Empress of India. In 1887 Victoria's Golden Jubilee was a grand national celebration of her 50th year as Queen. The Golden Jubilee brought her out of her shell, and she once again embraced public life. She toured English possessions and even visited France (the first English monarch to do so since the coronation of Henry VI in 1431).



Victoria's long reign witnessed an evolution in English politics and the expansion of the British Empire, as well as political and social reforms on the continent. She maintained a youthful energy and optimism that infected the English population as a whole.

The national pride connected with the name of Victoria - the term Victorian England, for example, stemmed from the Queen's ethics and personal tastes, which generally reflected those of the middle class.

## QUEEN VICTORIA QUIZ

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1. In which year was Queen Victoria born?
2. In which year did she die?
3. Who did she marry?
4. When was their first child born?
5. Who was their youngest child?
6. What did Queen Victoria celebrate in 1887?
7. Who preceded Queen Victoria on the throne?
8. What did Queen Victoria's husband die from?
9. What did Prince Albert organize in 1851?
10. Who were Queen Victoria's parents?

# Some Important Events from the Victorian Era

## Important Dates in Victoria's Life

1. Victoria's coronation.1837
2. Victoria married Albert.1840
3. Prince Albert died.1861
4. Victoria became Empress of India.1876
5. Victoria's Golden Jubilee (50 years) 1887
6. Victoria's Diamond Jubilee (60 years) 1897
7. Victoria died.1901

## Some Technological & Industrial Events

1. 1851 The Great Exhibition was held at Crystal Palace.
2. 1858 Brunel's Great Eastern was launched.
3. 1860 The first english horse-drawn trams appeared.
4. 1869 The Suez Canal was opened.
5. 1874 The Factory Act introduced a maximum 10 hour working day and raised the minimum age of child workers.
6. 1876 School attendance was made compulsory.
7. 1878 Electric street lighting began in London.
8. 1879 Swan and Edison independently produced the light bulb.
9. 1887 The Coal Mines regulation act passed, boys under 13 were not allowed underground.
10. 1888 Dunlop developed the pneumatic tyre & the Kodak box camera appeared.

## Important Wars & Battles

1. 1854 Britain entered the Crimean War.  
The battles of Alma, Balaclava and Inkerman & the siege of Sebastopol take place.
2. 1856 The Crimean War ended with the Treaty of Paris.
3. 1857 The Indian Mutiny broke out.
4. 1861 The American Civil War began

## SOME FAMOUS VICTORIANS

Read the descriptions below and match them to the names of the famous Victorians at the bottom of the page:

A

Inventor of the telephone.

B

A missionary who made three long explorations of East Africa. He wrote the story of his three year journey across the African continent from the Atlantic to the Indian Ocean. He was the first European to see the Victoria Falls.

C

A liberal politician who was Prime Minister four times. He was a very religious man who turned down a career in the church to become a politician. He had a strong sense of right and wrong and believed people should be judged on their merits, not on their wealth.

D

Great novelist of the Victorian age. His novels were outstandingly popular in his time and are still popular now. His books include stories about thieves, convicts and schoolboys. He wrote about ordinary people and how they lived, about terrible prisons, bad schools and the workhouse. His famous characters include Oliver Twist, Scrooge and David Copperfield.

E

Real name Charles L. Dodgson, he was the author of Alice in Wonderland (1865).

F

An english writer whose "Book of Household Management" was a bestseller for many years.

G

An english naturalist who was famous for his famous theory of "natural selection". As a young scientist he set sail on the voyage of the Beagle in 1831 and came back with observations on the varieties of fossils and living animals which made him question the Bible's story of creation. His findings were published in "The Origin of Species" in 1859. This theory caused a real stir and was sold out straight away.

H

The first woman to qualify as a doctor in Britain. She founded a hospital for poor women and children in London

I

He was the inventor of over a thousand ideas which transformed life in the late 19th century. He invented his own phonograph, and developed

with Swan the electric carbon filament lamp, which eventually became the modern light bulb.

J

A Scottish author who wrote Treasure Island and Kidnapped which are two of the most popular children's stories ever written.

K

At the age of 30 she made two adventurous trips to West Africa where she collected information about African tribal customs.

L

He created the character Sherlock Holmes.

M

She was known as "The lady with the lamp", the founder of modern nursing. In 1854 she took charge of nursing soldiers wounded in the Crimean War. She organised the cleaning of the filthy rat infested military hospital and organised proper nursing. The death rate fell dramatically.

N

He was an engineer who specialised in railway traction, tunnels, steam ships and bridges. He designed the Clifton Suspension Bridge and was engineer to the Great Western Railway. He built the SS Great eastern the largest 19th century ship.

O

She wrote a number of books under the pen name "George Eliot". Her well known books include Silas Marner and Middlemarch.

P

A British Prime Minister. An author as well as a politician he wore fancy clothes and loved to make fun of Gladstone.

1. Elizabeth Garrett Anderson (1836-1917)
2. Mrs. Isabella Beeton 1836-1865
3. Alexander Graham Bell (1847-1922)
4. Isambard Kingdom Brunel 1806-1859
5. Lewis Carroll(1832-1898)
6. Charles Dickens 1812-1870
7. Charles Darwin 1809-1882
8. Benjamin Disraeli (1804-1881)
9. Arthur Conan Doyle (1859-1930)
10. Thomas Edison (1847-1931)
11. Mary Ann Evans (1819-1880)
12. William Gladstone (1809-1898)
14. David Livingstone (1813-1873)
15. Florence Nightingale (1820-1910)
16. Robert Louis Stevenson (1850-1894)

ANSWERS: A3, B14 ,C12, D6, E5, F2, G7, H1, I10, J16, K13, L9, M15,  
N4, O11, P8.

