Lesson One: Hook, Line and Sinker

Overview and Learning Goal

The purpose of the hook lesson is to assess students’ prior knowledge of the Victorian era and to introduce and engage them in the subject. Because this lesson is at the start of a new unit, the teacher does not attempt to focus on any learning goals or curriculum expectations. Instead, the focus is to give an overview of the unit to students and provide them with tools that will be helpful throughout the unit.

Plan of Instruction

Step One: Introduction (10 minutes)

The teacher will explain the new unit to the class and provide the Victorian era Timeline handout (Appendix A.1). In addition, the teacher will remind students that this unit, like all other units they have covered in the course thus far will focus on both content and the six major historical concepts which are outlined in the handout they received at the beginning of the year (Appendix A.2) Also, the teacher will provide a book list of further reading for students who would like to further pursue Victorian history and or Victorian literature. (Appendix A.3)

Step Two: Diagnostic Activities (35 minutes)

The following two activities are to engage the students in any prior knowledge about the Victorian era. The group activities will provide both students and the teacher the opportunity to gauge their level of knowledge, excite the students about the Victorian era and provide the teacher with valuable information about the levels of their students.

A) Diagnostic Activity: Quick Lists (15 minutes)

- Each student takes a piece of paper and creates a list of everything they associate with the Victorian period. Students may make lists of dates, events, people, places and things.
- The teacher will ask each student to name something they have on their lists, to determine the top 5 most common dates, events, people, places or things.
- Once the class list has been narrowed down to five singular aspects, verifying that the majority of the class is aware of everything on the list and its association to the Victorian era, the class will debate which the most important is associated with the Victorian era and why.
- As a class, the students will discuss how many terms they knew and why they felt certain ones were more significant than others.
B) Diagnostic Activity: Guess Who (20 minutes)

- The class will be divided into six groups of four. Each group will receive 12 cards (Appendix A.4) which are labeled with the name of a person, place or event connected to the Victorian era.
- One by one students will pick a card, without looking at it, and place it on their forehead, so their group members can see the labeled card.
- One by one group members will give clues to the cardholder until she or he guesses the card.
- Each student will have three chances to be the cardholder and everyone will have nine chances to be the guesser.
- As a class the students will discuss which terms they knew more about and which ones they knew nothing about. If there is a term that everyone knew, expand on how they know that term as a collective and from where or what context.

Step Three: BBC Documentary Supersizers go Victorian (30 minutes)

- The class will watch various clips from the BBC documentary “Supersizers go Victorian” which explores the daily lives of an emerging middle class couple and follows their daily activities including cooking and meals, leisure time, fashion, sport, and entertaining guests.
- Students will have an accompanying handout (Appendix A.5) and will answer observational and descriptive questions about their reactions to the documentary clips.
- As a class students will discuss what they found most engaging and or shocking about the documentary. Students will explore what they learned or which information challenged their established beliefs.

Materials

i. Victorian era Timeline (Appendix A.1)
ii. Six Concepts of Historical Thinking (Appendix A.2)
iii. Victorian Booklist (Appendix A.3)
iv. Guess Who Cards (Appendix A.4)
v. Supersizers Activity Sheet (Appendix A.5)
Lesson Two: Victorian Industrialisation and Urbanisation/ Continuity and Change

Overview: The following lesson will examine the rapid urban growth and industrialisation of England specifically from 1840-1870. The lesson will focus on the Factory Acts, the Great Exhibition and Chrystal Palace and the rise of city slums and suburbs. In addition students will examine the historical concept of continuity and change during the Victorian era. It is important to have this lesson at the beginning of the unit because it establishes major concepts of the era specifically lessons on sanitation and the division between the middle and working classes.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Success Criteria</th>
<th>Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have an understanding of the change in urban communities during the 19th century.</td>
<td>Students are able to list urban changes in the 19th century including the rise of inner city slums and outer city suburbs.</td>
<td>Describe the development of urbanization and its impact on various communities and the environment.</td>
</tr>
<tr>
<td>Students will understand the importance and symbolism of the Great Exhibition and growing industrialism.</td>
<td>Students are able to list features of the Great Exhibition and describe why it was a symbol of the Victorian era.</td>
<td>Assess the variety, intensity and breadth of change that has taken place from the sixteenth century to the present.</td>
</tr>
<tr>
<td>Students will understand the change and development in the Factory Acts and their effects on industrialism.</td>
<td>Students are able to list the major changes in the Factory Acts and their impact on Victorian industrialism.</td>
<td>Analyse the effects of industrialisation and free enterprise capitalism.</td>
</tr>
<tr>
<td>Students will be able to use primary sources to think about how and why change does or does not occur.</td>
<td>Using primary sources students can identify when change occurs and when continuity persists.</td>
<td>Concept of Historical Thinking: Continuity and Change</td>
</tr>
</tbody>
</table>

Plan of Instruction

Step One: Warm Up (5 minutes)

- The class will begin with a short video, “Horrible Histories Vile Victorians the First Public Toilet,” about one of the Great Exhibition exhibits, the public toilet. Following, the class will engage in a brief discussion about how a common household toilet could once be seen as a modern luxury.

Step Two: Discussion (25 minutes)

- Before the content is covered the teacher will explore the importance of continuity and change in history and remind students to be aware of it as the lesson is given.

---

1 http://www.youtube.com/watch?v=zTQIP8zsCbc
The teacher will provide an oral lecture on the rise of urbanisation and industrialism in England in the 19th century. Topics will include the Factory Acts and their changes and impact on industry, the Great Exhibition and its showcase of modern technology, and the development of urban slums and outer city boroughs.

Students will be given oral prompts from the teacher, however as 4U’s students will be responsible for taking their own notes.

Step Three: Modeling (5 minutes)

- To model the importance of continuity and change in historical thinking and incorporate the content recently learned by students, the teacher will demonstrate with an excerpt from Engel’s “The Conditions of the Working Class in England” (Appendix B.1) that shows contrast from the video previously watched about the public toilet.
- The excerpt will be provided to the class via an overhead projector.
- The teacher will provide examples on how there has been significant urban and industrial change between 1844 and 1851 and ask students to comment on their perceptions of both the primary sources and the content.

Step Four: Guided Practice (5 minutes)

- As a class we will examine another example of continuity and change throughout the Victorian era.
- Using the overhead projector the teacher will illuminate a newspaper cartoon of exploited labour (Appendix B.2)
- The teacher will provide one example of how this image reflects continuity with the already covered material and then provide students with the opportunity to demonstrate their skill level of continuity and change as a historical concept.

Step Five: Independent Activity (30 minutes)

- The class will be divided into two groups, the first group will examine urbanisation (Appendix B.3, B.4, B.5), the second group will examine industrialisation (Appendix B.6, B.7, B.)
- Within each divided group, students will split themselves into pairs and receive two photographs and a worksheet.
- The pairs will examine the images and note any changes or continuity, while the teacher observes.
- Pairs will join into groups of four and discuss their findings, noting if there are discrepancies between groups.
- The two sides of the class will switch giving every student the opportunity to examine both the change and continuity in urbanisation and industrialisation.
Step Six: Sharing and Discussion (10 minutes)

- As a class the students will discuss what changes or continuities they saw in the activity and how their might be change or continuity today based on the material they learned during class. For example the teacher may prompt students about the differences or similarities in child labor from the Victorian era to today.

Materials

i. Modeling resource (Appendix B.1)
ii. Guided practice resource (Appendix B.2)
iii. Urbanisation photographs (Appendix B.3, B.4)
iv. Urbanisation activity sheet (Appendix B.5)
v. Industrialisation paragraphs (Appendix B.6, B.7)
vi. Industrialisation worksheet (Appendix B.8)

Assessment

- Diagnostic: the Vile Victorians video and discussion will help assess students prior knowledge about Victorian urbanisation and industry. The teacher will collect information based on the verbal responses and engagement of students.
- Formative: During the activity and after the class discussion the teacher has the opportunity to assess the level their students are at. If the students are struggling the teacher may add another guided practice example (Appendix B.7) to ensure that the students fully understand both the activity and the importance of change and continuity in historical thinking.
Lesson Three: Sanitation/ Cause and Consequence

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Success Criteria</th>
<th>Curriculum expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students understand the health risks during the Victorian era, specifically cholera</td>
<td>Students can list the health risks of the Victorian era especially in urban areas</td>
<td>Describe the development of urbanisation and its impact on various communities and the environment</td>
</tr>
<tr>
<td>Students understand the that water supply and condition of the Thames of contaminated</td>
<td>Students can describe how the Thames was contaminated and the effect the contamination had on citizens</td>
<td>Describe the development of urbanisation and its impact on various communities and the environment</td>
</tr>
<tr>
<td>Students understand how sanitation affected mortality rates</td>
<td>Students can describe how Victorian sanitation practices are connected to Victorian mortality rates.</td>
<td>Asses the influence of individuals and groups who have helped shape change</td>
</tr>
<tr>
<td>Students understand and can identify the varying importance of causes as part of historical thinking</td>
<td>Using primary sources students are able to list how there can be varying importance among causes in historical thinking</td>
<td>Concept of Historical Thinking: Cause and Consequence</td>
</tr>
</tbody>
</table>

Plan of Instruction

Step One: Warm Up (5 minutes)

- As a class students will watch the “Horrible Histories: Vile Victorians” video on “Parliament smelling like Poo”\(^2\) and discuss how serious a problem water contamination was and the effects it may have on citizens. The students will prompt students with questions about how they would react if that was their water supply.

Step Two: Discussion (25 minutes)

- Before the content is covered the teacher will explore the importance of cause and consequence in history and remind students to be aware of it as the lesson is given.
- The teacher will provide an oral lecture on the sanitation problems of the Victorian era and their effects on the life expectancies and living conditions of citizens. Specifically the teacher will examine the water conditions of the Thames and its connection to the cholera outbreak.
- Students will be given oral prompts from the teacher, however as 4U’s students will be responsible for taking their own notes.

