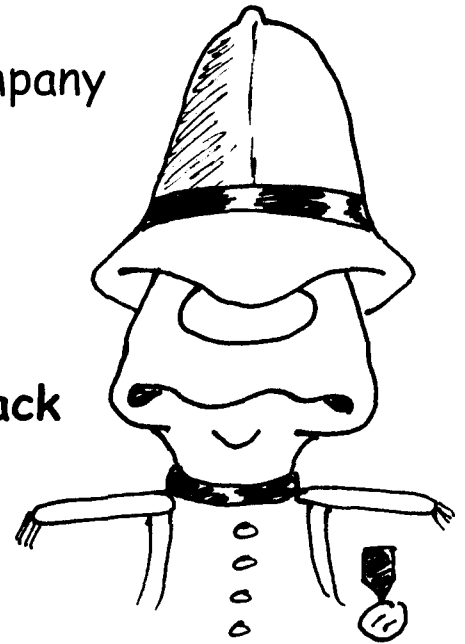


Touring Tales Theatre Company

VICTORIANS

Teachers RESOURCE Pack



About the Teachers Pack

The aim of this pack is to give a focus and background resources for fun learning around History with reference to the play. You can use the ideas and approaches before and after seeing the production or in isolation. The pack covers a wide range of curricular subjects. The Victorian production includes and covers aspects of the Crimean War, Tame Bridge Disaster, Florence Nightingale, Nursing and Social Conditions for children. I hope that you enjoy using the ideas, stories, research, games and exercises within this pack. We welcome feedback as we are continually looking to improve and expand our education and outreach programme!

You can view information about our productions at our website www.birminghamstage.net

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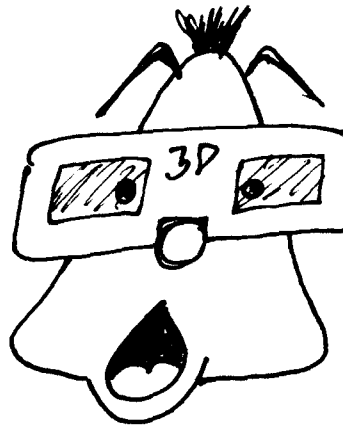


ART

Jackie Trousdale is The Horrible Histories Designer she has had to work in many different art forms on this production from cartoon like drawings to 3D Bogglevision! Here are some ideas based upon the cartoon drawings within Horrible Histories.

Artwork

- On the next page you can explore ways of generating your own cartoon images with our step by step guide.
- Once you have mastered this on the following page there is a cartoon strip ready for you to complete of the Crimean War with a helpful beginning and end picture to get you on your way. You can also add in what your characters may be saying. (You can use the Vile Victorians Book for inspiration).



3D Technology - a note

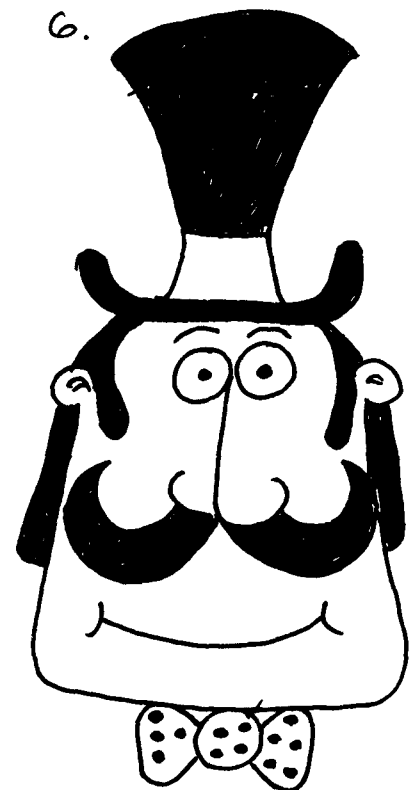
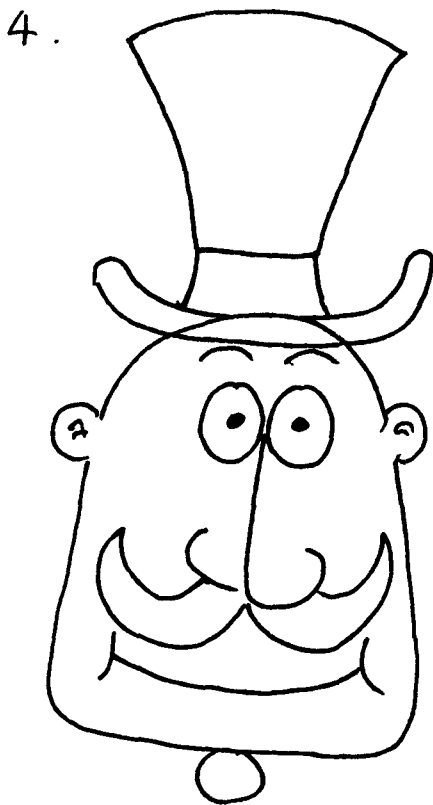
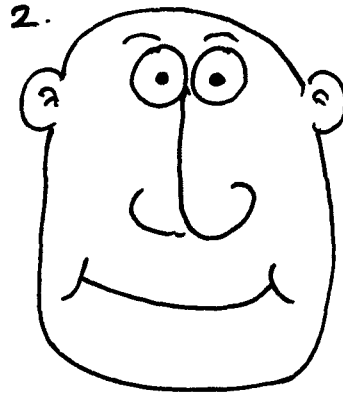
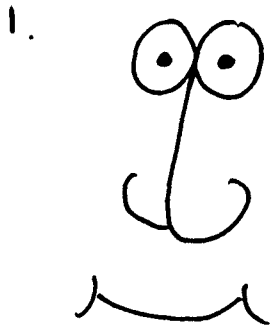
Our Designer and Tim Dear from Bogglevision has created the 3D images that you will see when coming to the theatre, these have been created from Jackie Trousdale's drawings (see Jackie's sketches of the Horrible History LIVE ON STAGE characters at in the appendix).

During the performance history will come alive in front of your eyes! You feel that you are actually in the midst of the firing cannons and the Crimean war.... in a theatre! This will all be achieved through 3d images created by Bogglevision. Before or after coming to the theatre it would be interesting for the class to explore the possibilities of 3D images and research the basics of HOW they are created with technology. A useful website is www.artsconnected.org/toolkit where children can explore creating 3D images. Another more in-depth (and confusingly technical - but I liked the images!) Website I found is at www.theatrelinks.com/set.htm click on Wake Forest University and it will give you more details and pictures.

IDEAS

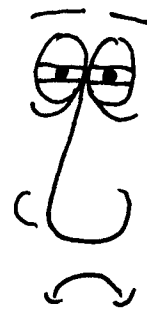
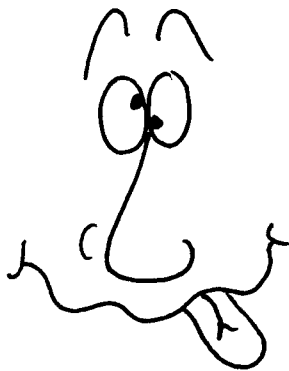
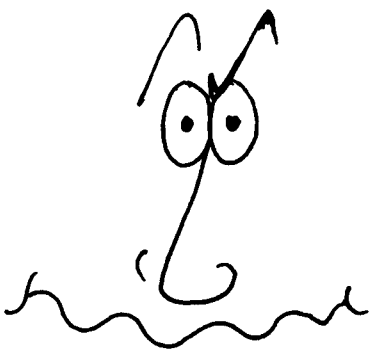
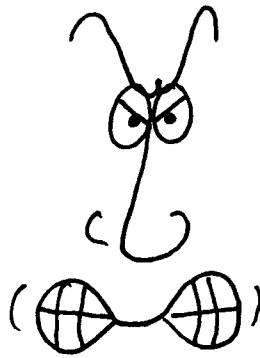
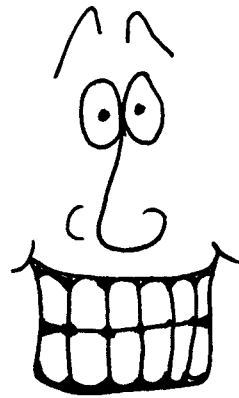
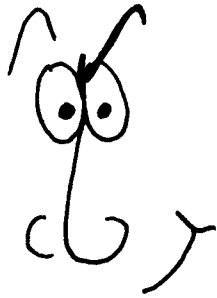
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1. Draw your characters expression
2. Draw the shape of your characters face
3. Start to add any details now you have your face shape



4. Add more details
5. Add more if you think you can
6. Decorate by adding colour.

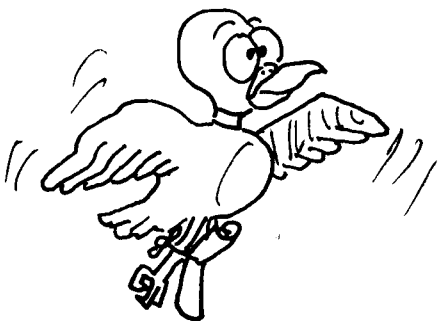
Different facial expressions you can use for your characters. Try your own or copy.