# Victorian Schools

Many children in early Victorian England never went to school at all and more than half of them grew up unable even to read or write. A few went to Sunday schools run by churches. Children from rich families were looked after by Nannies and they had toys and books. A governess would teach the children at home. When the boys were old enough, they were sent away to a public school such as Eton or Rugby. Slowly, things changed for poorer children too. By the end of the Victorian age all children under 12 had to go to school. Now everybody could learn how to read, write and count properly.

There were several kinds of school for poorer children. The youngest might go to a "Dame" school, run by a local woman in a room of her house. The older ones went to a day school. Other schools were organised by churches and charities. Among these were the "ragged" schools which were for orphans and very poor children.

Many schools were built in the Victorian era, between 1837 and 1901.

## Teachers and Pupils

Children were often scared of their teachers because they were very strict. In schools before 1850 you might see a single teacher instructing a class of over 100 children with help of pupils called "monitors". The head teacher quickly taught these monitors, some of them as young as nine, who then tried to teach their schoolmates. Salaries were low, and there were more women teaching than men. Some taught only because they were too ill to do other jobs. Sometimes, teachers were attacked by parents as they wanted their children to be at work earning money, not wasting time at school.



By law, after 1870, all children from five to thirteen had to attend school. Many children walked several miles to school. School started at 9am and

finished at 5pm, with a two hour lunch break. Because classes were so large, pupils all had to do the same thing at the same time. The teacher spoke, and the children all opened their books. At the second command they began copying sentences from the blackboard.

Victorian lessons concentrated on the “three Rs”-Reading, wRiting and aRithmetic. Children learnt by reciting things like parrots, until they were word perfect. It was not an exciting form of learning!



## Slates, copybooks and Abacus

Children learned to write on slates, they scratched letters on them with sharpened pieces of slate. Paper was expensive, but slates could be used again and again. Older children learned to use pen and ink by writing in “copybooks”. Children were punished for spilling ink which “blotted their copybooks”. Teachers also gave dictation, reading out strange poems which the children had to spell out correctly. The pupils used an abacus to help them with their maths. Children had to pass inspections in maths, reading and writing before they could move up to the next class or “standard”. Teachers were also tested by the inspector, to make sure that they deserved government funds.

## Punishments: The Cane and The Dunce's Cap

Teachers handed out regular canings. Look inside the “punishment book” that every school kept, and you will see many reasons for these beatings: rude conduct, leaving the playground without permission, sulkiness, answering back, missing Sunday prayers, throwing ink pellets and being late. Boys were caned across their bottoms, and girls across their hands or bare legs. Some teachers broke canes with their fury, and kept birch rods in jars of water to make them suppler. Victims had to choose which cane they wished to be beaten with! Punishment did not end with caning. Students had to stand on a stool at the back of the class, wearing an arm band with DUNCE written on

it. The teacher then took a tall, cone-shaped hat decorated with a large “D”, and placed it on the boys head. Today we know that some children learn more slowly than others. Victorian teachers believed that all children could learn at the same speed, and if some fell behind then they should be punished for not trying hard enough.

## Playtime

In a small yard games of blind man’s bluff, snakes and ladders, hide-and-peek and hopscotch were typical. Some boys use a pig’s bladder to blow up and use as a football. Others used cotton reels and hob nails to make spinningtops.

## Sport, Hobbies & Pastimes

By the second half of Queen Victoria's reign, most people earned more money and worked shorter hours than ever before. This meant that for the first time, ordinary people had enough spare time to enjoy sports and other pastimes and to go to the seaside for holidays.

### Nursery Toys



Girls enjoyed playing with their dolls' houses, furniture for these could be bought and changed with times and fashions. Victorian dolls heads and shoulders were made of wax or china with bodies made of stuffed calico or wood. Most dolls were dressed as adults with beautiful clothes. A poor girl would long for a doll like this which she would only see in shop windows, she would never be able to afford one but might have a rag doll instead.

Boys would play with their tin or lead soldiers. Later in the century clockwork trains became popular.

### Older children

Often older children would play with toy theatres. First they had to buy a stage which would be made of wood and cardboard with a row of tin

footlights with oil burning wicks along the front. Sheets of characters and scenes would cost a penny plain and two pence ready coloured.

Girls might spend their spare time sewing and embroidering samplers.

Reading was a popular pastime, many books written during the Victorian era are still enjoyed today.

## **Sport**

Traditional sports like football, cricket and boxing had been played for centuries but now they were given proper rules for the first time. The first Football Association (FA) Cup was played in 1871. This was when many football clubs were set up, ones like Aston Villa and Everton were set up by churches to attract more people to come to church. Others like Arsenal were set up by employers. Football was meant to keep people healthy and to encourage a sense of fair play. English and Australian teams played their first cricket Test Match in England in 1880.

### **Lawn Tennis**

Croquet was introduced in England in 1856 and was probably brought to America in the early 1860's. It was considered particularly suitable for women since it required considerable skills but not too much strength or technique.

Lawn tennis was another popular sport by the 1880's it had become the rage in fashionable summer resorts, and magazines devoted space to the proper clothes to wear while playing.

### **Cycling**

This became very popular. The safety bicycle was brought out in 1885 and was the cheapest way to travel. People who lived in town would ride out into the countryside on their bicycles.

## **ETIQUETTE FOR CHILDREN**

Never talk back to older people, especially to your mother and father.

Never whine or frown when spoken to by your elders.

Never argue with your elders they know best.

Never do anything that is forbidden by your elders.

Do as you're told in a pleasant and willing way.

Never contradict anyone under any circumstances. It is very impolite.

Always greet members of your family when entering a room.

Always bid goodbye to members of your family when you leave a room.

Always rise to a standing position when visitors enter.

Never address a visitor until he has started the conversation.

Never interrupt a conversation.

Never allow your parents to bring you a chair and never allow them to get one for themselves. Wait on them instead of being waited on.

Talk in a low even voice.

Never run up and down the stairs or across the room.