---

\(^2\) [http://www.youtube.com/watch?v=zbuobMRtTUI](http://www.youtube.com/watch?v=zbuobMRtTUI)
Step Three: Modeling (5 minutes)

- The teacher will display a resource example, a Punch cartoon about the quality of water in the Thames, (Appendix C.1) on the overhead projector and explain how the resource caused a change in perception.

Step Four: Guided Practice (5 minutes)

- The teacher will place another image on the overhead projector (Appendix C.2) and the class, with prompts from the teacher will help answer questions on cause and consequences
- When the teacher feels the students have a grasp on cause and consequence in relation to historical thinking they will begin to limit their prompts

Step Five: Independent Activity (25 minutes)

- The teacher will continue to supply the class with a variety of resources (Appendix C.3, C.3, C.5) and a worksheet and will offer minimal prompts, however the students will engage in a class discussion about how each resource displays cause and or consequences and how each resource is connected to the course content.

Step Six: Discussion (10 minutes)

- Guided by the teacher the class will have a discussion about the degree of importance, in terms of cause, with the resources. The class will vote on which image shows the greatest degree of importance in relation to cause of historical thinking and why.

Assessment

• Diagnostic: the Vile Victorians video and discussion will help assess students prior knowledge about Victorian standards and effects of sanitation. The teacher will collect information based on the verbal responses and engagement of students.

• Formative: During the class activity and after the class discussion and ranking the teacher has the opportunity to assess the level their students are at. If the students are struggling the teacher may add another guided practice example, to ensure that the students fully understand both the activity and the importance of the cause and consequences in historical thinking. While no extra resources are provided for this lesson plan the teacher is easily abled to do an extra guided practice with students and the class will simply have one less independent work example.

Materials

i. Modeling example (Appendix C.1)
ii. Guided Practice example (Appendix C.2)
iii. Independent work examples (Appendix C.3, C.4, C.5)
Lesson Four: Middle and Working Classes/ Historical Perspectives

Overview: This lesson will focus on the establishing middle classes and the worsening of the working classes during the Victorian era. The lesson will also examine the importance of historical perspective in the context of historical thinking. Because the class has already been introduced to Victorian industry and urbanization they will have a base of knowledge to understand how the middle class attained their new status and how some families could quickly slip into destitution. The aim of the lesson is for students to understand how industry affected different classes and to create a context for the future lessons on Chartism, and the roles of Victorian women and children.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Success Criteria</th>
<th>Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have an understanding of the middle class, specifically their lifestyle, morals and political views and status.</td>
<td>Students will be able to describe the Victorian middle class and list their main social, political and economic attributes.</td>
<td>Analyze the roots and nature of a variety of communities founded on religious, ethnic and or intellectual principles.</td>
</tr>
<tr>
<td>Students will develop an understanding of the working class, specifically their lifestyle, morals and political views and status.</td>
<td>Students will be able to describe the Victorian working class and list their main social, political and economic attributes.</td>
<td>Analyze the roots and nature of a variety of communities founded on religious, ethnic and or intellectual principles.</td>
</tr>
<tr>
<td>Students will understand the differences between the two classes</td>
<td>Students will be able to compare and contrast the Victorian middle and working classes and list their differences and similarities focusing on social, political and economic attributes.</td>
<td>Analyze the roots and nature of a variety of communities founded on religious, ethnic and or intellectual principles.</td>
</tr>
<tr>
<td>Students will practice using context to understand historical perspective</td>
<td>Using primary sources, students will be able to describe how context influences historical perspective.</td>
<td>Concept of Historical Thinking: Historical Perspectives</td>
</tr>
<tr>
<td>Students will recognize the benefits and limitations of historical fiction</td>
<td>Using primary sources, students will be able to list the benefits and limitations of historical fiction.</td>
<td>Concept of Historical Thinking: Historical Perspectives</td>
</tr>
</tbody>
</table>

Plan of Instruction

Step One: Warm up (5 minutes)
• As a class students will watch the “Horrible Histories: Vile Victorians” video on “Polite Victorian House”3 and discuss there were drastic differences in the climbing middle class and struggling working class. The teachers will prompt students with questions about their knowledge of both middle and working classes in Victorian literature such as the works of Charles Dickens, the Bronte sisters, and Jane Austen, and connect prior knowledge of urbanization, industry and sanitation to the differences among classes.

Step Two: Discussion (25 minutes)

• Before the content is discussed the teacher will prompt the students about the importance of historical perspectives to historical thinking and ask them to try and make connections throughout the lecture.
• The teacher will discuss with students the main political, social and economic differences of middle and working classes in Victorian England.
• The teacher will reference prior knowledge of industry, urbanization and sanitation and ask students to think about the connections of these major trends to the two different classes of citizens.
• Students will be given oral prompts from the teacher, however as 4U’s students will be responsible for taking their own notes.

Step Three: Modeling (5 minutes)

• Using the overhead projector the teacher will display the modeling resource (Appendix D.1).
• The teacher will ask students to state what they see on the most basic level, without drawing overall conclusions about what the resource is.
• The teacher will ask students who created this resource and why, and how it might have been used.
• The activity will demonstrate that the resource is more useful when placed in specific contexts which effects historical perspective.

Step Four: Guided Practice (5 minutes)

• Using the overhead projector, the teacher will display the guided practice resource (Appendix D.2).
• As a class students will comment on the resource making sure to note how their own historical context is influencing their perspective.
• The teacher will prompt students with questions to help understand the context of the resource including, who wrote the resource and why, and who it might benefit or hurt.

Step Five: Independent Activity (30 minutes)

---

3 http://www.youtube.com/watch?v=VOm9qLw1vSc
The class will be divided into groups of four. These groups are called the core groups. Each person in each core group will be labeled A,B,C,D and will receive a worksheet on identifying historical perspective (Appendix D.3)

At each corner of the room will be a variety of resources that will help students think about historical perspectives. Each corner has a label either A,B,C, or D to correspond with the label of the student.

All A students will go to the A corner become an expert group on that collection of resources. As an expert group they will be examine the resources and answer the questions on historical perspectives. The same will be done in groups B,C and D.

Students will return to their core groups and take turns discussing their collection of resources and their conceptions of historical perspectives within each set of resources.

Step Six: Sharing and Discussion (5 minutes)

As a class the students will discuss how context helps shape historical perspective and the use, both beneficial and limiting, of historical fiction to help understand historical perspectives.

Assessment:

• Diagnostic: the Vile Victorians video and discussion will help assess students prior knowledge about Victorian standards and effects of sanitation. The teacher will collect information based on the verbal responses and engagement of students.

• Formative: During the class activity and after the class discussion and ranking the teacher has the opportunity to assess the level their students are at. If the students are struggling the teacher may add another guided practice example, to ensure that the students fully understand both the activity and the importance of the cause and consequences in historical thinking. While no extra resources are provided for this lesson plan the teacher is easily able to do an extra guided practice with students and the class will simply have one less independent work example.

Materials

i. Modeling Resource (Appendix D.1)
ii. Guided Practice Resource (Appendix D.2)
iii. Historical Perspective Worksheet (Appendix D.3)
iv. Expert Group A Resources
v. Expert Group B Resources
vi. Expert Group C Resources
vii. Expert Group D Resources
Lesson Five: Chartism/ Historical Significance

Overview: The purpose of the following lesson is for students to develop a thorough knowledge of various reform bills throughout the Victorian era, specifically looking at the 1832 and 1867 and 1884 and the changes that each bill brought to local and federal government. This lesson will examine the political role of the working class throughout the nineteenth century and the desire for an initial and increasingly powerful political position of industrial towns such as Manchester. In addition the lesson will examine the importance of historical significance within historical thinking. It is important that the Chartism lesson follows the lessons on industry and the division between middle and working classes in England so students have a developing understand of the roles of working class citizens and their desire government representation. Because the lesson focuses mostly on the acquiring rights and roles of working class men the following lessons will examine the important roles of Victorian women and Victorian children.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Success Criteria</th>
<th>Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop and understanding about the representation of British government and the role of the middle and working class prior to 1832.</td>
<td>Students will be able to describe the role of the middle and working classes in government prior to 1832</td>
<td>Describe a variety of forms of human servitude</td>
</tr>
<tr>
<td>Students will have an understanding of what the goals of the Chartism movement and why it occurred</td>
<td>Students will be able to list the goals of the Chartism movement and who was involved in the movement</td>
<td>Describe the methods and impacts of individuals, groups and international originations that have facilitated the advancement of human rights.</td>
</tr>
<tr>
<td>Students will have an understanding of the different reform bills and why changes were made</td>
<td>Students will be able to identify and list the changes to the reform bills between 1832 and 1884 and describe why the changes occurred.</td>
<td>Assess the significant ideologies on the political spectrum</td>
</tr>
<tr>
<td>Students will have an understanding of how choices regarding historical significance reflect perspectives of historical thinking.</td>
<td>Students will be able to describe why a primary source is deemed historically significant and how every source is interpreted through the perspective of historians.</td>
<td>Concept of Historical Thinking: Historical Perspective</td>
</tr>
</tbody>
</table>

Plan of Instruction

Step One: Warm Up (5 minutes)

- The warm up activity will be a discussion on people’s right to vote throughout history. The teacher will pose questions about voting throughout history and the students will
answer when they believe certain groups attained the right to vote. The purpose of the warm up is to inform students that although we commonly think of minorities such as women, Aboriginals and other groups having restricted rights, as a society we rarely reflect on how working class men had to fight for their rights.

Step Two Discussion (25 minutes)

- Before the content is discussed the teacher will prompt the students about the importance of historical significance to historical thinking and ask them to try and make connections throughout the lecture.
- The lecture will examine the main aspects of the Chartism movement, the main points of the 1832, 1867 and 1884 reform bills and the increasing demand for representation among the working class.
- Students will be given oral prompts from the teacher, however as 4U’s students will be responsible for taking their own notes.