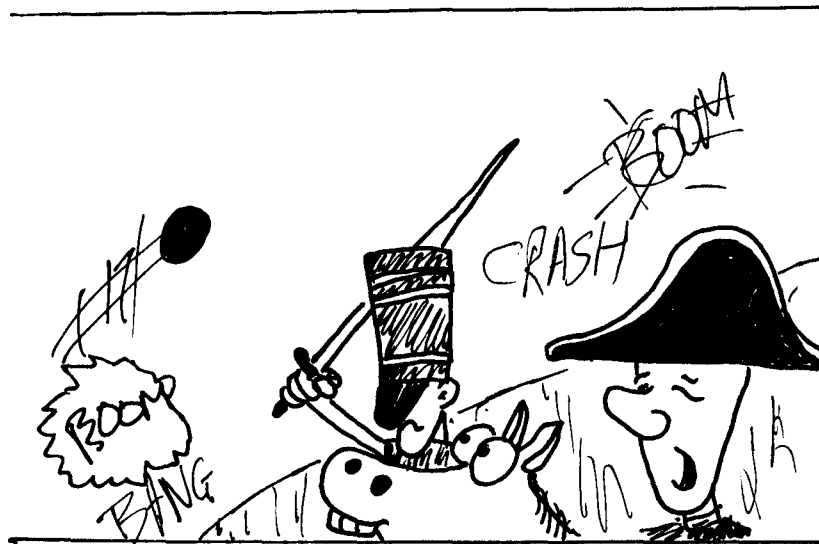


DRAW A CARTOON FOR EACH OF THE FOLLOWING FACTS

- 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.***



Using the beginning and end pictures to help you draw the rest of the pictures of what took place in the Crimean War as a comic strip.





AMUSED?

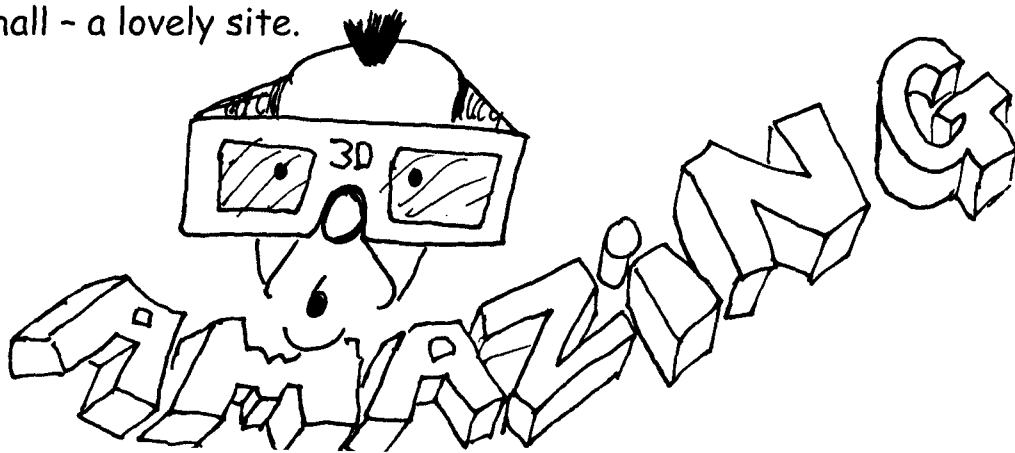
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Queen Victoria (1819-1901)

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 died when she was eight months old.



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



*H.M. Queen Victoria 1840
By Robert after W. Haydon
From the miniature at Buckingham Palace*

The young Queen won people's hearts with her straightforwardness and modesty but she was also very stubborn. At eighteen, she ruled by herself and refused any guidance from her mother. In 1832 The Reform Act meant that the Queen was stopped from making political decisions and law.

On Feb 10th, 1840, Victoria married her



cousin, Prince Albert. (She proposed to him).

Their marriage contained love and admiration. They had nine children - four sons and five daughters: Victoria, Bertie, Alice, Alfred, Helena,

Louise, Arthur, Leopold, and Beatrice.

Victoria did nothing without Albert's approval and he also helped in her royal duties. Albert's interests in art, science, and industry made him organize the Crystal Palace Exhibition in 1851, an industrial convention. With the money from this he established several cultural and industrial museums.

On December 14th 1861 Albert died from typhoid fever. Victoria remained alone 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 She was crowned 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 came out in public life. She toured English possessions and even visited France (the first English monarch to do so since 1431!). Victoria's long reign saw change in English politics and the expansion of the British Empire. The term Victorian England stemmed from the Queen's ethics and personal tastes which generally reflected those of the middle class.

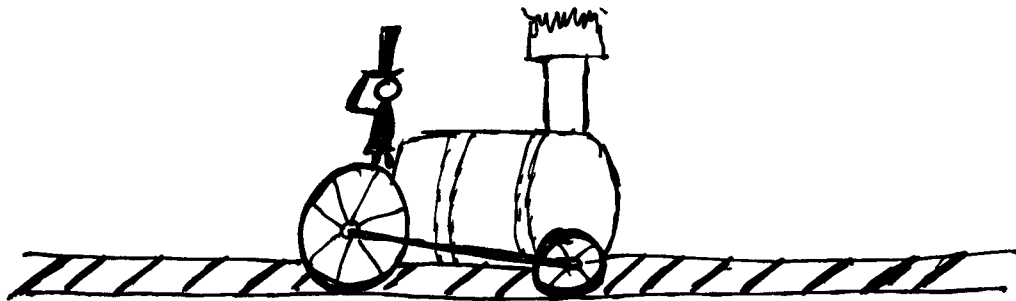




Queen Victoria Quiz

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

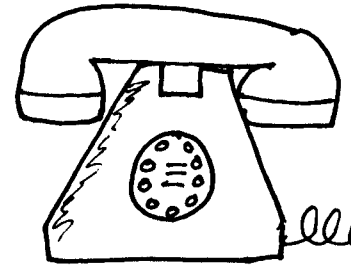
1. Victoria's coronation.1837
2. Victoria married Albert.1840
3. Prince Albert died.1861
4. Victoria became Empress of India.1876
5. Victoria's Golden Jubilee (50 years)1887
6. Victoria's Diamond Jubilee (60 years)1897
7. Victoria died.1901

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 the age of 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

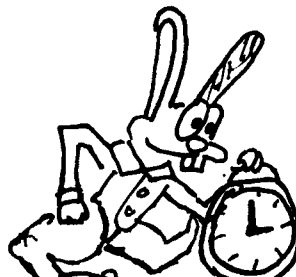
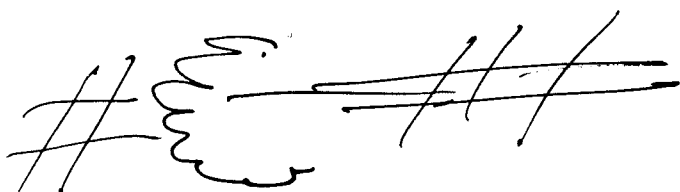
Great novelist of the Victorian age. His novels were outstandingly popular in his time and are still popular now. His books include stories about thieves, convicts and schoolboys. He wrote about ordinary people and how they lived, about terrible prisons, bad schools and the workhouse. His famous characters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

THE HISTORY OF BLACK PEOPLE IN BRITAIN 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.

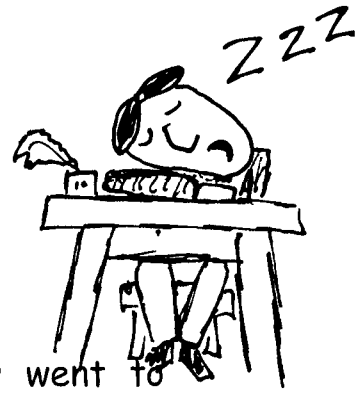
In 1772, Lord Chief Justice Mansfield's historic decision in the case of runaway John Somerset ruled that a slave could not be deported from Britain against his or her will. This was the beginning of the end of slavery in Britain itself. The abolition of slavery was confirmed in 1806 by an Act of Parliament.

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 of the British poor.

LESS is known about black life in Britain in the early nineteenth century. However, research suggests 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 continued throughout the nineteenth century.

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 Fisk Jubilee Singers, Black American students who toured in Britain in 1874-5, introduced the Queen to gospel music. William Wells Brown, visiting England in 1852 to gain support for American emancipation, noted that one could meet a dozen black college students within an hour's walk in central London. African clergy were brought to Britain for theological training. Here are just 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.



Victorian Schools

- In early Victorian England many children never went to school at all.
- A few went to Sunday schools run by churches.
- More than half of them grew up unable even to read or write. 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.
- By the end of the Victorian age because of the Board Act ALL children under the age of 12 had to go to school. Now EVERYBODY could learn how to read, write and count properly.

Schools for poorer children:

DAME school, run by a local woman in a room of her house for young children.