Always give way to younger children. It is your duty to look after them.

Never retire without bidding family members goodnight.

Keep yourself clean and neat looking at all times.

Keep your hair combed, nails clean, and shoes looking nice.

Keep your clothes pressed and brushed.

Poor English children didn't fare any particularly in the manufacturing towns of London, Sheffield, Leicester, Manchester, and Liverpool. Statistics from the Sheffield General Infirmary' between 1837 and 1842 reveal that of 11,944 deaths, half were children under age five:

Under 1:	2,983
Age 1:	1,511
2 to 4:	1,544
<b>Total:</b>	<b>6,038</b>

Several factors contributed to high mortality rates among poor children, including vitamin-deficient diets and a complete lack of sanitation. These conditions were then worsened by overcrowded living conditions, and by some of the most unhealthy working environments imaginable.

Poor nutrition greatly affected the health of the poor, and unusual choices were sometimes made in its distribution. In many areas of Ireland and Sweden, for example, food was served to boys and men first under a cultural norm called the "peasant feeding rule." This practice took place in poor rural and urban areas, and was based on the belief that females either needed or deserved less food.

Undoubtedly, some of the highest rates of childhood mortality in the mid-19th century followed the 1845 Irish potato blight. Families with children needed more money to emigrate than single individuals, resulting in a disproportionate number of children who starved to death.

Even those children who didn't starve often suffered physically as a result of poor nutrition. Many lived on bread and tea, and the little meat which supplemented this diet was of poor quality and often prepared in the one contaminated pan the family owned. Such unbalanced diets were linked to the increased incidence of infectious disease in poor neighborhoods. These problems were then compounded by the poor physical conditions of the overcrowded slums where they lived.

In the middle of the 19th century, medical experts and health officials were just beginning to connect germs with the spread of disease. Some of the wealthier sections of London had been provided with paved roads and a sewer system as early as the 18th century, but the neglected, muddy slums of the East End of London and the waterfront were ideal breeding grounds for bacteria. In some areas, polluted rivers which held refuse also supplied the residents' drinking water.

Children played among the garbage and sewage. It's easy to understand how contagious diseases like measles, scarlet fever, and small pox, quickly became epidemic. Cholera, dysentery and other intestinal disorders were also easily transmitted by contaminated food and water, and these ailments were almost always fatal for their youngest victims.

Many poor children were exposed to hazardous conditions in the factories, although by the middle of the 19th century, just breathing the air could be dangerous, depending on where one lived. The tuberculosis rates in Manchester, Leeds, Liverpool, and Sheffield were twice as high for women and five times higher for men, compared to those who didn't reside in factory towns. This is partly due to the excessive burning of pure coal, to power the factories and heat the homes. Tuberculosis was contagious, and further aggravated by the poor respiratory health common to the men, women and children who sometimes spent 14 hours a day in factories. Poor air quality also increased the incidence of childhood asthma.

The lack of ventilation in the factories meant that workers constantly breathed air poisoned with germs and chemicals.

For months, the only ventilation some places came from the opening of doors as workers came and went, and these people breathed the same, stale, fiber-filled air day after day. Many of those trapped inside these factories were children.

The concept of childhood is a relatively new one, and there were few laws protecting them from working alongside their parents in the mills. Before the Factory Acts of 1847 which stipulated that children under the age of nine could not work in the textile mills, children as young as four were employed to perform a simple task, and often, had even spent most of their unemployed infancies in the deafening, dirty factories. E.P. Thompson notes:

...Mothers, for fear of losing their employment, returned to the mill three weeks or less after the birth: still, in some Lancashire and West Riding towns, infants were carried in the 1840s to the mills to be suckled in the meal-break. Girl-mothers, who had perhaps worked in the mill from the age of eight or nine, had no domestic training: medical ignorance was appalling: the parents were a prey to fatalistic superstitions (which the churches sometimes encouraged): opiates, notably laudanum, were used to make the crying baby quiet. Infants and toddlers were left in the care of relatives, old baby-farming crones, or children too small to find work at the mill. Some were given dirty rag-dummies to suck, in which is tied a piece of bread soaked in milk and water, and toddlers of two and three could be seen running

about with these rags in their mouths, in the neighborhood of factories.

Some of these toddlers were soon employed by the factories; there is even a report of a 20-month-old baby drawing lace in a factory. (Ginswick, p. 157) In Derby, England, silk twist boys were hired to run silk thread to be spun between hooks, and they usually ran at the rate of 5 or 6 m.p.h., covering more than 20 miles per day. In textile mills, girls as young as 5 or 6 would mend imperfections in manufactured lace, and black lace was particularly hard on the eyes. When combined with poor lighting, these conditions resulted in near-sightedness or even blindness. One can only imagine the dismal fate for young blind women who couldn't even perform slopwork.

Poor families needed everyone to contribute support, and while the factory was known to be hazardous to health, these dangers paled beside more immediate needs as hunger. In Mary Barton, for example, Mrs. Davenport is angry about the new child labor laws. She wants to lie about her son Ben's age to the factory manager, because if he doesn't work he'll starve. (p. 129)

But the worst exploitation of children was as coal mine laborers and chimney sweeps. Because they were able to fit into small spaces, girls and boys were sent into the coal pits as "trappers." Naked to the waist to slide through the tunnels easily, they'd squat for 12 hours, often in complete darkness, ready to close the doors behind coal putters. When the upper classes learned of this, some were appalled --not so much because children were performing this dangerous work, but because of the "unchristian" manner of dress in a coed working environment.