Step Three: Modeling and Guided Practice (10 minutes)

- Using the overhead projector the teacher will display the modeling image (Appendix E.1). As a class, with the teacher providing oral prompts, the students will answer questions about the significance of the image, how that image is connected to the content previously discussed and how it can be seen in a larger context of historical thinking.

Step Four: Independent Activity (30 minutes)

- Students will be divided into groups of four. Within each group the students will be paired off and labeled pair A and pair B.
- Each pair will receive a labeled package (Group A: Appendix E.2, E.3, E.4, Group B Appendix E.5, E.6, E.7, E.8) containing two resources and a worksheet (Appendix E.9) containing questions about the historical significance of the resources and the event.
- The pairs will swap packages and fill out the opposite resource package and worksheet.
- The groups of four will discuss the resources and which side of the event they found more historically significant and why.

Step Five: Sharing and Discussion (5 minutes)

- As a class the students will discuss which side of the Chartism movement they found more historically significant and which resources they would use to depict that historical significance.

Assessment

- Diagnostic: The warm up will provide a diagnostic assessment of the students’ knowledge of reform and Chartism rights in the 19th century. Through an oral discussion
the teacher will be able to assess their level of content knowledge and then use professional judgment to determine the level of discussion needed.

- Formative: Throughout the independent activity the teacher will do formative assessment of the group and pair work. In addition, the teacher will assess the students during the sharing and discussion section of the lesson and determine their level of knowledge both on the Chartist movement and the concept of historical significance within the framework of historical thinking.

Materials

i. Modeling Resource (Appendix E.1)
ii. Pair A resource package (Appendix E.2, E.3, E.4)
iii. Pair B resource package (Appendix E.5, E.6, E.7,E.8)
iv. Worksheet (Appendix E.9)
Lesson Six: The Roles of Victorian Women/ Evidence

Overview

- The purpose of this lesson is to explore the roles of women in the Victorian era. This lesson will examine the roles of upper and middle class women, working class women and fallen women (commonly perceived as prostitutes) and will include the literacy perceptions of women in Victorian literature. In addition the lesson will examine the purpose and use of evidence in historical thinking. The lesson is at the end of the unit because the class will have an established knowledge of the era which will provide a context to the lives of women. In addition because major concepts like industry, urbanization and political movements have been examined the class has a better mindset to examine a particular group, like women, in detail.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Success Criteria</th>
<th>Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the role and perceptions of upper and middle class women</td>
<td>Students will be able to list and describe the roles and perceptions of upper and middle class women</td>
<td>Analyze key factors that have influenced the status of women since the Industrial Revolution.</td>
</tr>
<tr>
<td>Students will understand the role and perceptions of working class women</td>
<td>Students will be able to list and describe the roles and perceptions of upper and middle class women</td>
<td>Analyze key factors that have influenced the status of women since the Industrial Revolution.</td>
</tr>
<tr>
<td>Students will understand the role and perceptions of fallen women</td>
<td>Students will be able to list and describe the roles and perceptions of fallen women</td>
<td>Analyze key factors that have influenced the status of women since the Industrial Revolution.</td>
</tr>
<tr>
<td>Students will recognize the depictions of women in Victorian literature</td>
<td>Students will be able to identify depictions of women in Victorian literature and describe the figurative women</td>
<td>Analyze the impact of a variety of forces that have helped to bring about changes in Western artistic expression since the 16th century</td>
</tr>
<tr>
<td>Students will analyze and question primary sources</td>
<td>Students will be able to analyze a primary source asking powerful questions</td>
<td>Concept of Historical Thinking: Evidence</td>
</tr>
</tbody>
</table>

Plan of Instruction

Step One: Warm Up (5 minutes)

- As a class students will watch the “Horrible Histories: Vile Victorians” video on “New Victorian Maid”⁴ and discuss the representation of lower class and the connections between the role of lower class women and the previous lesson on the differences

---

⁴ [http://www.youtube.com/watch?v=_7eLoPD700g](http://www.youtube.com/watch?v=_7eLoPD700g)
between the middle and working classes. The teachers will prompt students with questions about their knowledge of Victorian women of any class, whether real historical figures or literary characters. The teacher prompt students about questions of class, gender roles and popular depictions to engage prior knowledge and connection to the content material.

Step Two: Discussion (25 minutes)

- Before the content is discussed the teacher will prompt the students about the importance of evidence and questioning sources to historical thinking and ask them to try and make connections throughout the lecture.
- The teacher will provide a verbal lecture on the different roles of women based on their status. The teacher will examine the roles and perceptions of upper and middle class women, working class women and fallen women.
- The teacher will examine the role of women in Victorian literature. The teacher will prompt students to examine the booklist handed out at the beginning of the unit and remind them that many of the recommended works focus on Victorian women.

Step Three Modeling and Guided Practice (10 minutes)

- Using the overhead projector the teacher will display two modeling resource images, both of Florence Nightingale (Appendix) As a class, with prompts from the teacher, the students will compare and contrast the two images. The students will connect Florence Nightingale to the roles of Victorian women and begin to develop questions about the images themselves.
- The teacher will provide a second modeling resource example, two images of Mary Seacole (Appendix), and once again with prompts from the teacher the students will analyze the evidence for content clues but also to reflect how these images can be seen as pieces of historical evidence.

Step Four: Independent Activity (30 minutes)

- The class will be divided into two groups. One group will examine a set of resources to determine the roles of upper and middle class women in Victorian England (Appendix) and the other half of the class will examine evidence to determine the roles of working and fallen women in Victorian England (Appendix).
- Each group will have a worksheet to complete (Appendix), as a group they will answer the questions asking and answering increasingly powerful questions about the resources.
- The two groups will switch and examine the other set of resources and fill out the worksheets.
- In small groups the students will examine which pieces of evidence they found the most significant to analyzing the roles of women.
Step Five: Sharing and Discussion (5 minutes)

- As a class the students will discuss what they found striking between the depictions of upper, middle, working and fallen women in Victorian history. In addition students will discuss which pieces of evidence they felt were most valuable to historical thinking of Victorian women.

Assessment

- Diagnostic: the Vile Victorians video and discussion will help assess students prior knowledge about depictions of Victorian women and connect the roles of women to prior learned lessons about the working and middle classes and the rise of urbanization and suburbs. The teacher will collect information based on the verbal responses and engagement of students.
- Formative: Throughout the independent activity the teacher will do formative assessment of the large and small group work. In addition, the teacher will assess the students during the sharing and discussion section of the lesson and determine their level of knowledge both on the roles of Victorian women and the concept of evidence within the framework of historical thinking.

Materials

i. Modeling Resources Nightingale (Appendix)
ii. Modeling Resources Seacole (Appendix)
iii. Upper and Middle Class Resources (Appendix)
iv. Working and Fallen Women (appendix)
v. Upper and Middle Class Activity Sheet (Appendix)
vi. Working and Fallen Women Activity Sheet (Appendix)
Lesson Seven: Role of Children/ Ethical Dimensions

Overview: The final lesson before the summative will examine the role of Victorian children, specifically looking at working class and working children, laws around child labor and education, and the depiction of children in Victorian literature. The lesson will also focus on the importance of ethical dimensions in historical thinking, specifically using historical context to make reasonable ethical judgments about controversial actions of people of the past.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Success Criteria</th>
<th>Curriculum Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the role of working class children</td>
<td>Students will be able to list and describe the roles and responsibilities of working class children</td>
<td>Describe a variety of forms of human servitude</td>
</tr>
<tr>
<td>Students will understand laws that were created to help protect working children</td>
<td>Students can connect child reform laws with a history of child labour</td>
<td>Describe a variety of forms of human servitude</td>
</tr>
<tr>
<td>Students will recognize Victorian literacy depictions of children</td>
<td>Students can identify the roles of children in Victorian literature</td>
<td>Describe a variety of forms of human servitude</td>
</tr>
<tr>
<td>Students will use historical context to help make ethical judgments about historical events</td>
<td>Students are able to use their knowledge of historical context to make ethical judgments about child labor practices</td>
<td>Concept of Historical Thinking: Ethical Dimensions</td>
</tr>
</tbody>
</table>

Plan of Instruction

Step One: Warm Up (5 minutes)

- As a class students will watch the “Horrible Histories: Vile Victorians” video on “Children’s Work Song⁵” and discuss the representation of working children in factories in the 19th century. The teacher will prompt students to note the differences between children and the factory owners and the rules. Also, the teachers will prompt students with questions about their knowledge of Victorian children, whether literary figures or trivia they are aware of. The prompts serve as a way to gage prior knowledge and create connections to the course content.

Step Two: Discussion (25 minutes)

- Before the content is discussed the teacher will prompt the students about the importance of ethical dimensions to historical thinking and ask them to try and make connections throughout the lecture.

⁵ http://www.youtube.com/watch?v=zF_U4VGi1Jk
• The teacher will discuss the conditions that working class children lived in, what ages they went to work and the conditions of working.
• The teacher will discuss several documents passed throughout the 19th century regarding children including the 1870 Education Act and the Labor Laws and Factory Acts.

Step Three: Modeling and Guided Practice (40 minutes)

• Using the overhead projector, the teacher will display the modeling resource (Appendix G.1). With prompts from the teacher the class will analyze the resource asking questions about why it would have been published and the reactions that people would have had.
• Because ethnical dimensions are inherently a difficulty subject to teach and because it is very hard for some learners to remove their biases and own historical context from their learning, there will be no individual activity. Instead as a class, with prompts from the teacher, students will assess a variety of resources (Appendix G.2).

Step Five: Sharing and Discussion (5 minutes)

• As a class the students will discuss if they found it different to remove their own historical context from the material, or if they felt the topic uncomfortable because it conflicted with their personal beliefs. In addition students will discuss the importance of ethnical dimensions to historical thinking and how as learners we often overlook our own biases.