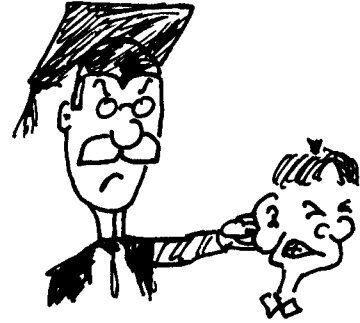
DAY school for older children.

CHURCHES and charity run school

"**RAGGED**" schools for orphans and very poor children.

Many schools still around today were built in the Victorian era, between 1837 and 1901. Is your school a Victorian School? When was it built?

Teachers and Pupils



Children were often scared of their teachers because they were very strict. One of the most famous teachers in Victorian times was William Shaw. He was Headmaster at Bowes Academy in North Yorkshire. Shaw was so cruel that two of his pupils lost their sight!

Before 1850 one teacher would instruct 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.

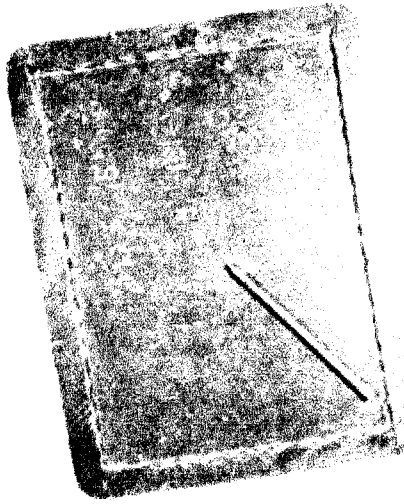
Sometimes, teachers were attacked by parents as they wanted their children to be at work earning money, not wasting time at school!



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:

rude conduct

leaving the playground without permission

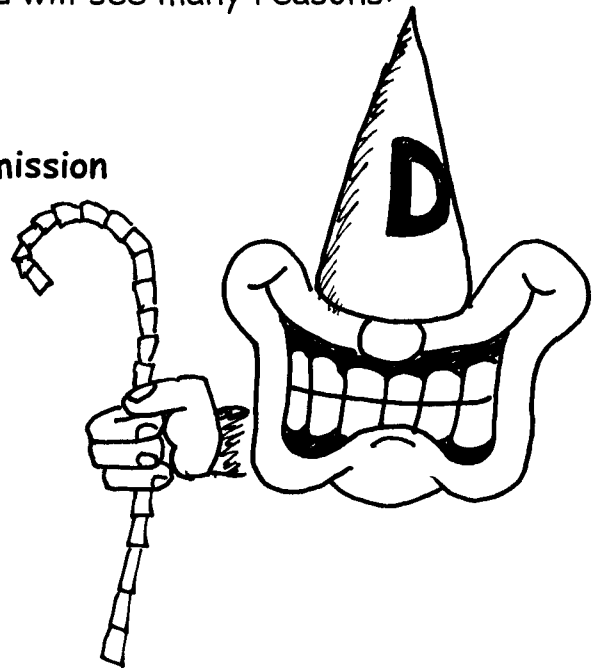
sulkiness

answering back

missing Sunday prayers

throwing ink pellets

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 more supple.

Victims had to choose which cane they wished to be beaten with! Some 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.

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!

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 ----- ?

USING THE ART PAGES DRAW YOUR OWN CARTOON CHARACTER OF EACH OF THESE PEOPLE ABOVE AND LABEL THEM.



HOBBIES AND PASTIMES OF VICTORIAN CHILDREN

The table below shows what different games the poor and the upperclass would play with:

UPPER and MIDDLE CLASS	WORKING CLASS and POOR
Girls and Boys in the Nursery	Poor Girls
Dollshouses with tiny furniture	No dollshouse
Victorian dolls – heads made out of wax or china with stuffed bodies – dressed as adults	May be lucky to have a ragdoll
Embroidery (sewing) Samplers	marbles
Wood and Cardboard Toy Theatres (sheets of characters and scenes would cost a penny plain and two pence coloured)	Skipping ropes, cotton reels and hob nails to make spinning tops
Tin or Lead Soldiers	Hoops
Clockwork Trains	Old rags
Reading	Sticks
	Played in woods or by canals
	Games such as shuttlecock, tipcat, blind mans buff, snakes and ladders, hide and seek, hopscotch were played
	Dog fighting
	Graffs (popular theatrical shows for children and young people – not desirable – but had large audiences of 150-200) cost less than a penny

Sport

Football, cricket and boxing and **Lawn Tennis** were given proper rules for the first time. The first Football Association (FA) Cup was played in 1871. Many football clubs were set up, Aston Villa and Everton were set up by churches to attract more people to come to church, Arsenal was set up by employers. English and Australian teams played their first cricket Test Match in England in 1880. In 1885 the **safety bicycle** was the cheapest way to travel. People who lived in town would ride out into the countryside on their bicycles.



SOCIAL CONDITIONS

Poor English children didn't fare well in the manufacturing towns of London, Sheffield, Leicester, Manchester, and Liverpool. Statistics 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
Total:	6,038

High death rates among poor children were because of:

- **Lack of vitamins in their diet**
- **Lack of sanitation**
- **Overcrowded living conditions**
- **Unhealthy working environments.**

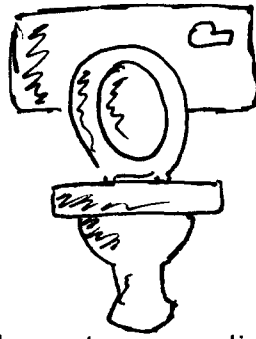
"peasant feeding rule."

In areas of Ireland food was served to boys and men first because of the "peasant feeding rule." This was because they believed that females didn't need or deserve as much food!

1845 Irish potato blight.

Some of the highest rates of childhood deaths in the mid-19th century followed the 1845 Irish potato blight. Families with children needed more money to emigrate than single individuals, so this meant that you would go with out food to get more money and so a large number of children **starved to death.**

If you didn't starve you suffered physically because of poor nutrition. Many lived on **bread and tea!** Such unbalanced diets also meant more infectious disease in poor neighborhoods and because of the overcrowded slums where they lived it spread quickly.



Sanitation

In the middle of the 19th century, medical experts and health officials were just starting 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 rubbish 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 and dysentery and were easily transmitted by contaminated food and water, and these diseases were almost always fatal for their youngest victims.

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). Milk at that time was dangerous. Cows were kept in filthy sheds, meaning diseases could be passed on through their milk.

Working conditions

Many poor children worked in hazardous conditions in the factories, **just breathing the air could be dangerous**, depending on where you lived. The tuberculosis rates in Manchester, Leeds, Liverpool, and Sheffield were much higher compared to those who didn't live in factory towns. This is because of the excessive burning of pure coal, to power the factories and heat the homes. Tuberculosis was contagious, and made worse by those who sometimes spent 14 hours a day in factories. Many of those inside these factories were children.

Before the Factory Acts of 1847 which said children under the age of nine could not work in the textile mills, children as young as four were employed! Even if you were a baby your mother may have worked in the mill and had to take you to work soon after you were born as she needed to make money. Some 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!**

Some toddlers were soon employed by the factories; there is even a report of a 20-month-old baby drawing lace in a factory! In Derby, England, silk twist boys were hired to run silk thread to be spun between hooks, and they usually ran 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.

Even though the factories were dangerous places the poor were more scared of hunger. Some parents would lie about their child's age so they could go to work. Some parents would even borrow money against the future earnings of their children. 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

It is suspected that this child was around thirteen. It describes the long hard hours children worked and shows the literacy levels of poor children. **Getting up at the crack of dawn**, the children faced a long day of work with little food for their efforts. Breaks, if given, were often short. Long hours and malnutrition drained away the energy the young children had and often they were found lying on the floors of their cottages or the factories too weak to work!

The **worst exploitation** of children was as **coal mine laborers and chimney sweeps**. As they could fit into small spaces, girls and boys were sent into the coal pits as "trappers." Naked to the

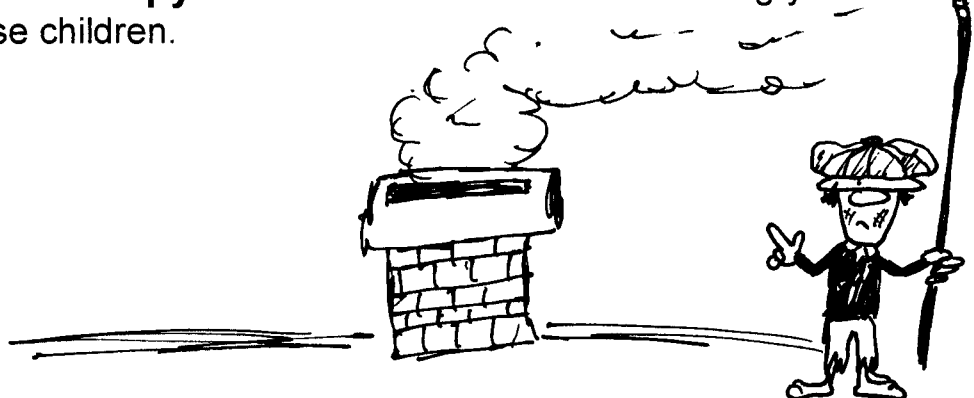
waist to slide through the tunnels easily, they'd squat for 12 hours, **often in complete darkness**, ready to close the doors behind coal putters.