As a chimney sweep, a child six, seven, but sometimes as young as four, was sold to a master sweep by the parent or whoever happened to have custody of the child at the moment. (In Oliver Twist, Mr. Bumble tried to sell Oliver to Mr. Limbkin for this purpose, but a sympathetic magistrate refused to allow the arrangement--p. 42-5). Chimney sweeps, like many trades, apprenticed for 7 years, but unlike other careers, most sweeps had no marketable skills at the end of their training because they grew too big to fit in the 9" or even 7" chimneys. They usually worked naked, both to save room and to allow them to slide' more easily, and knees and elbows were scraped and bleeding until they eventually callused. Children afraid to go up into the dark holes were coaxed with fire, slaps, pole prods or needle pricks on the soles of their feet. At the end of the day, the workbag of soot doubled as a soft bed to sleep on.

These children suffered twisted spines and kneecaps, deformed ankles, eye inflammations and respiratory illnesses, and were only allowed to bathe a few times a year. An ailment known as "chimney sweep's cancer" commonly appeared on the scrotum from the constant irritation of the

soot on their naked bodies. Many sweeps were maimed or killed after falling or being badly burned, while others suffocated when they became trapped in the curves of the chimneys. In 1847, the Factory Acts were passed to offer (minimum) protection to women and children in the mills, but using children as sweeps was not outlawed until 1870.

Poverty indirectly caused many childhood deaths in the tenement slums, but children living on the streets with their single mothers were even less apt to survive into adulthood. In Voices of the Poor, Henry Mayhew interviewed many women who worked as prostitutes, often after being widowed or abandoned by their husbands and discovering they could not support their children on slop workers' wages. One woman, who'd been widowed for 7 years, told Mayhew a story which was unfortunately, quite typical of women living on the street:

...I have no children alive. I have buried three. I had two children alive when my husband died. The youngest was five and the other was seven... After his death I was penniless, with two young children. The only means I had of keeping myself and little ones was by the slop work; My eldest boy died of scarlatina. My second boy has only been dead five months. He died of the whooping-cough. I loved him as I did my life; but I was glad he was took from me, for I know he's better now than I could have done for him. He could but have been brought up in the worst kind of poverty by me, and God only knows what might have become of him if he had lived."  
(p. 86-7)

Accepting workhouse charity was considered an even worse alternative than prostitution for many of these women: not only would they be separated from their children, but many believed these institutions were more lethal than the streets. One woman who was homeless with one child while pregnant with another, told Mayhew,

...I was without a home. I worked till I was within two months of my confinement, and then I walked the streets for six weeks, with my child in my arms. At last I went into Wapping Union: my child was taken from me, and there (bursting into tears) he was murdered. I mean he was torn from me, and when I next saw him he as a mere shadow. I took my discharge, and took him out, dying as he was. I took one in my arms, and my boy, dying as he was, and we wandered the streets for two or three days and nights. I then went back to the house. The matron said she would not take my child from me. She said he was dying, and he should die beside me. He died eleven days after we went in.

I took my discharge again. I tried again to get a living, but I found it impossible, for I had no home, no friends, no means to get work. I then went in again, and the Lord took away my second child...(p. 100)

In *Oliver Twist*, Dickens often presents Mr. Bumble making jokes about feeding the workhouse children as little as possible. But after reading several other Mayhew interviews which tell of mothers losing children to the workhouse, it's obvious that Mr. Bumble wasn't kidding at all.

#### Bibliography

Dickens, Charles, *Dombey and Son*, New York, Penguin Books, first published in 1848.

In most cases the food of the poor was a monotonous diet of potatoes flavored occasionally with bacon, fish, and oatmeal, since meat could not be afforded (Jordan.9). In order to stretch the limited food resources available to the poor, techniques were invented to use the little that was available to create more things. "Frogwater," for example hot water poured over blackened bread crusts. If they were fed at all, often times this would be the meal children of the poor were fed. Also wheat flour was combined with warm milk under such graphic names as "bang belly" and "Lumpy Tom" and was used to fill the hungry stomachs of these children (Jordan.31). The consequence of these such techniques was stress the weakened health of the child.

Even the safety of the milk was a problem. There was no guarantee that tuberculosis and other diseases did not contaminate the milk (no guarantee that it was actually milk). "Simpson," also known as water, was often added by the markets to the milk sold in order to fill the containers(Jordan.31). Milk at that time was dangerous. Cows were kept in filthy sheds, making them repositories for diseases transmitted through their milk. The milk of cows often teemed with bacteria (Jordan.31).

Poor children were dressed in old hand-me-downs from parents or older siblings that were often too large. Children of the poor classes were more than several inches shorter than those of the upper class (Jordan.21). The child's parents frequently introduced their children to the workplace, Some parents would even borrow money against the future earnings of their children. And, the children themselves would welcome the emancipation and the opportunity to spend money they were occasionally allowed to keep (Jordan.35). They saw the opportunity as a possibility for greater freedom, especially for those over thirteen who could work full-time and move out of the family home and into the network of lodging homes (Ittmann.148). A child worker in 1906, claimed:

"We had to be at five in the morning to get to factory ready to begin work at six, then work while eight, when we topped half an hour for breakfast, then work to twelve noon; for dinner we had one hour, then work while four. We then had half an hour for tee, and tee if anything was left, then commenced; work on against to eight thirty. If any time during the day had been lost we had to work while nine

o'clock (Jordan.37).

Though the age of the child is unknown, it is suspected that he/she around thirteen; for children from the of age eight and up were drawn into the workforce, but the majority that were pulled into factory work were ten years old. The statement describes the long grueling hours worked by the children as well as reflects the literacy levels of poor children. Getting up at the crack of dawn, the children faced a long day of work. If food was available, they were fed a small quantity of low quality food. They then began a regimen of work prescribed for adults, which included extreme night work. Breaks, if given, were often short. If the child lived in the factory dwelling he or she was usually fed oatmeal and other low-cost meals.

Long hours were spent monitoring machines and laboring away at their areas of work. The children were left as filthy as the machines they worked on. Long hours and malnutrition away the energy the young children possessed and often they were found lying on the floors of their cottages or the factories too weak to work.