Assessment

• Diagnostic: the Vile Victorians video and discussion will help assess students prior knowledge about depictions and roles of working Victorian children and connect the roles of women to prior learned lessons about the working classes and the rise of urbanization and slums. The teacher will collect information based on the verbal responses and engagement of students.
• Formative: Throughout the guided practice activity the teacher will do formative assessment of the class work. In addition, the teacher will assess the students during the sharing and discussion section of the lesson and determine their level of knowledge both on the roles of Victorian children and the concept of personal historical context and ethnical dimensions within the framework of historical thinking.

Materials

i. Modeling Resource (Appendix G.1)
ii. Ethical Dimension Resources (Appendix G.2)
Lesson Eight: Summative Assessment

Overview: Students will be given a summative assessment that will be completed during the 75 minute class. The summative assessment will be based on content covered throughout the six unit lessons on Victorian history. Students will only be assessed on material covered in class and will be content based rather than thinking, inquiry or application based. Students will be given access to all the resource images throughout the unit and asked to pick three. They will then have to describe the resource, connect it to a section of content covered in the unit, connect the resource to a historical concept of thinking and explain the significance of the resource in terms of both content and historical thinking. The resource options used in the summative assessment have been used as examples throughout the unit so the students should be familiar with them.

Students will be evaluated on a Levels system focusing on the knowledge and understanding of the students. By this time in the year students are aware of what each knowledge and understand level looks like so no rubric will be provided.

Materials:

Summative Assessment (Appendix H.1)
Appendix A

A.1 Victorian era Timeline
A.2 Six Concepts of Historical Thinking
A.3 Guess Who Cards
A.4 Supersizers Activity Sheet
Appendix A.1: Victorian era Timeline

20 June 1837- Victoria comes to the throne after the death of William IV

Victoria became queen at the age of 18 after the death of her uncle, William IV. She reigned for more than 60 years, longer than any other British monarch. Her reign was a period of significant social, economic and technological change, which saw the expansion of Britain's industrial power and of the British empire.

1838- Charles Dickens' 'Oliver Twist' is published

Charles Dickens was one of the greatest Victorian novelists. 'Oliver Twist' was, like many of Dickens' other novels, originally published in serial form and brought to public attention contemporary social evils. Dickens' other works included 'The Pickwick Papers', 'A Christmas Carol', 'David Copperfield' and 'Great Expectations'.

8 May 1838- People's Charter advocates social and political reform

The People's Charter advocated democratic reform on the basis of six points: one man, one vote; equal electoral districts; payment of members of parliament; elections by secret ballot; removal of property qualifications for MPs; and parliaments elected every year. 'Chartism' gained substantial support among working people during the next decade and presented three national petitions to parliament in 1839, 1842 and 1849. It was the most significant radical pressure group of the 19th century.

30 June 1846- Prime Minister Sir Robert Peel resigns after the Corn Laws are repealed

Sir Robert Peel's famous reforming Conservative government came to an end shortly after legislation to repeal the Corn Laws was passed. This measure removed protective duties which had helped to keep the price of bread high. He championed it despite opposition from most of his own party, and the motion was carried by Whig votes. Peel never took office again and was remembered as the prime minister who gave the working classes cheaper bread.

July 1848- Public Health Act aims to reduce death rates

Following pressure from the administrator Edwin Chadwick and the findings of the Health of Towns Commission, parliament passed legislation to improve urban conditions and reduce death rates. Local boards of health were established in places where the population's death rate exceeded 23 per 1,000. The act was seen as an unwelcome intrusion by central government and proved very unpopular. The central Board of Health was wound up in 1858.

1 May 1851- The Great Exhibition opens at the Crystal Palace in Hyde Park, London
This event was the brainchild of Victoria's husband, Prince Albert, and was designed to provide a showcase for the world's most advanced inventions, manufactures and works of art. It was housed in the massive 19-acre Crystal Palace, designed by Joseph Paxton. The event attracted almost six million visitors during the five summer months it was open. Many ordinary people travelled to London for the first time on cheap-rate excursion trains.

28 March 1854- Britain and France declare war on Russia and the Crimean War begins

The Crimean War was fought between the Russians and an alliance of the British, French and Turks who feared Russian expansion in the Balkans. Notable battles included those at Sebastopol, Balaklava (which saw the infamous Charge of the Light Brigade) and Inkerman. Russia was forced to sue for peace, and the war was ended by the Treaty of Paris in March 1856. British troops casualties were as much from poor equipment and medical care as from fighting the Russians.

24 November 1859- Charles Darwin's 'On the Origin of Species' is published

Charles Darwin's masterwork, which argued that all species evolved on the basis of natural selection, resulted from more than 20 years' research following a five-year journey around Cape Horn in HMS 'Beagle'. The book created an immediate stir, since Darwin's theory appeared to contradict the bible's creation story and call into question ideas of divine providence. Despite the influence of Darwin's work, very few Victorian scientists took up an atheistic position as a result of reading it.

14 December 1861- Victoria's husband, Prince Albert, dies aged 42

Albert's premature death from typhoid plunged Victoria into a long period of mourning and withdrawal from public life, during which a republican movement gained popularity. Albert had been both a restraining and a guiding force on his headstrong wife and, although never popular with the British public partly on account of his German origins, he was an able and energetic man who played an important part in the scientific and intellectual life of his adopted country.

13 February 1862- Education funding becomes linked to pupils' results

Since 1833, the state had funded education for the poor in schools run by churches. Expenditure increased rapidly, especially after the first education inspectors were appointed in 1839 and a pupil-teacher scheme of training was implemented from 1847. By the early 1860s, an economy-minded Liberal government wanted the state to get value for money. Grant payments were linked to pupils' success in basic tests in reading, writing and arithmetic. The system was dubbed 'payment by results'.

15 August 1867- Second Reform Act doubles the electorate
This Reform Act was passed by a minority Conservative government led by Frederick, Earl of Derby. Its orchestrator was Benjamin Disraeli, who permitted larger extensions to the franchise than the Liberals would have countenanced. It virtually doubled the electorate, enabling one-third of adult males in Britain and one-sixth in Ireland to vote in parliamentary elections. In a few urban constituencies, working men were an electoral majority. A separate act for Scotland was passed in 1868.

17 February 1870- New law introduces secular school boards

This bill, introduced by the Liberal member of parliament WE Forster, was to extend opportunities for education available to the children of the poor. The act permitted new school boards to be set up where existing education provision in 'voluntary schools', controlled by the churches, was inadequate. A substantial growth in school building resulted, particularly in urban areas. The act did not make schooling compulsory.

18 July 1872- Voting by secret ballot is introduced

William Gladstone's Liberal government introduced voting by secret ballot five years after the Second Reform Act had substantially increased the size of the electorate. This realised one of the key points of the reforming 'Chartist' petition of 1838. Voting in secret was not uncontroversial. The proposal was fiercely contested by the House of Lords, which considered it 'cowardly' and 'unmanly'. It was first employed at a by-election in Pontefract in August of the same year.

2 August 1880- Education becomes compulsory for children under ten

Although WE Forster's act of 1870 had greatly expanded education opportunities, and an act passed in Benjamin Disraeli's government of 1876 had set up school attendance committees, significant gaps remained. AJ Mundella introduced a bill on behalf of William Gladstone's Liberal government which made school attendance compulsory from ages five to 10. State expenditure on education, about £1.25 million a year in 1870, rose to £4 million, and would reach £12 million by the end of Victoria's reign.

December 1884- Third Reform Act stops short of creating a male democracy

The third Reform Act created a uniform franchise qualification based on the Reform Acts of 1867 and 1868. As a consequence roughly two-thirds of adult males in England and Wales, three-fifths in Scotland and half in Ireland were entitled to vote in parliamentary elections. Large numbers of adult males, such as servants, most members of the armed forces and children living in their parents' houses remained disenfranchised. This act, therefore, stopped some way short of creating a male democracy.

1 April 1889- New local government authorities take up their duties
Under the Local Government Act passed by the Conservatives the previous year, responsibility for poor law relief, roads, bridges and asylum was transferred to newly-created county councils. London had its own county council, while boroughs with populations over 50,000 became 'county boroughs' with the same powers as county councils. Scotland had its own Local Government Act passed on 26 August 1889 and coming into effect in 1890. This established a similar system of county and town councils.

2 July 1897- Victoria dies and is succeeded by Edward VII

Victoria died at Osborne House on the Isle of Wight at the age of 81. As queen-empress she had ruled over almost a quarter of the world's population. Although wilful and narrow-minded in some respects, she established firm precedents for a hard-working 'constitutional monarch', operating as a head of state above the fray of party politics. Her death, coming so soon after the end of the 19th century, was truly the end of an era.

Source: BBC History website

http://www.bbc.co.uk/history/british/timeline/victorianbritain_timeline_noflash.shtml
Appendix A.2- The Six Concepts of Historical Thinking

1. Establish historical significance
2. Use primary source evidence
3. Identify continuity and change
4. Analyze cause and consequence
5. Take historical perspectives, and
6. Understand the ethical dimension of historical interpretations.

Source: The Big Six: Historical Thinking Concepts by Seixas and Morton
Appendix A.3- Guess Who Cards

The following is a list of people, places and events throughout the Victorian era, they can be made into cards for the students’ guessing game. Many of these correlate to the timeline and students may use them to assist in their guesses.

1. Queen Victoria
2. Prince Albert
3. Buckingham Palace
4. Sir Robert Peel
5. Florence Nightingale
6. Charles Dickens
7. The Bronte Sisters
8. Crimean War
9. The Chrystal Palace
10. Reform Bills
11. Charles Darwin
12. Factory Acts
Appendix A.4- Supersizes Activity Sheet

As you watch clips from the BBC documentary “Supersizes Go Victorian” answer the following questions about the Victorian middle class lifestyle.

1. Describe the food. What were the cooking methods, the ingredient choices and quantities?

2. Was food simply used as fuel or did it have other purposes? List three different occasions and purposes that food is used for social purposes.