As a **chimney sweep**, a child six, seven, sometimes as young as four, was **sold** to a master sweep by the parent or whoever happened to have custody of the child. Chimney sweeps were apprenticed for 7 years, but unlike other careers, most sweeps had no 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 breathing illnesses, and were only allowed to bathe a few times a year! 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. Using children as sweeps was not outlawed until 1870.

Accepting workhouse charity was the **worst** alternative for many as many believed these institutions were more lethal than the streets. In *Oliver Twist*, Dickens often presents Mr. Bumble making jokes about feeding the workhouse children as little as possible. Mr. Bumble wasn't kidding at all.

To stretch out food to give the poor, ways were invented to use the little that was available to create more things. "**Frogwater**," for example hot water poured over blackened bread crusts. 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.



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.'



QUESTIONS on VICTORIAN SCHOOLS AND CONDITIONS

- 1. What did a “monitor” Do?**
- 2. Were parents happy their children had to go to school? Why?**
- 3. What would Victorian children write with and on in class?**
- 4. How many children would be in a class?**
- 5. What was the name of the Headteacher who made two of his pupils blind?**
- 6. What was the punishment book for? Name two of the crimes that would be in there.**
- 7. What sort of things would Victorian children play with?**
- 8. What did the “peasant feeding rule” mean?**

9. What happened in the Irish Potato Blight?
10. What was in the rivers of the east end of London?
11. Why were tuberculosis rates higher in cities?
12. How many hours does the child say that she worked for on average a day?
13. What did chimney sweeps have to do?
14. What did child coal mine labourers do?
15. Why were both of these jobs bad for children?
16. How did the workhouse make the food last longer?



DRAMA

SOCIAL CONDITIONS IMPROVISATION

Resources : Terry Deary's "The Monster of the Mine" p.33 of Vile Victorians, resource notes and any other material about child workers. This task will take at least three sessions in entirety.

Aim: To gain understanding, empathy and knowledge of social conditions in the Victorian Era

Objective: To create a character and work within a group to set a scene in context and appreciate and evaluate each other's work.

Task:

- Class to read and discuss resource material as listed above for different Victorian child labour.
- Ask each individual to choose a Victorian Child character and the job that they do. Ask them to write in the first person a description of their life – How did they come to do the job they are doing now? Do they remember? Ask them to describe the conditions they work in and how they feel.
- In a session ask the children to think about their characters and what they wrote. Divide them into groups according to their job. E.g. chimney sweeps, mine laborers, factory workers. If the groups for each are too big split them in half. (Best to have about five in each group).

- Ask them in their groups to show aspects of their characters and describe what has happened / how they feel / what they do. Ask them to plan it as part of a group performance and try not to repeat elements (share it out equally!). Ask the groups to start in a frozen position and the teacher brings each group to life by pointing at the group.
- Evaluate and discuss each groups performance and what the differences and similarities are.

VARIATION / EXPANSION

- Whilst they perform members of their group can take on other characters they may have described and portray them – the trick is to try and keep clarity by keeping it simple and short!

Florence Nightingale

Florence Nightingale was a legend in her lifetime but the Crimean War years which made her famous were just two out of a life of ninety years.

- Born in Italy on 12 May 1820
- Named Florence after the city where she was born.
- In 1837, Florence had what she described as her 'calling'. Florence heard the voice of God calling her to do his work, but at this time she had no idea what that work would be.
- Made visits to the homes of the sick in the local villages and began to investigate hospitals and nursing.
- Parents refused to allow her to become a nurse as in the mid-nineteenth century it was not considered a suitable profession for a well educated woman.
- In July 1850 whilst traveling in Germany with friends she visited Pastor Theodor Fliedner's hospital and school at Kaiserswerth, near Dusseldorf. The following year she returned and did three months nursing training
- 1853 took a position as Superintendent of the Establishment for Gentlewomen during illness at No. 1 Harley Street, London.
 - March 1854 Britain, France and Turkey declared war on Russia.
 - Reports in The Times criticise the British medical facilities for the wounded.
- Sidney Herbert, the Minister at War appointed her to oversee the introduction of female nurses into the military hospitals in Turkey.
- 4 November 1854, Florence Nightingale arrived at the Barrack Hospital in Scutari, a suburb on the Asian side of Constantinople, with 38 nurses. At first doctors did not want the nurses there and did not ask for their help, but within ten days fresh casualties arrived from the battle of Inkermann and the nurses were fully stretched.



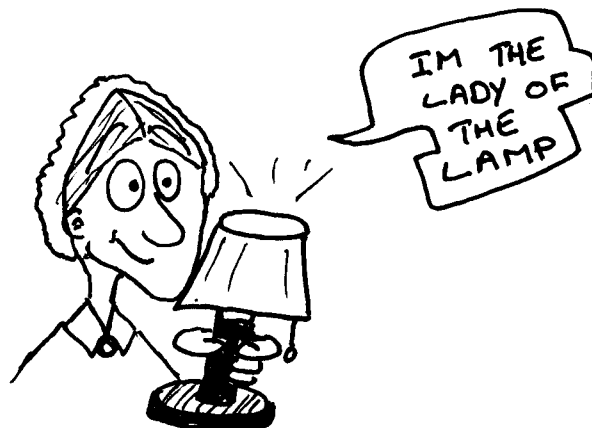


The 'Lady-in-Chief', as Florence was called, wrote home on behalf of the soldiers. She acted as a banker, sending the men's wages home to their families, and introduced reading rooms to the hospital. In return she gained the undying respect of the British soldiers. The introduction of female nurses to the military hospitals was a success. Florence Nightingale continued her reform of nursing in the civil hospitals of Britain. And set up training schools for nurses

In 1860 her *Notes on Nursing*, was published. It laid down the principles of nursing: careful observation and sensitivity to the patient's needs. *Notes on Nursing* has been translated into eleven foreign languages and is still in print today.

Although Florence Nightingale was bedridden for many years, she campaigned tirelessly to improve health standards, publishing 200 books, reports and pamphlets. In recognition of her hard work Queen Victoria awarded Miss Nightingale the Royal Red Cross in 1883. She died at the age of ninety on 13 August 1910.

For more information see the www.florence-nightingale.co.uk website



Using the information given here and on the website Describe what it was like before and after Florence and her nurses arrived in the Crimean War. What were the hospitals like? How did the soldiers feel? How did that change when Florence got there?

DRAMA

This can be done in a “comedy style”

Split the class into two's all pretend you are two doctors in the Crimean War and Florence has just arrived and seems to be “taking over” and you don't like it. Discuss with your Doctor Friend what has been happening and how you both feel about it. What has she been doing? Do you in the end agree that it is a good or bad thing?

HOTSEATING

- Hotseating the characters the children produce can be a useful tool.
- Ask the child to remain in character and tell them that the group are allowed to put relevant questions to them
- Put the child in character on a seat and position the rest of the group in a semi circle around them.
- You can apply this technique to many of the suggestions in this pack



WRITE IN THE SPEECH BUBBLES WHAT YOU THINK FLORENCE NIGHTINGALE IS SAYING TO HER NURSES - WHAT DO YOU THINK HER ORDERS ARE? WHAT ARE THE NURSES THOUGHTS OR WHAT ARE THEY SAYING?

SCRIPT EXTRACT

TERRIBLE TALES OF VICTORIANS

CAST

Dr. Dee - The Terrible Tale teller. A travelling charlatan and a ruthless penny-snatcher

Drab - a male servant to Dr. Dee. Appears to be a doormat but appearances can be deceptive

Dross - a female servant to Dr. Dee. Sullen and spiteful and a grumbler.

Ms. Tree - Ms. Tree is mystery. Not part of the Terrible Tales team but is willing to help out.

Stage

A bare stage with a cyclorama onto which images or simply colours are projected.

The Terrible Tales wagon - a 4-wheeled, wooden vehicle piled with tawdry props for the shows and the domestic necessities of the travellers. The latter become mixed with the props and double as various artefacts - so a saucepan can be used as a helmet, a wooden spoon as a dagger etc.

SCENE CHANGES TO THE VICTORIAN HOVEL. A CANDLE-LIT SCENE. CRADLES COVERED IN FILTHY BLANKETS. MUSIC . HEARTS AND FLOWERS WITH LOTS OF VIBRATO AS THE CAST PREPARE TO ENACT THE VICTORIAN AGE AS A MELODRAMA.

MS. TREE (READS)

When a baby was born in Victorian times the friends of the family asked. Has it come to stay?

DROSS (AS MOTHER, HOLDING A DOLL)
We pray to God that it has.

DR. DEE (AS FATHER)

But we can't afford to even look after the children we have got. Have you forgotten how poor we are? We have to live in the same room as the children, and we all sleep in the same bed, which is really just a heap of soot! Babies are smelly, noisy, and expensive to keep.