Leisure activities of the poor in villages were quite similar to the activities of the poor in larger towns. Toys of poor children in both areas were of the crudest and simplest nature. Popular toys included such things as marbles, skipping ropes, hoops, rag dolls, old rags, and sticks. Leisure could be defined as time left over after work when other obligations have been completed. Once the work of the poor village children was completed, they were free to explore the local fields and woods. Activities were very much what one would expect such as climbing trees, birdnesting, damming streams, and chasing small animals (Hopkins.292).

Though crowded, the streets of the towns were the common play areas for the poor child. Games such as shuttlecock and tipcat were played on sidewalks (Hopkins.293). They often took advantage of the local canals which were left free for public use. Cheap forms of entertainment such as dog fighting and graffs (popular theatrical shows which catered to children and young people from about the age of eight to the late teens) were looked down on by the upper classes. Often patrons would steal to obtain their entrance money. It was also alleged that the tone of many of the performances was objectionable and the audiences drew in many undesirables and potential criminals (Hopkins.295). Graffs such as these often cost less than a penny. Large audiences between, 150 and 200 people, were often drawn to graffs (Hopkins.295).

## QUALITIES OF A LADY

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The qualities of a Lady

A lady should be quiet in her manners, natural and unassuming in her language, careful to wound no one's feelings, but giving generously and freely from the treasures of her pure mind to her friends. Scorning no one openly, she should feel gentle pity for the unfortunate, the inferior and the ignorant, at the same time carrying herself with an innocence and single heartedness which disarms ill nature, and wins respect and love from all.



Etiquette of dress for the proper lady.

The most appropriate morning dress for a lady upon first rising is a small muslin cap, to hide the hair papers, and a loose robe.

Once breakfast is finished the dress should always be adapted to the occasion. Nothing is more proper for the morning than a loosely made dress, high in the neck, with sleeves fastened at the wrist with a band, and belt. For walking dress, the skirt should be allowed only just to touch the ground.

If a lady has a special day for the reception of calls, her dress must be of silk, or other goods suitable to the season, or to her position, but must be of quiet colors and plainly worn. Lace collars and cuffs should be worn with this dress, and a certain amount of jewelry is also admissible.

The material for a dress for a drive through the public streets of a city cannot be too rich. Silks, velvets and laces, are all appropriate, with rich jewelry and costly furs in cold weather.



The full dinner dress for guests admits of great splendor. It may be of any thick texture of silk or velvet for winter or light rich goods for summer, and should be long and sweeping. The fan should be perfect in its way, and the gloves should be quite fresh. Diamonds are used in broaches, pendants, earrings and bracelets. All the light neutral tints, and black, dark blue, purple, dark green, garnet, brown and fawn are suited for dinner wear.

Costly cashmeres, very rich furs, and diamonds, as well as many other brilliant ornaments, are to be forbidden a young unattached lady.

## QUALITIES OF A GENTLEMAN

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### The Qualities of a Gentleman

He acts kindly from the impulse of his kind heart.

He is brave, because, with a conscience void of offence, he has nothing to fear.

He is never embarrassed, for he respects himself and is profoundly conscious of right intentions.

He keeps his honor unstained, and to retain the good opinion of others he neglects no civility.

He respects even the prejudices of men whom he believes are honest.

He opposes without bitterness and yields without admitting defeat.

He is never arrogant, never weak.

He bears himself with dignity, but never haughtily.

Too wise to despise trifles, he is too noble to be mastered by them.

To superiors he is respectful without servility; to equals courteous; to inferiors' kind.

He carries himself with grace in all places, is easy but never familiar, genteel without affection.

He unites gentleness of manner with firmness of mind.

He commands with mild authority, and asks favors with grace and assurance.

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## Apple Seed Jingle

The number of seeds in the apple tell the fortune after this fashion:

"One, I love; two, I love;  
Three, I love, I say;  
Four, I love with all my heart;  
Five, I cast away;  
Six, he loves; seven, she loves;  
Eight, they both agree;  
Nine, he comes; ten, he tarries:  
Eleven, he courts; twelve, he marries."

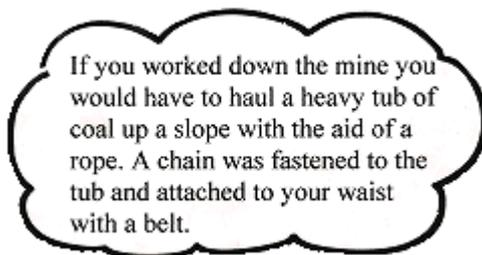
## Victorian society was divided into three social groups.

### Upper Class - Middle Class - Working Class

**Upper Class** - very rich and powerful, many owned thousands of acres of land and had a town and country house. No need to work.

**Middle Class** - had to work to support their families but never did physical work.

**Working Class** - physical, manual workers or poor people with no money.



**Into which groups would you place these people?**

- Land owner ----- ?
- Doctor ----- ?
- School teacher ----- ?
- Factory worker ----- ?
- Railway worker ----- ?
- Shopkeeper ----- ?
- Banker ----- ?
- Miner ----- ?

# Victorian Family Life

## (Upper & Middle Class Families)

Families were very important to Victorians. They were usually large, in 1870 the average family had five or six children. Most upper and middle class families lived in big, comfortable houses. Each member of the family had its own place and children were taught to "know their place".

## The Father

The father was the head of the household. He was often strict and was obeyed by all without question. The children were taught to respect their father and always spoke politely to him calling him "Sir". Very few children would dare to be cheeky to their father or answer him back. When he wanted a little peace and quiet he would retire to his study and the rest of the family were not allowed to enter without his special permission.



## The Mother

The mother would often spend her time planning dinner parties, visiting her dressmaker or calling on friends, she did not do jobs like washing clothes or cooking and cleaning. Both "papa and mama saw the upbringing of their children as an important responsibility. They believed a child must be taught the difference between right and wrong if he was to grow into a good and thoughtful adult. If a child did something wrong he would be punished for his own good. "**Spare the rod and spoil the child**" was a saying Victorians firmly believed in.