3. How did the Victorian clothing choices reflect attitudes of morality?

4. How did Queen Victorian connect to the Victorian era?

5. What were some forms of leisure that Victorian enjoyed? Why were some seen as risky?

6. List three overall observations that shocked or intrigued you.

7. Describe one aspect of the Victorian era that you would like to explore further.
**Appendix B**

i. Modeling resource (Appendix B.1)

ii. Guided practice resource (Appendix B.2)

iii. Urbanisation photographs (Appendix B.3, B.4)

iv. Urbanisation activity sheet (Appendix B.5)

v. Industrialisation photographs (Appendix B.6, B.7)

vi. Industrialisation worksheet (Appendix B.8)

**Appendix B.1- Model Resource (Engel’s Condition of the Working Class in England)**

Let us investigate some of the slums in their order. London comes first, and in London the famous rookery of St. Giles which is now, at last, about to be penetrated by a couple of broad streets. St. Giles is in the midst of the most populous part of the town, surrounded by broad, splendid avenues in which the gay world of London idles about, in the immediate neighbourhood of Oxford Street, Regent Street, of Trafalgar Square and the Strand. It is a disorderly collection of tall, three or four-storied houses, with narrow, crooked, filthy streets, in which there is quite as much life as in the great thoroughfares of the town, except that, here, people of the working-class only are to be seen. A vegetable market is held in the street, baskets with vegetables and fruits, naturally all bad and hardly fit to use, obstruct the sidewalk still further, and from these, as well as from the fish-dealers’ stalls, arises a horrible smell. The houses are occupied from cellar to garret, filthy within and without, and their appearance is such that no human being could possibly wish to live in them. But all this is nothing in comparison with the dwellings in the narrow courts and alleys between the streets, entered by covered passages between the houses, in which the filth and tottering ruin surpass all description. Scarcely a whole window-pane can be found, the walls are crumbling, door-posts and window-frames loose and broken, doors of old boards nailed together, or altogether wanting in this thieves’ quarter, where no doors are needed, there being nothing to steal. Heaps of garbage and ashes lie in all directions, and the foul liquids emptied before the doors gather in stinking pools. Here live the poorest of the poor, the worst paid workers with thieves and the victims of prostitution indiscriminately huddled together, the majority Irish, or of Irish extraction, and those who have not yet sunk in the whirlpool of moral ruin which surrounds them, sinking daily deeper, losing daily more and more of their power to resist the demoralising influence of want, filth, and evil surroundings.

Nor is St. Giles the only London slum. In the immense tangle of streets, there are hundreds and thousands of alleys and courts lined with houses too bad for anyone to live in, who can still
spend p. 28 anything whatsoever upon a dwelling fit for human beings. Close to the splendid houses of the rich such a lurking-place of the bitterest poverty may often be found. So, a short time ago, on the occasion of a coroner’s inquest, a region close to Portman Square, one of the very respectable squares, was characterised as an abode “of a multitude of Irish demoralised by poverty and filth.” So, too, may be found in streets, such as Long Acre and others, which, though not fashionable, are yet “respectable,” a great number of cellar dwellings out of which puny children and half-starved, ragged women emerge into the light of day. In the immediate neighbourhood of Drury Lane Theatre, the second in London, are some of the worst streets of the whole metropolis, Charles, King, and Park Streets, in which the houses are inhabited from cellar to garret exclusively by poor families. In the parishes of St. John and St. Margaret there lived in 1840, according to the Journal of the Statistical Society, 5,366 working-men’s families in 5,294 “dwellings” (if they deserve the name!), men, women, and children thrown together without distinction of age or sex, 26,830 persons all told; and of these families three-fourths possessed but one room. In the aristocratic parish of St. George, Hanover Square, there lived, according to the same authority, 1,465 working-men’s families, nearly 6,000 persons, under similar conditions, and here, too, more than two-thirds of the whole number crowded together at the rate of one family in one room. And how the poverty of these unfortunates, among whom even thieves find nothing to steal, is exploited by the property-holding class in lawful ways! The abominable dwellings in Drury Lane, just mentioned, bring in the following rents: two cellar dwellings, 3s.; one room, ground-floor, 4s.; second-storey, 4s. 6d.; third-floor, 4s.; garret-room, 3s. weekly, so that the starving occupants of Charles Street alone, pay the house-owners a yearly tribute of £2,000, and the 5,336 families above mentioned in Westminster, a yearly rent of £40,000.

But in spite of all this, they who have some kind of a shelter are fortunate, fortunate in comparison with the utterly homeless. In London fifty thousand human beings get up every morning, not knowing where they are to lay their heads at night. The luckiest of this multitude, those who succeed in keeping a penny or two until evening, enter a lodging-house, such as abound in every great city, where they find a bed. But what a bed! These houses are filled with beds from cellar to garret, four, five, six beds in a room; as many as can be crowded in. Into every bed four, five, or six human beings are piled, as many as can be packed in, sick and well, young and old, drunk and sober, men and women, just as they come, indiscriminately. Then come strife, blows, wounds, or, if these bedfellows agree, so much the worse; thefts are arranged and things done which our language, grown more humane than our deeds, refuses to record. And those who cannot pay for such a refuge? They sleep where they find a place, in passages, arcades, in corners where the police and the owners leave them undisturbed. A few individuals find their way to the refuges which are managed, here and there, by private charity, others sleep on the benches in the parks close under the windows of Queen Victoria.

the London Times:
“It appears from the report of the proceedings at Marlborough Street Police Court in our columns of yesterday, that there is an average number of 50 human beings of all ages, who huddle together in the parks every night, having no other shelter than what is supplied by the trees and a few hollows of the embankment. Of these, the majority are young girls who have been seduced from the country by the soldiers and turned loose on the world in all the destitution of friendless penury, and all the recklessness of early vice.

p. 32 “This is truly horrible! Poor there must be everywhere. Indigence will find its way and set up its hideous state in the heart of a great and luxurious city. Amid the thousand narrow lanes and by-streets of a populous metropolis there must always, we fear, be much suffering—much that offends the eye—much that lurks unseen.

“But that within the precincts of wealth, gaiety, and fashion, nigh the regal grandeur of St. James, close on the palatial splendour of Bayswater, on the confines of the old and new aristocratic quarters, in a district where the cautious refinement of modern design has refrained from creating one single tenement for poverty; which seems, as it were, dedicated to the exclusive enjoyment of wealth, that there want, and famine, and disease, and vice should stalk in all their kindred horrors, consuming body by body, soul, by soul!

“It is indeed a monstrous state of things! Enjoyment the most absolute, that bodily ease, intellectual excitement, or the more innocent pleasures of sense can supply to man’s craving, brought in close contact with the most unmitigated misery! Wealth, from its bright saloons, laughing—an insolently heedless laugh—at the unknown wounds of want! Pleasure, cruelly but unconsciously mocking the pain that moans below! All contrary things mocking one another—all contrary, save the vice which tempts and the vice which is tempted!

“But let all men remember this—that within the most courtly precincts of the richest city of God’s earth, there may be found, night after night, winter after winter, women—young in years—old in sin and suffering—outcasts from society—rotting from famine, filth, and disease. Let them remember this, and learn not to theorise but to act. God knows, there is much room for action nowadays.” {32}
Engels: the Condition of the Working Class in England. 1844
http://www.gutenberg.org/files/17306/17306-h/17306-h.htm

Appendix B.2- Guided Practice Resource

Punch Magazine Archives- Victorian
Leadenhall Street in the City of London. Engraving by J Hopkins after a drawing by Thomas Hosmer Shepherd. Published 1837.
A Victorian slum. A picture of the Seven Dials district of London in 1872. What do you think it was like to live there?
http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/introduction/teachers_resources.shtml
Appendix B.5- Urbanisation Worksheet

Urbanisation Worksheet

Answer the following questions about urbanisation during the 19th century

1. Note the similarities that you see between the two images

2. Note the differences that you see between the two images

3. What does the difference in colour reflect?

4. What do the people look like? What types of conclusions can you draw from each image?

5. Does there appear to be any progress or decline from the two images? Why do you believe one is older/less civilised than the other?

6. How can you tell the images are from the Victorian age? What clues help determine the time period and social setting?

7. How do these images reflect urbanisation in the Victorian era? Do either of these images resemble an accurate depiction of Victorian urbanisation?
Appendix B.6- Industrialisation

English: McNeven, J., The Foreign Department, viewed towards the transept, coloured lithograph, 1851, Ackermann (printer), V&A. The interior of the Crystal Palace in London during the Great Exhibition of 1851.
Appendix B.7 - Industrialisation

Punch Magazine Archives - Victorian
Appendix B.8- Industrialisation Worksheet

Industrialisation Worksheet

1. Answer the following questions about industrialisation during the 19th century


4. How are the images similar/ different?

5. What do the people look like? What types of conclusions can you draw from each image.

6. Does there appear to be any progress or decline from the two images? Why do you believe one is older/ less civilised than the other?

7. How can you tell the images are from the Victorian age? What clues help determine the time period and social setting?

8. How do these images reflect industrialisation in the Victorian era? Do either of these images resemble an accurate depiction of Victorian industrialisation?
Appendix C - Sanitation

C.1- Modeling Example
C.2- Guided Practice Example
C.3- Independent Activity Example
C.4- Independent Activity Example
C.5 Independent Activity Example
Appendix C.1- Modeling Example

Original map made by John Snow in 1854. Cholera cases are highlighted in black.

Appendix C.2- Guided Practice Example

<table>
<thead>
<tr>
<th></th>
<th>Average life expectancy</th>
<th>professional trades</th>
<th>tradesmen</th>
<th>labourers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rutland</td>
<td>52</td>
<td>41</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Leeds</td>
<td>44</td>
<td>27</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Liverpool</td>
<td>35</td>
<td>22</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Manchester</td>
<td>38</td>
<td>20</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Bolton</td>
<td>34</td>
<td>23</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Appendix C.3- Independent Activity Example

A DROP OF LONDON WATER.