DROSS

So are you dear!

Comedy squabble between Dee & Dross

MS. TREE (READS)

An 1860 report said "In the last five years, in this one London district, at least 278 infants were murdered. More than sixty were found in the River Thames, in canals or ponds, and over a hundred were found under railway arches, on doorsteps, in dust-holes, cellars and the like."

DR. DEE (CHASTENED)

Catherine, darling.

DROSS

Yes, Henry, dear light of my life?

DR. DEE

How can we best care for this dear sweet child? We are so, so poor.

DROSS

There is a good old woman called Amelia Elizabeth Dyer who lives in the cottages by the railway. She advertises that she will care for babies here in Reading for a small fee. I have asked her to come here.

DR. DEE

And we will give our darling son to her?

DROSS

It's a daughter, dear one.

DR. DEE

Whatever.

There is a knock at the door. DRAB
as Amelia Elizabeth Dyer

DRAB

Yoo-hoo!

DR DEE

Oh I wonder why that could be?

Opens the door.

DRAB

Hello! I am Mrs. Amelia Elizabeth
Dyer. I am a lady who will look
after your baby for you. Oh my
goodness what is that terrible smell?

DR DEE

Well it might be the rats that infest
our house and bite us in the night,
or it may be the bucket that we use
for our toilet over there -

DRAB

(Walking past him to Dross) No - I
think its just you. Now then is this
the lovely little child? (baby
talk)Ahh Coochy coo. Do you know who
I am? I am a baby farmer - yes I am,
and if your mummy gives me just five
pounds, then I will look after you.

DR. DEE

For how long, good woman?

DRAB

Oh, for the rest of it's little
lifey-wifey, dear sir.

DROSS

Then here is my sweet infant. Boo!
Hoo! Goodbye, Helena! I know I leave
you in caring hands!

DRAB

Don't cry my dear. Everything will
be alright. There, there Helena-
welena? (Instantly cold and business
like) Where's my five pounds mister?

DR. Dee gives DRAB an old five pound
note. Drab exits through the door
and downstage.

Screen fades to black or prison yard
(with gibbet in silhouette, or
rotating in).

MS. TREE

Five pounds for life doesn't sound
much.

DRAB

But if that life is very short then
it can be very profitable! Hah! I
think I fancy a nice bottle of gin!

DRAB pulls out bottle wrapped in
brown paper and starts swigging as
she speaks.

Now then, lets get rid of these
clothes and wrap you up in something
clean - and cheap - like brown
paper. And just to make sure it
doesn't fall off lets put a bit of
tape around it, and pull it nice and
tight, around your little neck. Now,
how about a nice little bath, in the
river! Wheee!

DRAB rugby-kicks baby offstage. SFX splash.

MS. TREE

On the 30th of March of 1895 a bargeman recovered the body of 15 month old Helena Fry from the river Thames at Reading. Helena's body was wrapped in a brown paper parcel which had Mrs. Dyer's address on it.

DRAB

Oops! That was careless.

DR. DEE (AS VICTORIAN POLICEMAN)

With this vital clue, we caught up with Mrs Dyer and she was arrested on April the 4th 1896. (*Grabs Drab*)

MISS TREE

The bodies of seven babies had been recovered from the Thames, all had the same white tape around their necks.

DR DEE (AS POLICEMAN)

Do you know anything about these other babies?

DRAB

You'll know all mine by the tape around their necks. Oops.

MS. TREE

No-one will ever know the exact number of her victims, but at the time of her arrest she had been a baby farmer for fifteen to twenty years.

MS. TREE

One baby was found alive. The police report said:

DR. DEE

"There was scarcely a bit of flesh on the bones. It could only be

recognised by the hair. It did not cry, being much too weak for that. It was scarcely human. I mean it looked more like a monkey than a child. It was a shadow."

MS. TREE

The baby died. They took just five minutes to find her guilty.

DRAB

I tried to tell them I was mad - that I didn't know what I was doing.

MS. TREE

The judge said she should hang.

DRAB

Maybe I don't know right from wrong.

DRAB is led offstage by Dee, and behind the screen in silhouette. We shift the mood from heartless Dyer to her seeming frail and unbalanced. We're left unsure if she's a villain or a victim. Darkening stage. Scream from Mrs Dyer. Sound of trapdoor and noose tightening. Gibbet with dummy swings on behind screen, hanging body seen in silhouette.

BLACKOUT.

FADE UP ***TRANSITION SCENE 'CRUELTY TO KIDS' OR THE VICTORIAN STREET EXTERIOR.**

DROSS & DR. DEE & DRAB ENTER.

MS. TREE

Dr. Dee, that is a horrible history. Those poor babies suffering like that. The parents must have been distracted!

DR. DEE

When a baby died the parents said...

DROSS

Ahhhh!

DR. DEE

Er ... No, they said, never mind
he - it has gone to a better place. It is
miserable on Earth, so it is bound to be
better off in heaven!

MS. TREE

I'm surprised anyone survived long
enough to grow up.

DR. DEE

Well, the ones who did grow up
sometimes wished they hadn't. The
Victorian age could be terribly cruel to
kids.

Using the extract explore the meaning of the word
MELODRAMA. You can also use the extract as a
discussion point to social conditions for children in
Victorian times.

Ask the class to improvise their own scene about a couple
or mother forced to give up their children – what would it
really be like? What would they say to the Baby-farmer?
How would the Baby farmer get them to trust her?

VICTORIAN DRAMA and THEATRE

The theatre in Victorian days suffered from **CENSORSHIP**
(where people could be arrested for saying the wrong thing in
religion, politics or social questions.)

A theatre and its audience were arrested for doing and seeing
the play *OTHELLO* by William Shakespeare!

All theatres (except Covent Garden and Drury Lane) had to put
plays on **WITH** music accompanying it. So to get round this you

would have either a piano playing all the way through OR at least FIVE songs in every act. It was the LAW!

In 1843 they passed a new law lifting the restrictions on theatre and plays so they could perform how they wanted.

MELODRAMA - Means a play with an overdramatic plot, over simplified characters and over-the-top emotions. Victorian Melodrama had all these but they also introduced the working class hero into English drama. They had wicked villains, heroes and pure-hearted heroines. Dastardly deeds, guilty secrets, long lost lovers, abandoned children, extortionate landlords and happy endings were there to make the audience gasp and weep.

True crimes were also put into plays and were very popular. A popular one was Maria Marten, or The Murder in the Red Barn, the true story of William Corder, who murdered his girlfriend and buried her body in a barn. Very gruesome!

Later on in Victorian times the drama became more realistic with new playwrights like Tom Robertson, Henry Arthur Jones and Henrik Ibsen.

As well as melodrama **GILBERT** and **SULLIVAN** also wrote popular comic operas like Pirates of Penzance. Try and find other names of their operas and find out the story too.



HA HA HA HA

This SCENE is WRITTEN by CHARLES DICKENS

Task: Read the sketch discuss the language used and what it means and how the characters feel and why they behave the way that they are in the text e.g. hiding and watching. Variation – after the discussion distribute it to the class and ask them to consider the questions and activities which follow.

THE WEDDING DAY

There is to be a wedding this morning at the corner house in the terrace. The pastry-cook's people have been there half-a-dozen times already; all day yesterday there was a great stir and bustle, and they were up this morning as soon as it was light. Miss Emma Fielding is going to be married to young Mr. Harvey.

. the little housemaid is awakened from her reverie, for forth from the door of the magical corner house there runs towards her, all fluttering an smart new dress and streaming ribands, her friend Jane Adams, who comes all out of breath to redeem a solemn promise of taking her in, under cover of the confusion, too see the breakfast table spread forth in state, and – sight of sights! – Her young mistress ready dressed for church.

And there, in good truth, when they have stolen upstairs on tiptoe and edged themselves in at the chamber-door – there is Miss Emma “looking like the sweetest picter,” in a white chip bonnet and orange flower, and all other elegancies becoming a bride, (with the make, shape, and quality of every article of which the girl is perfectly familiar in one moment, and never forgets to her dying day) – and there is Miss Emma's mamma in tears, and Miss Emma's papa comforting her and saying how that of course she has been long looking forward to this, and how happy she ought to be – and there too is Miss Emma's sister with her arms around her neck, and the other bridesmaids all smiles and tears, quieting the children, who would cry more but that they are so finely dressed, and yet sob for fear sister Emma should be taken away – and it is all so affecting, that the two servant girls cry more than anybody; and Jane Adams, sitting down upon the stairs, when they have crept away, declares that her legs tremble so that she don't know what to do, and that she will say for Miss Emma, that she never had a hasty word from her, and that she does hope and pray she may be happy.

QUESTIONS AND ACTIVITIES

- If you were making this piece of writing into a play – how many scenes would you need?
- How many characters would you need and how could you make them different from one another?
- How will you end it?
- What happens to the two servant girls?
- Could you make the play into a melodrama? How could you do that and what would you change?

VARIATION / FOLLOW ON:

Now put your wedding idea into modern times and improvise a scene. Think about what stages are there on the way to the church? Are there any decisions, problems, arguments, surprises, disasters?