## The Children

Most days middle class children saw very little of their parents. The children in a middle class family would spend most of their time in the nursery and would be brought up by their nanny. Victorian children were expected to rise early, because lying in bed was thought to be lazy and sinful. The nanny would be paid about £25 a year to wash, dress and watch over them, amuse them, dose them, take them out and teach them how to behave. Some would only see their parents once a day. In the evening, clean and tidy the children were allowed downstairs for an hour before they went to bed. Some mothers taught their children to read and write and sometimes fathers taught their sons Latin.

As the children grew older, tutors and governesses were often employed and boys were sometimes sent away to school

When the children grew up, only the boys were expected to work, the daughters stayed at home with their mother. They were expected only to marry as soon as possible.

### **The Servants**

All households except the very poorest had servants to do their day to day work. The cook and the butler were the most important. The butler answered the front door and waited on the family. The cook was responsible for shopping for food and running the kitchen, she would often be helped by kitchen and scullery maids. Housemaids cleaned the rooms and footmen did the heavy work.

People would come from the country to work as servants in the town houses. These jobs were popular because they gave them somewhere to live and clothes. On average they earned about £50 a year. Often they spent their working lives with the same household.

### **Poor / Working Class Families**

For poorer families their greatest fear was ending up in the workhouse, where thousands of homeless and penniless families were forced to live. If your family was taken into the workhouse you would be split up dressed in uniform and have your hair cut short. This could happen to a family if father were taken ill and unable to work.

Lots of children in poor families died of diseases like scarlet fever, measles, polio and TB which are curable today. These were spread by foul drinking water, open drains and lack of proper toilets. In overcrowded rooms if one person caught a disease it spread quickly through the rest.

## WEALTHY HOUSEHOLDS

**Upper and Middle Class** families lived in large and comfortable houses. They had servants to do their daily work. What do you think their duties were?

- kitchen maid
- between maid
- cook
- housemaid
- undermaid
- butler
- nurse
- under nurse
- footman
- coachman
- gardener
- gardener's boy
- groom

Poor families often found it hard to find enough money to feed everyone.

Here is what one family in Manchester ate each week, in 1844.

Breakfast	porridge, bread and milk
Dinner (week days)	potatoes, bacon and bread
(On Sundays)	a little meat
Tea time	tea, bread and butter
Supper	oatmeal porridge and milk
(On Sundays)	sometimes a little bread and cheese

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The miners' lives depended on a flow of fresh air, controlled by means of trap - doors. Young children called trappers, some only five years old, sat waiting at the trap - doors for the coal trucks. They sat crouched in the cold for twelve hours a day and pulled the door open with a piece of string to let the truck through and then let it close again.

This is what a girl called Betty Harris said about her work.

'The pit is very wet where I work, and the water comes over our clog - tops always, and I have seen it up to my thighs; it rains in at the roof terribly. My clothes are wet through almost all day long. I am very tired when I get home at night. I fall asleep sometimes before I get washed.'

One girl of eight said  
'I'm a trapper in the pit. It does not tire me, but I have a trap without a light and I'm scared. Sometimes I sing when I'm frightened.'

**MUCH LESS** is written and known about Black life in Britain in the early nineteenth century. The British censuses of 1841, 1851 and earlier do not identify racial type. However, research efforts based on prison records, and documented details of prisoners transported to Tasmania, suggest that Black people were well represented in poor British society across domestic service, urban unskilled labour and public service, with a few skilled tradesmen and shop-keepers. In Victorian times, maritime trade continued to bring Somali and other African sailors to London, Liverpool, Bristol and Cardiff. This trend continued throughout the nineteenth century.

**THE HISTORY OF BLACK PEOPLE IN BRITAIN** certainly goes back a long way - well before the reign of Queen Victoria. There were Black people in Britain in Roman times, and there has been a continuous Black presence here since 1555. For Shakespeare's London audiences, Black faces would have been a familiar sight.

In 1772, Lord Chief Justice Mansfield's historic decision in the case of runaway John Somerset ruled that a slave could not be deported from Britain against his or her will. This was the beginning of the end of slavery in Britain itself. The abolition of slavery was confirmed in 1806 by an Act of Parliament.

As the 18th century drew to a close, Britain's Black population was well established, breaking free from slavery - but usually very poor, sometimes destitute. The first-generation immigrants were overwhelmingly male, supplemented by arrivals of Black sailors, plus 4,000 Black refugees who had fought for George III against the American Revolution. Black people integrated and intermarried into poor white urban populations, and entered the nineteenth century sharing in the misery and historical anonymity of the British poor.

The most visible Black people in Victorian society were performers of various kinds: prize-fighters, actors, musicians and singers. Talent brought opportunities for travel. The picture [right] shows the Fisk Jubilee Singers, Black American students who toured in Britain in 1874-5. They had been invited to Britain



at the initiative of an aide to Queen Victoria, and they introduced the Queen to gospel music. William Wells Brown, visiting England in 1852 to gain support for American emancipation, noted that one could encounter a dozen black college students within an hour's walk in central London. With missionary zeal, African clergy were brought to Britain for theological training. In the book "Staying Power: the history of Black people in Britain", gives an extensive profile of the lives of four Black people who played an important part in British public life in the nineteenth century:

- **William Cuffay** (1788-1870), a labour leader and prominent activist in the Chartist movement, convicted of insurrection and transported to Tasmania
- **Mary Seacole** (1805-1881), the Jamaican-born nursing heroine of the Crimean War, whose autobiography is still read today
- **Ira Aldridge** (1807-1867), the American-born actor who rose to great fame on the British stage
- **Samuel Coleridge-Taylor** (1875-1900), born in Croydon, a composer who wove Black musical themes into the classical repertoire much as Dvorak did for Czech folk music.