Punch Magazine Archives- Victorian
Appendix C.4- Independent Activity Example

Punch Magazine Archives- Victorian
Appendix C.5- Independent Activity Example

Punch Magazine Archives- Victorian
Appendix D

viii. Modeling Resource (Appendix D.1)
ix. Guided Practice Resource (Appendix D.2)
x. Historical Perspective Worksheet (Appendix D.3)
xi. Expert Group A Resources (Appendix D.4, D.5, D.6)
xi. Expert Group B Resources (Appendix D.7, D.8)
iii. Expert Group C Resources (Appendix D.9, D.10, D.11)
xiv. Expert Group D Resources (Appendix D.12, D.13)
Appendix D.1- Modeling Example

Poverty map of Old Nichol slum, East End of London, showing Bethnal Green Road, from Charles Booth's Labour and Life of the People. Volume 1: East London (London: Macmillan, 1889). The streets are colored to represent the economic class of the residents: Yellow ("Upper-middle and Upper classes, Wealthy"), red ("Lower middle class - Well-to-do middle class"), pink ("Fairly comfortable good ordinary earnings"), blue ("Intermittent or casual earnings"), and black ("lowest class...occasional labourers, street sellers, loafers, criminals and semi-criminals")
Appendix D.2- Guided Practice Resource

“Among this congregation were some evil-looking young women, and beetle-browed young men; but not many — perhaps that kind of characters kept away. Generally, the faces (those of the children excepted) were depressed and subdued, and wanted colour. Aged people were there, in every variety. Mumbling, bleary-eyed, spectacled, stupid, deaf, lame; vacantely winking in the gleams of sun that now and then crept in through the open doors, from the paved yard, shading their listening ears or blinking eyes with their withered hands; poring over their books, leering at nothing, going to sleep, crouching and drooping in corners. There were weird old women, all skeleton within, all bonnet and cloak without, continually wiping their eyes with dirty dusters of pocket-handkerchiefs; and there were ugly old crones, both male and female, with a ghastly kind of contentment upon them which was not at all comforting to see. Upon the whole, it was the dragon, Pauperism, in a very weak and impotent condition; toothless, fangless, drawing his breath heavily enough, and hardly worth chaining up…

The dropped child seemed too small and poor a thing for Death to be in earnest with, but Death had taken it; and already its diminutive form was neatly washed, composed, and stretched as if in sleep upon a box. I thought I heard a voice from Heaven saying, It shall be well for thee, O nurse of the itch-ward, when some less gentle pauper does those offices to thy cold form, that such as the dropped child are the angels who behold my Father’s face!

In one place, the Newgate of the Workhouse, a company of boys and youths were locked up in a yard alone; their day-room being a kind of kennel where the casual poor used formerly to be littered down at night. Divers of them had been there some long time. "Are they never going away?" was the natural enquiry. "Most of them are crippled, in some form or other," said the wardsman, "and not fit for anything." They slunk about, like dispirited wolves or hyaenas; and made a pounce at their food when it was served out, much as those animals do. The big-headed idiot shuffling his feet along the pavement, in the sunlight outside, was a more agreeable object every way.

Groves of babies in arms; groves of mothers and other sick women in bed; groves of lunatics; jungles of men in stone-paved down-stairs day-rooms, waiting for their dinners; longer and longer groves of old people, in up-stairs Infirmary wards, wearing out life, God knows how — this was the scenery through which the walk lay, for two hours.

The morsel of burnt child, lying in another room, so patiently, in bed, wrapped in lint, and looking steadfastly at us with his bright quiet eyes when we spoke to him kindly, looked as if the knowledge of these things, and of all the tender things there are to think about, might have been in his mind — as if he thought, with us, that there was a fellow-feeling in the pauper nurses which appeared to make them more kind to their charges than the race of common nurses in the hospitals — as if he mused upon the Future of some older children lying around him in the same place, and thought it best, perhaps, all things considered, that he should die — as if he knew,
without fear, of those many coffins, made and unmade, piled up in the store below, and of his unknown friend, "the dropped child," calm upon the box-lid covered with a cloth. But there was something wistful and appealing, too, in his tiny face, as if, in the midst of all the hard necessities and incongruities he pondered on, he pleaded, in behalf of the helpless and the aged poor, for a little more liberty — and a little more bread.”

Charles Dickens, "A Walk in a Workhouse" Household Words, 25 May 1850
http://www.victorianweb.org/authors/dickens/poorlaw.html
Appendix D.3- Activity Worksheet

Victorian Middle and Working Class Worksheet: An exercise in Historical Perspective

After reviewing the provided resources answer the following questions with your expert group

1. What types of differences to do you see among the resources? Be specific.

2. How do the resources fit into the historical context of the Victorian era? Be specific, drawing on content from the lecture.

3. Are there any obvious believes in the resources? Explain in detail.
CHAPTER I.

THE MISTRESS.

"Strength and honour are her clothing; and she shall rejoice in time to come. She openeth her mouth with wisdom; and in her tongue is the law of kindness. She looketh well to the ways of her household; and eateth not the bread of idleness. Her children rise up, and call her blessed; her husband also, and he praiseth her."—Proverbs, xxxi. 25—28.

1. AS WITH THE COMMANDER OF AN ARMY, or the leader of any enterprise, so is it with the mistress of a house. Her spirit will be seen through the whole establishment; and just in proportion as she performs her duties intelligently and thoroughly, so will her domestics follow in her path. Of all those acquirements, which more particularly belong to the feminine character, there are none which take a higher rank, in our estimation, than such as enter into a knowledge of household duties; for on these are perpetually dependent the happiness, comfort, and well-being of a family. In this opinion we are borne out by the author of "The Vicar of Wakefield," who says: "The modest virgin, the prudent wife, and the careful matron, are much more serviceable in life than petticoated philosophers, blustering heroines, or virago queens. She who makes her husband and her children happy, who reclaims the one from vice and trains up the other to virtue, is a much greater character than ladies described in romances, whose whole occupation is to murder mankind with shafts from their quiver, or their eyes."

2. PURSUING THIS PICTURE, we may add, that to be a good housewife does not necessarily imply an abandonment of proper pleasures or amusing recreation; and we think it the more necessary to express this, as the performance of the duties of a mistress may, to some minds, perhaps seem to be
Appendix D.5- Expert Group A
THE USE OF ADULTERATION.

Lady: "If you please, sir, mother says, will you let her have a quarter of a pound of your finest tea to kill the rats with, and a quarter of chocolate as would get rid of the black hedges?"

Punch Magazine Archives- Victorian
Appendix D.7- Expert Group B

Lower Class Living

On the way Wilson said Davenport was a good fellow, though too much of the Methodee; that his children were too young to work, but not too young to be cold and hungry; that they had sunk lower and lower, and pawned thing after thing, and that they now lived in a cellar in Berry Street, off Store Street. Barton growled inarticulate words of no benevolent import to a large class of mankind, and so they went along till they arrived in Berry Street. It was unpaved: and down the middle a gutter forced its way, every now and then forming pools in the holes with which the street abounded. Never was the old Edinburgh cry of Gardez l'eau! more necessary than in this street. As they passed, women from their doors tossed household slops of EVERY description into the gutter; they ran into the next pool, which overflowed and stagnated. Heaps of ashes were the stepping-stones, on which the passer-by, who cared in the least for cleanliness, took care not to put his foot. Our friends were not dainty, but even they picked their way, till they got to some steps leading down to a small area, where a person standing would have his head about one foot below the level of the street, and might at the same time, without the least motion of his body, touch the window of the cellar and the damp muddy wall right opposite. You went down one step even from the foul area into the cellar in which a family of human beings lived. It was very dark inside. The window-panes, many of them, were broken and stuffed with rags, which was reason enough for the dusky light that pervaded the place even at midday. After the account I have given of the state of the street, no one can be surprised that on going into the cellar inhabited by Davenport, the smell was so foetid as almost to knock the two men down. Quickly recovering themselves, as those inured to such things do, they began to penetrate the thick darkness of the place, and to see three or four little children rolling on the damp, nay wet brick floor, through which the stagnant, filthy moisture of the street oozed up; the fire-place was empty and black; the wife sat on her husband's lair, and cried in the dark loneliness.

Elizabeth Gaskell Mary Barton 1848
Appendix D.8- Expert Group B

Upper Class Living

It is a pretty sight to walk through a street with lighted shops; the gas is so brilliant, the display of goods so much more vividly shown than by day, and of all shops a druggist's looks the most like the tales of our childhood, from Aladdin's garden of enchanted fruits to the charming Rosamond with her purple jar. No such associations had Barton; yet he felt the contrast between the well-filled, well-lighted shops and the dim gloomy cellar, and it made him moody that such contrasts should exist. They are the mysterious problem of life to more than him. He wondered if any in all the hurrying crowd had come from such a house of mourning. He thought they all looked joyous, and he was angry with them...Wilson had about two miles to walk before he reached Mr. Carson's house, which was almost in the country. The streets were not yet bustling and busy. The shopmen were lazily taking down the shutters, although it was near eight o'clock; for the day was long enough for the purchases people made in that quarter of the town, while trade was so flat. Mr. Carson's was a good house, and furnished with disregard to expense. But, in addition to lavish expenditure, there was much taste shown, and many articles chosen for their beauty and elegance adorned his rooms. As Wilson passed a window which a housemaid had thrown open, he saw pictures and gilding, at which he was tempted to stop and look; but then he thought it would not be respectful. So he hastened on to the kitchen door. The servants seemed very busy with preparations for breakfast; but good-naturedly, though hastily, told him to step in, and they could soon let Mr. Carson know he was there. So he was ushered into a kitchen hung round with glittering tins, where a roaring fire burnt merrily, and where numbers of utensils hung round, at whose nature and use Wilson amused himself by guessing. Meanwhile, the servants bustled to and fro; an outdoor manservant came in for orders, and sat down near Wilson. The cook broiled steaks, and the kitchen-maid toasted bread, and boiled eggs...The coffee steamed upon the fire, and altogether the odours were so mixed and appetising, that Wilson began to yearn for food to break his fast, which had lasted since dinner the day before. If the servants had known this, they would have willingly given him meat and bread in abundance; but they were like the rest of us, and not feeling hunger themselves, forgot it was possible another might. So Wilson's craving turned to sickness, while they chatted on, making the kitchen's free and keen remarks upon the parlour.