Who are the characters and how do they behave?

Now see if you can change your scene into a modern melodrama.

Etiquette for Victorian 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 any one 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.

- What are the differences between Victorian children and children of today?
- Have a look at each of these rules and see how many you obey as part of your normal life – do you never run up and down the stairs?
- Write a list of rules for the etiquette of children today and compare the two.
- Write a short description as "A day in a Victorian child's life" imagine that YOU are that child – what is your day like what do you do and how do you behave? Do you get told off? What is it for? Draw a picture of your Victorian Child.



Qualities of a Victorian Lady

1. A lady should be quiet in her manners (**NO BURPING**).
2. Natural and unassuming in her language (**NO SAYING THE WORD "LEG", use the word "UNMENTIONABLE"**).
3. Careful to wound no one's feelings (**NO TELLING YOUR FRIEND THEY LOOK LIKE A SCARECROW**).
4. Give generously and freely from the treasures of her pure mind to her friends. (**CHAT ABOUT NOTHING AND GO ON AND ON**).
5. Scorn no one openly (**DON'T LAUGH IF SOMEONE FALLS OVER**)
6.  She should feel gentle pity for the unfortunate, the inferior and the ignorant (**FEEL SORRY FOR EVERYONE WHO ISN'T HER**).
7. At the same time as all of the above carry herself with innocence and single heartedness which disarms ill nature, and wins respect and love from all. (**WALK ROUND AS IF YOU OWN THE PLACE AND IF ANYONE ACCUSES YOU OF DOING SOMETHING ANSWER THEM WITH "Who me? I don't think so, I'm a Lady!"**)

Qualities of a Gentleman



1. He acts kindly from the impulse of his kind heart. **(NO KICKING GIRLS)**

2. He is brave, because, he avoids all conflict with nice words, he has nothing to fear. **(NO RUNNING AWAY FROM GIRLS EVEN IF THEY FRIGHTEN YOU).**

3. He is never embarrassed, for he respects himself and is profoundly conscious of right intentions. **(ALWAYS SAYS WHAT HE THINKS AND BELIEVES HE IS ALWAYS RIGHT EVEN WHEN HE IS WRONG).**

4. He keeps his honor unstained, and to retain the good opinion of others he neglects no civility. **(NEVER DOES ANYTHING NAUGHTY AND IS ALWAYS POLITE).**

He respects even the prejudices of men whom he believes are honest. **(DOES NOT ARGUE WITH PEOPLE HE THINKS ARE WRONG).**

He opposes without bitterness and yields without admitting defeat. **(HE DOES NOT SHOUT AND SCREAM AND SHUTS UP WHEN WRONG).**

He is never arrogant, never weak. **(HE THINKS HE IS GREAT and TRIES NOT TO SHOW IT)**

He bears himself with dignity, but never haughtily. **(HE THINKS HE'S GREAT and TRIES NOT TO SHOW IT).**

Too wise to despise trifles, he is too noble to be mastered by them. **(WON'T LET LITTLE THINGS GET HIM DOWN).**

To superiors he is respectful without servility; to equals courteous; to inferiors' kind. **(GOODY TWO-SHOES)**

He unites gentleness of manner with firmness of mind. **(GIRLS LIKE HIM)**

He commands with mild authority, and asks favors with grace and assurance. **(BOSSY)**

ETTIQUETTE for the DRESS OF THE VICTORIAN LADY

Victorian ladies had different dress codes for nearly everything!

As soon as a lady gets up put on a small muslin cap, to hide the hair papers (to help them get ringlets in their hair), and a loose robe.

Then it gets more complicated.....Here are some of the guidelines:

Staying at home where no-one was going to see you it was proper to wear a loosely made dress with a high neck and sleeves that would fasten at the wrist and a belt.

Out Walking the skirt should be allowed only just to touch the ground.

Having visitors at home, her dress must be of silk, or other material suitable to the season, 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.

On a drive through the public streets the material can never be too rich. Silks, velvets and laces, are all appropriate, with rich jewelry and costly furs in cold weather.

When having or going to a party full dinner dress should be splendid. It may be made of thick silk or velvet for winter or light rich goods for summer, and should be long. Fan and gloves should be worn. 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.

If you were a single girl you were forbidden to wear expensive cashmeres, very rich furs, and diamonds, as well as many other brilliant ornaments.



How many times in one day do you think that some Victorian ladies changed? How long do you think it would take them to get dressed? Think about how the dresses would make you sit and move – remember that you would have to wear corsets underneath your dress and lots of petticoats and be fastened in with lots of hooks and eyes. Even shoes were not quick to put on as they had lots of hooks on them too. No wonder lots of Victorian Ladies suffered from the “Vapours” (fainted) as they probably got very hot and found it difficult to breathe being fastened into a tight corset!!

When you have read through each list, ask the students to summarize their observations and display their responses on the board or on a large sheet of paper. A point of interest you might include is the qualities for women were focused more on how they looked rather than what they did, while the qualities for men were focused on how men acted and behaved.

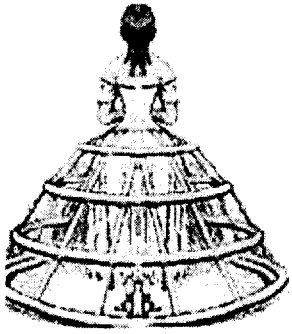
Have the groups answer the following questions:

1. How did the lives of well-to-do children differ from the lives of poor children during the Victorian period?
2. What were some reasons why so many poor children did not survive childhood?
3. What kinds of low-quality foods were given to poor children? What kinds of food did well-to-do children enjoy, especially at parties?
4. At what age could a child leave his or her family and work full-time?
5. Describe factory worker jobs for children and chimney-sweeping jobs for children.
6. What kind of activities did poor children engage in during their free time? What kinds of activities did more well-to-do children engage in?
7. Who were some of the people who would look after well-to-do children? Did anyone look after poor children?

After the groups have answered the questions, have each group write a sentence or two summing up the lives of working class and upper-class children in Victorian times.

Extending the Lesson

- Use your school library or the internet to research different aspects of Victorian childhood and have students create a comparison/contrast collage -- then and now --using images copied from books and internet resources and images from magazines. Students can also draw scenes from Victorian childhood and their own childhood. This would be an excellent small group activity.
- Watch excerpts of Disney's *Mary Poppins* or read aloud to students from the book to illustrate aspects of Victorian family life.
- Create learning centres to support the students' study of Beatrix Potter and her work. You might set up an art table where students can experiment with watercolours, a science table where students conduct insect/plant observations and complete scientific drawings, and a listening table with headphones/audio tapes of other Potter stories.
- Coordinate with your school's art teacher to create a mural of Potter's life/tales. You might break the students into groups that are each responsible for illustrating a part of her life or choosing important figures from her works.

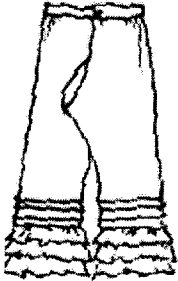


19th Century Ladies Clothing & Garments

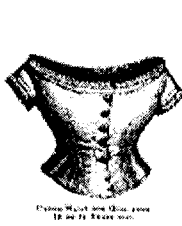
Chemise: A woman's one piece undergarment.

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

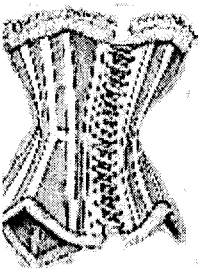
Petticoat: A skirt worn under a dress.



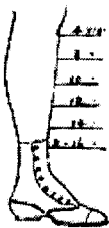
Pantalettes were the undermost garment a Lady would wear. The leg length reached passed the knee. It was decorated with tucks and flounces. They were made from Silk or Linen.



Another undergarment worn was the a chimise 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 length 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. It tied in the back.



She then put on the petticoat. How many petticoats she wore depended on the weather. 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 the 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.

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

- 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.



Inventions Game

It uses the figure of Ben Franklin, but any famous inventor would do--pick one who is appropriate to your geographical area or the cultural background of your students, or who fits in with what they are studying.

- **Preparation:**

Benjamin Franklin is famous for his inventions. What is an invention? Why do people invent things? (To make life easier or safer.) What are some of the things Ben Franklin invented? (Bifocals, Fire Department, Franklin Stove, etc.)

Discuss other famous inventors.

What if you were an inventor? What might you invent?

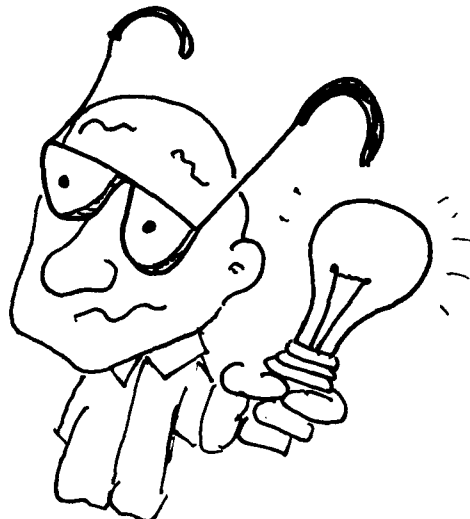
- **Playing the Game:**

The class sits in a circle. One student volunteers to "invent something."