It was also a period of expanding trade and military intervention on a global scale. For a long time it was British policy to build its Empire by supporting local rulers friendly to British interests, requiring their allegiance to the British Crown and tying them to Britain by treaty obligations. Particularly in Asia, this policy required not undermining local customs, religions and cultures. Many British soldiers, traders and travellers, and also writers and their readerships back home in Britain, became more familiar with Asian and African cultures and societies.

However, in the latter part of Victoria's reign, the British Empire sought to establish more direct control over Africa and Asia, as most of the European powers were grabbing territory in Africa. This more hands-on style of Imperialism went hand in hand with the development of a more entrenched, more dehumanizing form of racist ideology, based on a mix of pseudo-scientific ideas about the 'natural superiority' and 'civilizing mission' of the white race.

## VICTORIAN ERA TRIVIA

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### Did you know.....?

- King George III was not well-liked when he ascended the throne but became more and more popular as he grew increasingly insane.
- George IV disliked his wife, Caroline of Brunswick, so much that when she died in 1821 at the age of 53 he refused to allow her funeral procession through the streets of London.
- The first programmable calculator (computer) was invented in 1833 in England by Charles Babbage.
- During the French Revolution, Madame Toussaud attended beheadings to make masks of the severed heads. She then used these to make her famous wax figures.
- John Rushkin, in order to paint a snowstorm at sea, was actually tied to a ship's mast while at sea during the snowstorm.
- When the Potato Famine in Ireland struck in 1845, fully 6 million people in Britain and Ireland existed almost completely on potatoes.
- The first college for women in England, Queens College, was partly funded by Queen Victoria's Maid of Honor, Miss Murray.
- One of London's most famous "male" doctors, Dr. James Barry, was discovered to be a woman upon her death in 1865.
- In 1851 Paul Reuter of news agency fame actually used pigeons with messages attached to their feet to relay his messages in places where telegraph lines were incomplete.
- The eruption of the volcano at Krakatoa in 1883 could be heard in Australia - over 2200 miles away.
- It is rumored that composer Peter Tchaikovsky was forced to commit suicide by drinking cholera-tainted water because his recent success was likely to expose his homosexuality and embarrass the Russian Court.

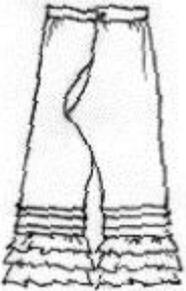


## 19th Century Ladies Clothing & Garments

**Chemise:** A woman's one piece undergarment.

**Corset:** A stiffened undergarment worn for support or to give shape to the waist and hips.

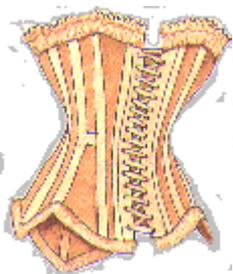
**Petticoat:** A skirt worn under a dress.



Pantaloons were the undermost garment a Lady would wear. Unlike the plain knee length drawers, the pantaloone was longer in its leg length reaching passed the knee. It was decorated with tucks and flounces. They were made from Silk or Linen.



Another undergarment worn was the a chemise pronounced "shimmy". This was a loose undergarment that reached below the knees. It had a drawstring on the neckline and a button on the drawers. The chemise was calf lengthed and often had embroidered hems.



Next was the corset. She would put the corset on over the chemise. The corset itself had many designs. It was designed to give shape to the hips and waist. And to lift the bust area with support. It may have been a simple design with a little embroidery and lace. It tied in the back.



She then put on the petticoat. How many petticoats she wore was often determined by the temperature and the season. If it was summer she may only wear one. But in the bitter cold temperatures of winter many women wore five or six petticoats under their dresses.

In the mid 1850's the hoops became popular to wear. After having put on the chemise, corset, and petticoat the 19th century lady would put on the hoop skirt. Some of these were made with thin steel wire and other materials. Over the hoop she would wear her finest petticoat with pretty lace and embroidery on the hem. Finally, after layering herself with the undergarments she would then put on the dress. And last but not least, a lady always wore her gloves and her bonnet.

The diagram to the left shows the increasing relative skirt length with the increasing of age. This was thought proper for young girls as they approached womanhood. Most children were allowed to wear clothing that came just below the knee. But as they progressed in age so did the length of their clothes.

# INDUSTRIAL INVENTIONS OF THE VICTORIAN ERA

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## (Under Construction)

- 1819 Scotland - Thomas Hancock and Charles Macintosh invent a waterproof material.
- 1821 London - The electric motor is invented by British scientist Michael Faraday. Though trained in Chemistry he took an interest in electricity and took the discovery of Oersted that the flow of electricity through a wire produces a magnetic field around the wire.
- 1823 Britain - William Ellis invents the game of Rugby
- 1823 Manchester - Charles Macintosh invents the waterproof raincoat which comes to be known as a "Mac"
- 1825 The first railway in the world designed for steam locomotives begins operations in England. With construction beginning in 1821, it was primarily the design of George Stephenson.
- 1827 John Dalton of England develops the first atomic theory, published in his *New System of Chemical Philosophy*.
- 1833 Charles Babbage invents the Analytical Engine in England. It is the world's first programmable "calculator".
- 1836 Isaac Pitman develops the written language of *shorthand* in Bath.
- 1874 The game of Tennis is invented in England by Major Wingfield though it is considered a "ladies game".
- 1884 The machine gun is invented by Maxim in London.

## **Hot Seating Characters**

**AIM** – To use drama techniques to investigate the characters in “Toms Midnight Garden”

**OBJECTIVES** – To refine and understand the complexity of questioning to explore characters. Develop skills to create and sustain characters.

### **Hot Seating Definition**

In the rehearsal process actor and directors will use this exercise to help them develop their characters.