Elizabeth Gaskell Mary Barton 1848
Appendix D.9- Expert Group C

23 boys at Crumpsall Workhouse, circa 1895-1897
Appendix D.10- Expert Group C

Eventide: A Scene in the Westminster Union 1878
Appendix D.11- Expert Group C

English: Plan of St. Mary Abbots Hospital, showing Kensington Workhouse and the Workhouse of St. Margaret and St. John, Westminster, 1867.
Appendix D.12- Expert Group D

Punch Magazine Archives- Victorian

PIN MONEY.

NEEDLE MONEY.
Appendix D.13- Expert Group D

Punch Magazine Archives- Victorian
Appendix E

E.1-Modeling Resource (Appendix E.1)
E.2- Group A resource
E.3-Group A Resource
E.4- Group A Resource
E.5-Group B Resource
E.6- Group B Resource
E.7- Group B Resource
E.8- Group B Resource
E.9- Worksheet
Appendix E.1- Modeling Resource

Punch Cartoon Archives- Victorian
Appendix E.2- Group A Resource

Chartism

A feeling very generally exists that the condition and disposition of the Working Classes is a rather ominous matter at present; that something ought to be said, something ought to be done, in regard to it. And surely, at an epoch of history when the ‘National Petition’ carts itself in waggons along the streets, and is presented ‘bound with iron hoops, four men bearing it’, to a Reformed House of Commons; and Chartism numbered by the million and half, taking nothing by its iron-hooped Petition, breaks out into brickbats, cheap pikes, and even into sputterings of conflagration, such very general feeling cannot be considered unnatural! To us individually this matter appears, and has for many years appeared, to be the most ominous of all practical matters whatever; a matter in regard to which if something be not done, something will do itself one day, and in a fashion that will please nobody. The time is verily come for acting in it; how much more for consultation about acting in it, for speech and articulate inquiry about it!

What are the rights, what are the mights of the discontented Working Classes in England at this epoch? He were an Ædipus, and deliverer from sad social pestilence, who could resolve us fully! For we may say beforehand, The struggle that divides the upper and lower in society over Europe, and more painfully and notably in England than elsewhere, this too is a struggle which will end and adjust itself as all other struggles do and have done, by making the right clear and the might clear; not otherwise than by that. Meantime, the questions. Why are the Working Classes discontented; what is their condition, economical, moral, in their houses and their hearts, as it is in reality and as they figure it to themselves to be; what do they complain of; what ought they, and ought they not to complain of?—these are measurable questions; on some of these any common mortal, did he but turn his eyes to them, might throw some light. Certain researches and considerations of ours on the matter, since no one else will undertake it, are now to be made public. The researches have yielded us little, almost nothing; but the considerations are of old date, and press to have utterance. We are not without hope that our general notion of the business, if we can get it uttered at all, will meet some assent from many candid men.

Chartism Thomas Charyle http://en.wikisource.org/wiki/Chartism/Chapter_2
Appendix E.3- Group A Resource

Poster advertising the "Monster" Chartist Demonstration, held on April 10 1848, proceeding to Kennington Common.
Appendix E.4- Group A Resource

Chartism Movement- 1848
Appendix E.5- Group B Resource

The Chartist dream of equality is the most cruel of all the temptations with which mob-traps are baited; for it is at once the most specious and the most false. There can be no equality, any more than there can be a sea without a shore! Superiority is not a thing of man’s devising, but of God’s appointing. Gradation is His law. Let any honest, intelligent man examine, or stand by while others examine, a class at one of the national schools. He will there see “the common brotherhood of man” as God ordained it. He will see, ranged side by side, the weak and the strong, the teachable and the stubborn, hopeless stupidity and wonderful clearness of intellect; and the conviction of the consequent future inequality of their positions in life will be a self-evident proposition in his mind. The only verification that exists of the fabled phœnix is the necessity of rulers. From the ashes of that page: 6 nondescript thing called “Government” for ever rises the living principle, if not the bodily copy, of the past. From the fragments and dust of broken thrones, or desecrated scaffolds, it shapes itself anew; an emblem of the great fact necessary for the constitution of human society. Call it King, Emperor, Dictator, President—or, by a noun of multitude, the National Assembly, the Sovereign People—call it what you will, it is there—the evidence that equality cannot subsist, is not expected to subsist; that the mass must be governed; that a change of governors is all that the most complete revolution can achieve. Is it not, then, a melancholy thing to see the perverted submission with which men who disdain to be subjects to law are content to be slaves to faction—men who raise an outcry against the control of a class, and will yet be led to destruction by an individual? If I could preach to the people one text, brief as their respite from toil, and simple as their needs, it would be this:—“Fear your governments less and your leaders more.” Beware that your so-called leaders be not mis-leaders. Do not be made blind sacrifices to one man’s vanity, another man’s anger, or the ambition of a third.


http://webapp1.dlib.indiana.edu/vwwp/view?docId=VAB7110&chunk.id=d1e482&toc.id=d1e475&brand=vwwp;query=#docView
English: "A Leap in the Dark", cartoon commenting on the 1867 reform bill, showing Britannia galloping blind into the thicket of reform, while a top-hatted hunting party looks on.

John Tenniel cartoon in the August 3 1867 issue of Punch.
Engraving from 1886 book "True Stories of the Reign of Queen Victoria" by Cornelius Brown
Appendix E.8- Group B Resource

Punch Magazine Archives- Victorian
Appendix E.9- Chartism/ Historical Significance Worksheet

In your groups answer the following questions

1. Do any of these images seem significant? Why, be specific.

2. In each image what is the most significant aspect? Is it a picture, facial expression, choice of words? Why is it the most significant?

3. Explain as much as you can about the images. Who, what where when why did they occur?

4. If you had to use one image to describe the Chartism through these images which would you chose and why?
Appendix F

Appendix F.1- Modeling Resources Nightingale
Appendix F.2- Modeling Resources Nightingale
Appendix F.3- Modeling Resources Seacole
Appendix F.4- Modeling Resources Seacole
Appendix F.5-Upper and Middle Class Resources
Appendix F.6-Upper and Middle Class Resources
Appendix F.7-Upper and Middle Class Resources
Appendix F.8-Upper and Middle Class Resources
Appendix F.9-Upper and Middle Class Resources
Appendix F.10-Working and Fallen Women Resource
Appendix F.11-Working and Fallen Women Resource
Appendix F.12-Working and Fallen Women Resource
Appendix F.13-Working and Fallen Women Resource
Appendix F.14- Upper and Middle Class Activity Sheet
Appendix F.1- Modeling Resource Nightingale

"The Mission of Mercy: Florence Nightingale Receiving the Wounded at Scutari" painted by Jerry Barrett between 1856 and 1858, in the National Portrait Gallery, London. The work includes likenesses of many of those at the Hospital. The artist has depicted himself looking in a window at the scene.
Appendix F.2- Modeling Resource Nightingale

Florence Nightingale from Carte de Visite 1850s
Appendix F.3- Modeling Resources Seacole

English: Only known photograph of Mary Seacole (1805-1881), taken c.1873 by Maull & Company in London by an unknown photographer (who probably died before 1936)
Appendix F.4 - Modeling Resource Seacole

English: Photo of a portrait of Mary Seacole (1805-1881), c.1869, by otherwise unknown London artist Albert Charles Challen (1847-1881). Original held by the National Portrait Gallery in London

Appendix F.5 - Upper and Middle Class Resource
I have already stated, that women, in their position in life, must be content to be inferior to men; but as their inferiority consists chiefly, in their want of power, this deficiency is abundantly made up to them by their capability of exercising influence; it is made up to them also in other ways, incalculable in their number and extent, but in none so effectually as by that order of Divine Providence which places them, in a moral and religious point of view, on the same level with man; nor can it be a subject of regret to any right-minded woman, that they are not only exempt from the most laborious occupations both of mind and body, but also from the necessity of engaging in those eager pecuniary speculations, and in that fierce conflict of worldly interests, by which men are so deeply occupied as to be in a manner compelled to stifle their best feelings, until they become in reality the characters they at first only assumed. Can it be a subject of regret to any kind and feeling woman, that her sphere of action is one adapted to the exercise of the affections, where she may love, and trust, and hope, and serve, to the utmost of her wishes? Can it be a subject of regret that she is not called upon, so much as man, to calculate, to compete, to struggle, but rather to occupy a sphere in which the elements of discord cannot with propriety be admitted—in which beauty and order are expected to denote her presence, and where the exercise of benevolence is the duty she is most frequently called upon to perform.

Women almost universally consider themselves, and wish to be considered by others, as extremely affectionate; scarcely can a more severe libel be pronounced upon a woman than to say that she is not so. Now the whole law of woman's life is a law of love. I propose, therefore, to treat the subject in this light—to try whether the neglect of their peculiar duties does not imply an absence of love, and whether the principle of love, thoroughly carried out, would not so influence their conduct and feelings as to render them all which their best friends could desire.

Let us, however, clearly understand each other at the outset. To love, is a very different thing from a desire to be beloved. To love, is woman's nature—to be beloved is the consequence of her having properly exercised and controlled that nature. To love, is woman's duty—to be beloved, is her reward.