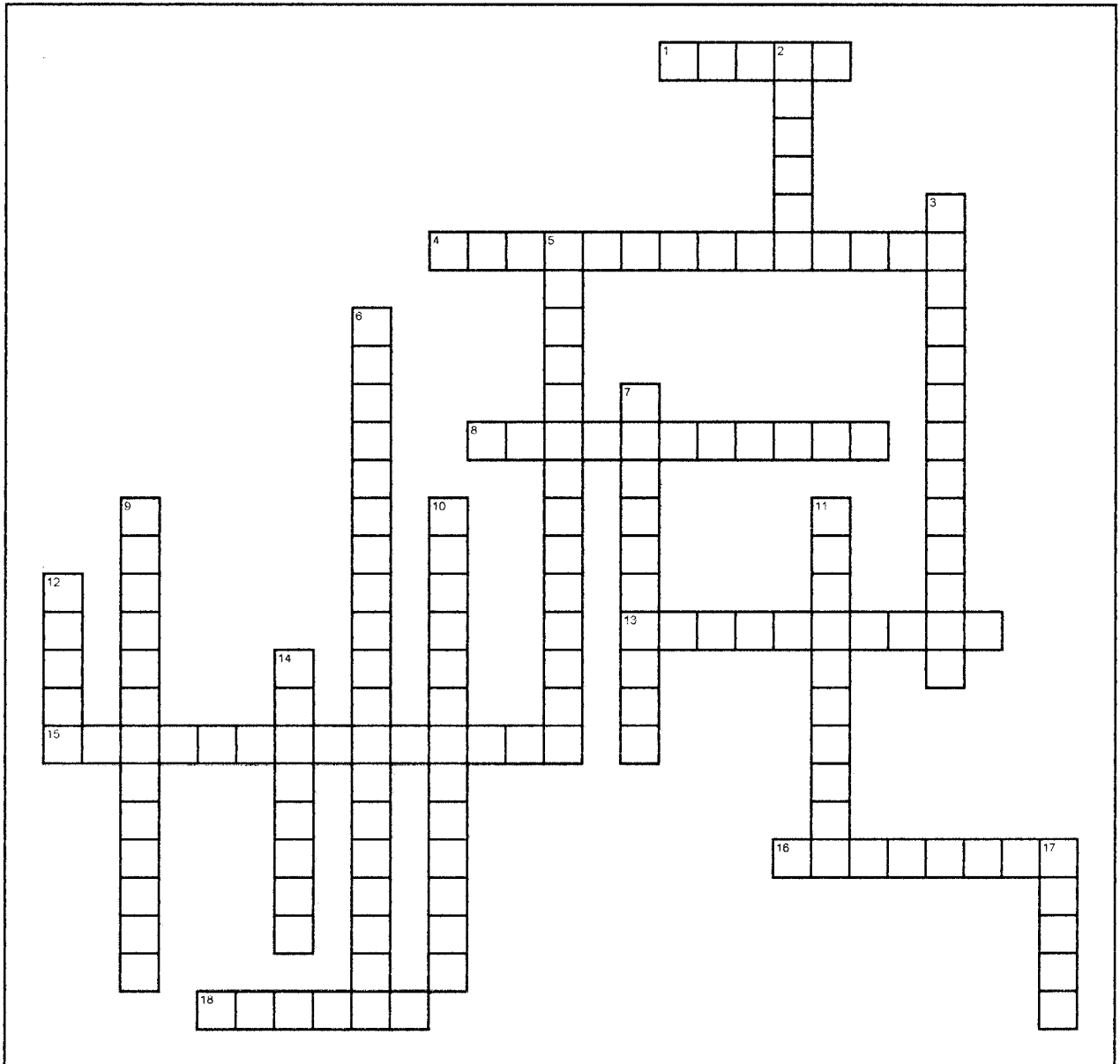
The student may "use" as many other students as necessary to construct her/his invention. This will be a human sculpture. It may or may not move, depending on the sophistication of the students and individual taste.

(Optional) The rest of the class tries to guess what the invention is for, or what it does.

This lesson lays a foundation for the concept and ties it to other learning.



Crossword



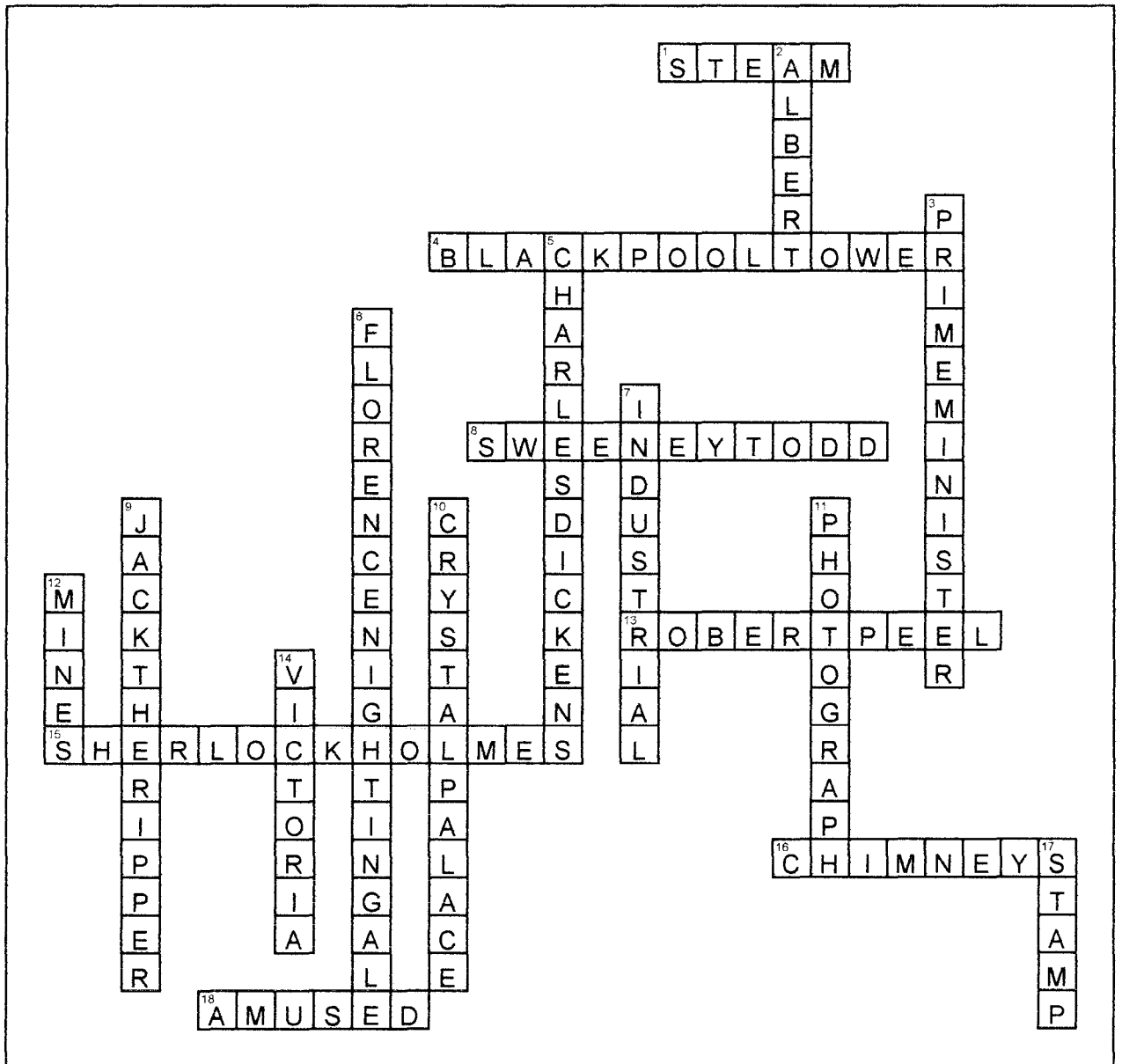
Across

1. the victorian age was known as the "Age of _____"
4. English copy of the Eiffel Tower
8. The Fictional Demon Barber of Fleet Street
13. This man invented the police force
15. Arthur Conan Doyle invented this detective
16. Children were sent to work UP these
18. "We are not _____" Victorias famous "saying".