The character from the story is placed in a seat and openly questioned about their feelings and motives in relation to the drama.

A good understanding of the character and story needs to be in place before questioning can begin.

## **Dramatising the Story**

**Aim** – To Dramatise a section from Toms Midnight Garden.

**Objectives** – To work in small groups, develop ability to construct a plan of work, Present drama to peers, to evaluate their own work and that of others.

### *Definition of Dramatizing the Story*

To actively participate in the telling of a story through drama.

### *Activity*

0 – 5 minutes

- Read a section from the text to the class and get feed back and reactions from it.

5 – 15 minutes

- Ask the group what are the essential aspects in order to tell the story, can you miss out certain characters or sections of description?
- Information from this is written upon the board for everyone to refer to.

15 – 25 minutes

- Divide the class into groups of 4 or 5 children
- Ask them to decide as a group what each member will perform in their scene.
- They have to work together to create simple dramatizations of the scene. (Encourage them to not get bogged down on attention to detail as this will usually end up with nothing created!)
- Get them to practise their scenes and place importance on telling their story clearly.

25 – 35 minutes

- Present each groups scene to the class.

- Discuss the positive aspects of the scene with the class

35 – 45 minutes

- Evaluate with the group of where improvements could have been made.

### *Variations*

- Each group can be given a different scene to be presented so that the whole story can be told.
- Each group can read a section of the story and take the decision process on their own of what to include.
- Thought tracking can be included by the teacher at given points during the presentation of the scenes for reinforcement and to recap.

## Acting Out!

Write down the points which you feel are *essential* to tell the story that you have heard.

Decide and explain who is going to do what in your scene and write it down.

### REMEMBER:

- Speak clearly when you are explaining your own ideas.
- Listen carefully to the ideas of other members in your group.
- Make it interesting for your audience to watch! And clear so that they understand what is going on.
- Think about where you want your audience to sit when they watch you.

# Improvisation

**Aim** – To introduce the use of improvisation

**Objectives** – Encourage use of imagination, clear expression and to speak and verbalise about their work and that of others.

## Definition of Improvisation

Where participants by speaking and moving spontaneously, can create imaginary situations and actively explore events, behaviour and relationships in role.

## ACTIVITY

0-5 minutes

- Tell the children they are all going to be the character Tom. Get them to think about how different situations make them feel.

5–15 minutes

- Tell them to stand in their own individual space. And begin to tell them the story of Toms Midnight Garden slowly.
- Tell them to act out what is happening to their character as they are told. Do this slowly and with gaps so they have time to develop their improvisations.

15-25 minutes

## IDEAS FROM STORY EXTRACTS

- Encourage them to act out the story as they hear it and try to make it as clear as possible.

25-35 minutes

- As a class, encourage the children to express clearly their own experiences of their journey.
- What did they find easy and difficult about the exercise?
  
- Discuss the emotions of the character of Tom. Having done the improvisation how do you think that Tom must have felt whilst he was having these experiences?

## **DESIGN EVALUATION (POST PRODUCTION)**

Write down four things that you liked about the design of the production "Toms Midnight Garden" that you watched.

## Time Travel & The Future

### Aims:

To develop the skills of communication, imagination, role-playing, devising, creating, working together, performing and evaluating.

### Objectives:

Pupils will develop historical and social knowledge about different periods in history through discussion and evaluation. They will have a greater understanding of drama techniques such as, hot-seating and thought tracking.

### Lesson One:

- Talk to the pupils about what life would be like in the future. Talk about films that show what the future will be like. Discuss using a brainstorm/mind map what new technologies will be around.
- In pairs, pupils are to create a short scene where a young and old person are having a conversation about new technologies and what the past was like. This should be set 30 years into the future (it may be useful to set this in both the present and then the future). The focus should be on; what life is like then (present) and now (the past) and how things have changed. **This has been successful when pupils develop a scene on a specific theme, i.e.; the music scene, or discuss food supplements against a roast dinner.**

### Lesson Two/Three:

- Introduce yourself in role as a time travel agent, who is offering holidays (for a limited time period to a different era from the past. The conversation may go something like:

**Hello and welcome to Time Travellers International. I'm Janet, your rep for the afternoon. This is a once in a lifetime opportunity for you to visit a time zone from the past. If you would look this way and view today's destinations.**

At this point you show pupils the board with a list of time zones written on it. Popular student choices that work well are; **2<sup>nd</sup> World War, Ancient Egypt, Sinking of the Titanic, The sixties, The Elizabethan Era and The Battle of Hastings.**

- Students are asked to choose a time zone and you welcome them on board the time travel ship. You tell them that you hope they have a pleasant journey.
- You come out of character now to give them their actual instructions. They are to create a short scene where they are a group of people making this journey to the zone they have chosen. They have 15 minutes to create a scene where they visit the zone. – **What are first impressions? Do they like the place? Who do they meet? What dangers or entertainment do they face?** All of this needs to be explored in the scene. A thought track should be used by all characters in the play to show what each character is thinking/feeling.
- Students perform their scene and still in character answer questions about their journey from the audience (hot-seating)

This is a good way to evaluate your lesson and provides a good conclusion to the work.

### Further Development:

- I produced a very good performance based on this activity for Notts Education 11<sup>th</sup> Session Workshops. This involved the students working in detail on the above scenes and splitting the three rooms we had available into different time zones. These were sectioned by posters and art work from the students.
- Parents came in and I lead them around as a tour guide to the time travel exhibition. (A bit like in Crystal Maze), we ended in the future time zone.
- The theme of life on Mars could be explored or a space centre that has a colony on there offering holidays (like Total Recall). Pupils could be given tasks to show what life would be like there. **Would there be conflict? How would you earn money? What jobs would be available?**
- There are so many possibilities on this theme, you could develop scenes based on Red Dwarf, Star Trek etc or even 'Return to the Forbidden Planet', by developing scripted performances.