Down

2. Prince who married the Queen
3. Benjamin Disraeli and William Gladstone were one of these
5. the man who wrote Oliver and Great Expectations
6. The lady with the lamp
7. Victorian revolution
9. a famous murderer who stalked london
10. Place where the Great Exhibition was held
11. a captured image using a camera invented
12. children were sent to work down in these
14. Queen during Victorian Times
17. A penny black

Crossword



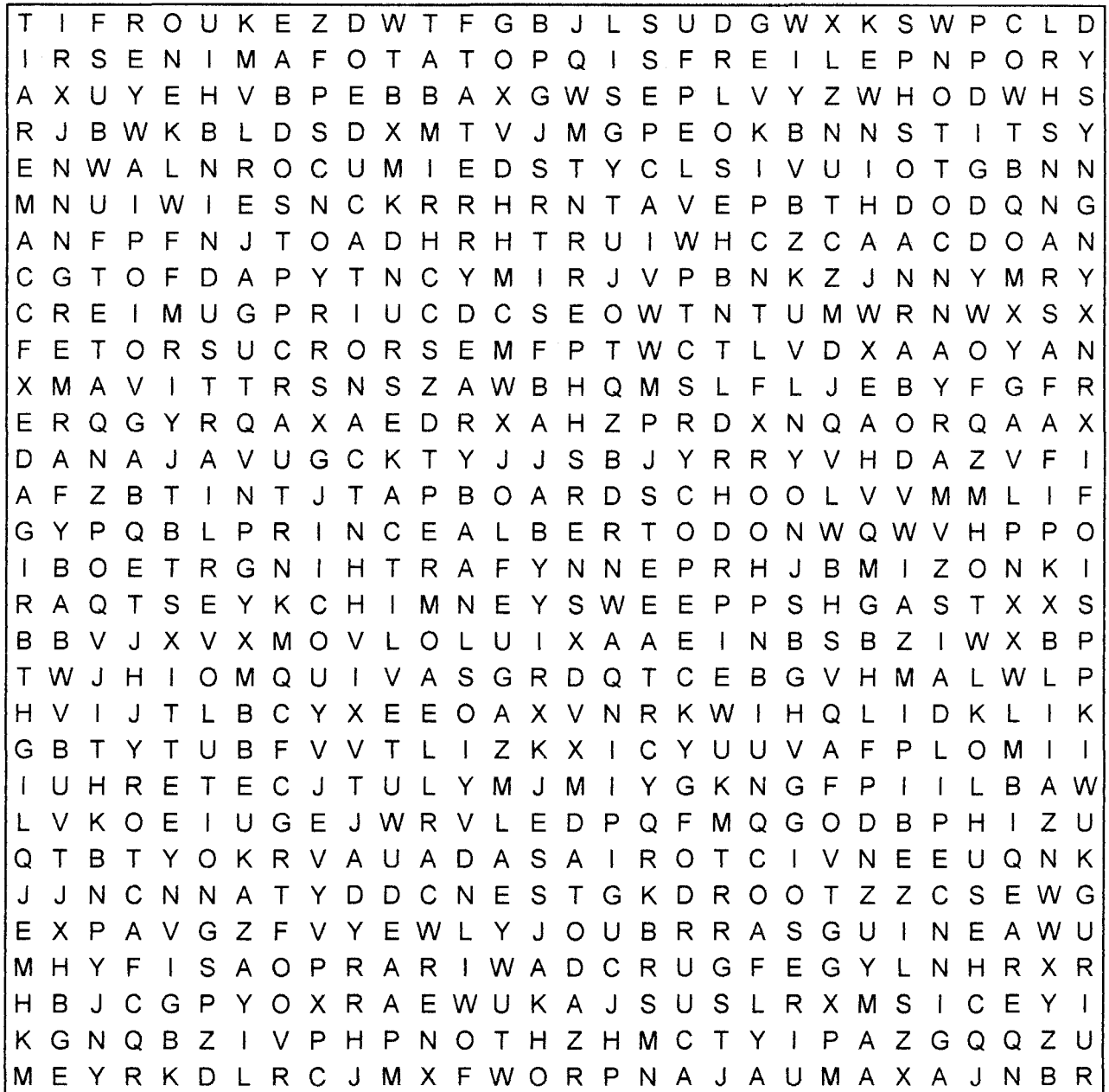
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Word Search



queen victoria

prince albert

chimney sweep

terry deary

railway

crimean war

education act

factory

barnados

electric

charles dickens

mary ann cotton

light brigade

nurse

william wordsworth

corn law

industrial revolution

camera

penny farthing

shilling

guinea

board school

baby farmer

film

potato famine

cigarettes

Word Search

T	I	F	R	O	U	K	E	Z	D	W	T	F	G	B	J	L	S	U	D	G	W	X	K	S	W	P	C	L	D
I	R	S	E	N	I	M	A	F	O	T	A	T	O	P	Q	I	S	F	R	E	I	L	E	P	N	P	O	R	Y
A	X	U	Y	E	H	V	B	P	E	B	B	A	X	G	W	S	E	P	L	V	Y	Z	W	H	O	D	W	H	S
R	J	B	W	K	B	L	D	S	D	X	M	T	V	J	M	G	P	E	O	K	B	N	N	S	T	I	T	S	Y
E	N	W	A	L	N	R	O	C	U	M	I	E	D	S	T	Y	C	L	S	I	V	U	I	O	T	G	B	N	N
M	N	U	I	W	I	E	S	N	C	K	R	R	H	R	N	T	A	V	E	P	B	T	H	D	O	D	Q	N	G
A	N	F	P	F	N	J	T	O	A	D	H	R	H	T	R	U	I	W	H	C	Z	C	A	A	C	D	O	A	N
C	G	T	O	F	D	A	P	Y	T	N	C	Y	M	I	R	J	V	P	B	N	K	Z	J	N	N	Y	M	R	Y
C	R	E	I	M	U	G	P	R	I	U	C	D	C	S	E	O	W	T	N	T	U	M	W	R	N	W	X	S	X
F	E	T	O	R	S	U	C	R	O	R	S	E	M	F	P	T	W	C	T	L	V	D	X	A	A	O	Y	A	N
X	M	A	V	I	T	T	R	S	N	S	Z	A	W	B	H	Q	M	S	L	F	L	J	E	B	Y	F	G	F	R
E	R	Q	G	Y	R	Q	A	X	A	E	D	R	X	A	H	Z	P	R	D	X	N	Q	A	O	R	Q	A	A	X
D	A	N	A	J	A	V	U	G	C	K	T	Y	J	J	S	B	J	Y	R	R	Y	V	H	D	A	Z	V	F	I
A	F	Z	B	T	I	N	T	J	T	A	P	B	O	A	R	D	S	C	H	O	O	L	V	V	M	M	L	I	F
G	Y	P	Q	B	L	P	R	I	N	C	E	A	L	B	E	R	T	O	D	O	N	W	Q	W	V	H	P	P	O
I	B	O	E	T	R	G	N	I	H	T	R	A	F	Y	N	N	E	P	R	H	J	B	M	I	Z	O	N	K	I
R	A	Q	T	S	E	Y	K	C	H	I	M	N	E	Y	S	W	E	E	P	P	S	H	G	A	S	T	X	X	S
B	B	V	J	X	V	X	M	O	V	L	O	L	U	I	X	A	A	E	I	N	B	S	B	Z	I	W	X	B	P
T	W	J	H	I	O	M	Q	U	I	V	A	S	G	R	D	Q	T	C	E	B	G	V	H	M	A	L	W	L	P
H	V	I	J	T	L	B	C	Y	X	E	E	O	A	X	V	N	R	K	W	I	H	Q	L	I	D	K	L	I	K
G	B	T	Y	T	U	B	F	V	V	T	L	I	Z	K	X	I	C	Y	U	U	V	A	F	P	L	O	M	I	I
I	U	H	R	E	T	E	C	J	T	U	L	Y	M	J	M	I	Y	G	K	N	G	F	P	I	I	L	B	A	W
L	V	K	O	E	I	U	G	E	J	W	R	V	L	E	D	P	Q	F	M	Q	G	O	D	B	P	H	I	Z	U
Q	T	B	T	Y	O	K	R	V	A	U	A	D	A	S	A	I	R	O	T	C	I	V	N	E	E	U	O	N	K
J	J	N	C	N	N	A	T	Y	D	D	C	N	E	S	T	G	K	D	R	O	O	T	Z	Z	C	S	E	W	G
E	X	P	A	V	G	Z	F	V	Y	E	W	L	Y	J	O	U	B	R	R	A	S	G	U	I	N	E	A	W	U
M	H	Y	F	I	S	A	O	P	R	A	R	I	W	A	D	C	R	U	G	F	E	G	Y	L	N	H	R	X	R
H	B	J	C	G	P	Y	O	X	R	A	E	W	U	K	A	J	S	U	S	L	R	X	M	S	I	C	E	Y	I
K	G	N	Q	B	Z	I	V	P	H	P	N	O	T	H	Z	H	M	C	T	Y	I	P	A	Z	G	Q	Q	Z	U
M	E	Y	R	K	D	L	R	C	J	M	X	F	W	O	R	P	N	A	J	A	U	M	A	X	A	J	N	B	R

queen victoria

prince albert

chimney sweep

terry deary

railway

crimean war

education act

factory

barnados

electric

charles dickens

mary ann cotton

light brigade

nurse

william wordsworth

corn law

industrail revolution

camera

penny farthing

shilling

guinea

board school

baby farmer

film

potato famine

cigarettes

Write questions in the question mark that you would like to ask your character OR other characters from different groups.