Appendix F.6- Upper and Middle Class Resource

Man must be pleased; but him to please
Is woman's pleasure; down the gulf
Of his condoled necessities
She casts her best, she flings herself.
How often flings for nought, and yokes
Her heart to an icicle or whim,
Whose each impatient word provokes
Another, not from her, but him;
While she, too gentle even to force
His penitence by kind replies,
Waits by, expecting his remorse,
With pardon in her pitying eyes;
And if he once, by shame oppress'd,
A comfortable word confers,
She leans and weeps against his breast,
And seems to think the sin was hers;
Or any eye to see her charms,
At any time, she's still his wife,
Dearly devoted to his arms;
She loves with love that cannot tire;
And when, ah woe, she loves alone,
Through passionate duty love springs higher,
As grass grows taller round a stone.
Thackery 1854

Appendix F.7- Upper and Middle Class Resource
English: On the Shores of Bognor Regis (Oil on Canvas) - William Halford & Family painted by A. M. Rossi
1887

Appendix F.8- Upper Class Resources
Fashion plate from The Englishwoman's Domestic Magazine of an 1869 issue

http://www.fashion-era.com/fashion_plates/0007_englishwomans_domestic_1869.htm

Appendix F.9- Upper Class Resources
Appendix F.10- Working and Fallen Women Resources

Police estimates of known prostitutes

Date  London    England and Wales
<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>House Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1839</td>
<td>6,371</td>
<td>–</td>
</tr>
<tr>
<td>1841</td>
<td>9,404</td>
<td>–</td>
</tr>
<tr>
<td>1856</td>
<td>8,600</td>
<td>–</td>
</tr>
<tr>
<td>1858</td>
<td>7,194</td>
<td>27,113</td>
</tr>
<tr>
<td>1859</td>
<td>6,649</td>
<td>28,743</td>
</tr>
<tr>
<td>1861</td>
<td>7,124</td>
<td>29,572</td>
</tr>
<tr>
<td>1862</td>
<td>5,795</td>
<td>28,449</td>
</tr>
<tr>
<td>1863</td>
<td>5,581</td>
<td>27,411</td>
</tr>
<tr>
<td>1864</td>
<td>5,689</td>
<td>26,802</td>
</tr>
<tr>
<td>1865</td>
<td>5,911</td>
<td>26,213</td>
</tr>
<tr>
<td>1866</td>
<td>5,544</td>
<td>24,717</td>
</tr>
<tr>
<td>1867</td>
<td>5,628</td>
<td>24,999</td>
</tr>
<tr>
<td>1888</td>
<td>5,678</td>
<td>24,311</td>
</tr>
</tbody>
</table>


Appendix F.11- Working and Fallen Women Resources
In Found, the scene is early morning light, when a man, bringing his calf to the city of London on market day, comes upon a woman collapsed by the side of the road, her face green with illness. As he goes to her aid, he recognizes her as his sweetheart of earlier (and happier days) from his country village. Rossetti hints at her fallen state by including faded roses on her dress designed 1865; begun 1869 (unfinished)

Appendix F.12- Working and Fallen Women Resource
Appendix F.13- Working and Fallen Women Resources

Lower class women
“So with this consciousness she had early determined that her beauty should make her a lady; the rank she coveted the more for her father's abuse; the rank to which she firmly believed her lost aunt Esther had arrived. Now, while a servant must often drudge and be dirty, must be known as his servant by all who visited at her master's house, a dressmaker's apprentice must (or so Mary thought) be always dressed with a certain regard to appearances; must never soil her hands, and need never redder or dirty her face with hard labour. Before my telling you so truly what folly Mary felt or thought, injures her without redemption in your opinion, think what are the silly fancies of sixteen years of age in every class, and under all circumstances. The end of all the thoughts of father and daughter was, as I said before, Mary was to be a dressmaker; and her ambition prompted her unwilling father to apply at all the first establishments, to know on what terms of painstaking and zeal his daughter might be admitted into ever so humble a workwoman's situation. But high premiums were asked at all; poor man! he might have known that without giving up a day's work to ascertain the fact. He would have been indignant, indeed, had he known that if Mary had accompanied him, the case might have been rather different, as her beauty would have made her desirable as a show-woman. Then he tried second-rate places; at all the payment of a sum of money was necessary, and money he had none. Disheartened and angry, he went home at night, declaring it was time lost; that dressmaking was at all events a troublesome business, and not worth learning. Mary saw that the grapes were sour, and the next day she set out herself, as her father could not afford to lose another day's work; and before night (as yesterday's experience had considerably lowered her ideas) she had engaged herself as apprentice (so called, though there were no deeds or indentures to the bond) to a certain Miss Simmonds, milliner and dressmaker, in a respectable little street leading off Ardwick Green, where her business was duly announced in gold letters on a black ground, enclosed in a bird's-eye maple frame, and stuck in the front-parlour window; where the workwomen were called "her young ladies"; and where Mary was to work for two years without any remuneration, on consideration of being taught the business; and where afterwards she was to dine and have tea, with a small quarterly salary (paid quarterly because so much more genteel than by the week), a VERY small one, divisible into a minute weekly pittance. In summer she was to be there by six, bringing her day's meals during the first two years; in winter she was not to come till after breakfast. Her time for returning home at night must always depend upon the quantity of work Miss Simmonds had to do.”

Elizabeth Gaskell Mary Barton 1848
Appendix F.14- Women Activity Sheet

Answer the following questions based on examining the images. Keep in mind that each image can be seen as a piece of evidence

1. Who created these images and when, where, and why were they made?

2. Do any of these images help support a specific historical interpretation of a specific role of a group of women?

3. How do the images extend to your content knowledge?

4. Do the images show you something new or unexpected?
Appendix G

Appendix G.1 - Model resource
Appendix G.2 - Child group resource
Appendix G.3 - Child group resource
Appendix G.4 - Child group resource
Appendix G.5 - Child group resource
Appendix G.1- Model resource

Extract from the evidence of John Otterson to the Royal Commission into the Employment of Children in Mines, 1842.

http://www.dur.ac.uk/4schools/Localhistory/Worklg.htm
Appendix G.2- Child group resource

Children’s Employment Commission.

REPORT by FREDERICK ROPER, Esq., on the Employment of Children and Young Persons in Trades and Manufactures in the South of Ireland, and on the State, Condition, and Treatment of such Children and Young Persons.

TO HER MAJESTY’S COMMISSIONERS.

1.—CALICO PRINTING MANUFACTORY OF MESSRS. J. AND J. DUFFY AND CO.

22, Richmond Hill, Rathmines Road, Dublin.

9th February, 1841.

GENTLEMEN,

1. I have now to transmit you the following brief Report on the Calico Printing Establishment of Messrs. J. and J. Duffy and Co., situated at Ballsbridge, on the River Dodder, about a mile and a half from Dublin.

2. There are at present 470 persons employed in this factory, of whom 78 are children under 13 years of age: this number, however, varies greatly every week, at this season of the year, according to the quantity of work to be done.

3. I have had repeated opportunities of observing the great regularity and good management with which these very extensive works are carried on, comprising, as they do within themselves, the making of every kind of machinery used by them, in the operation of calico printing, except that required by steam and water power.

4. I have endeavoured, as far as possible, in taking the evidence, to embrace all the objects specified in the Instructions, and from my own observations and the numerous inquiries I have made, feel assured of the general correctness of it.

5. Many of the men, and nearly all the women in this Factory, are employed as blockers, and nearly all the children of both sexes, as tierers, an employment by no means laborious; each blocker requires a tierer. The males and females work in separate and distinct parts of the buildings, and are not allowed to communicate. The children, generally, look well, healthy, and happy. The rooms they work in are of good size, and not crowded, but certainly very warm, which heat, it appears, is necessary for the works carried on. There are no thermometers in the workrooms, neither do the windows open. There is no machinery in the rooms where the children work, neither are they employed in cleaning machinery. There is no separate room for washing or changing clothes. All the people in the works go home to their meals. Their hours of labour are ten and a half, exclusive of one and a half for meals: in the summer, when there is a press of work, they occasionally work two or three hours overtime, for which they are paid extra. The children earn girls, from one to two shillings per week; boys rather more. Only one accident has happened in this Factory for a very considerable time.

6. If appears evident that no punishment of the children is permitted; they sometimes are slapped by the blockers for inattention, but even this is interdicted, and any persons discovered ill-treating the children are liable to be fined. In fact there are such an abundant number of children anxious to be employed in these works, that this of itself is an inducement to good conduct; the ill-conducted ones are refused employment altogether. The parents in the neighbourhood, from extreme poverty, seek to obtain this employment for their children, that their small earnings may help to contribute to their own support.

7. I purposely visited the Factory one night at eight o’clock, to observe the children on quitting their work; they all appeared joyous and merry, more like children leaving school than a Factory where they had been at work ten hours and a half. It is true the work at this time was slack.
Appendix G.3- Child Group Resource

Songs of Innocence

When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry 'weep! 'weep! 'weep! 'weep!
So your chimneys I sweep, and in soot I sleep.

There's little Tom Dacre, who cried when his head,
That curled like a lamb's back, was shaved: so I said,
"Hush, Tom! never mind it, for when your head's bare,
You know that the soot cannot spoil your white hair."

And so he was quiet; and that very night,
As Tom was a-sleeping, he had such a sight, -
That thousands of sweepers, Dick, Joe, Ned, and Jack,
Were all of them locked up in coffins of black.

And by came an angel who had a bright key,
And he opened the coffins and set them all free;
Then down a green plain leaping, laughing, they run,
And wash in a river, and shine in the sun.

Then naked and white, all their bags left behind,
They rise upon clouds and sport in the wind;
And the angel told Tom, if he'd be a good boy,
He'd have God for his father, and never want joy.

And so Tom awoke; and we rose in the dark,
And got with our bags and our brushes to work.
Though the morning was cold, Tom was happy and warm;
So if all do their duty they need not fear harm.

**Songs of Experience**

A little black thing among the snow,
Crying "'weep! 'weep!" in notes of woe!
"Where are thy father and mother? Say!"--
"They are both gone up to the church to pray.

"Because I was happy upon the heath,
And smiled among the winter's snow,
They clothed me in the clothes of death,
And taught me to sing the notes of woe.

"And because I am happy and dance and sing,
They think they have done me no injury,
And are gone to praise Yaweh and his priest and king,
Who make up a heaven of our misery."

"The Chimney Sweeper" is the title of two poems by William Blake, published in Songs of Innocence in 1789 and Songs of Experience in 1794
### Appendix G.4- Child Group Resource

Percentage children working in England and Wales[^33]

<table>
<thead>
<tr>
<th>Census Year</th>
<th>% Boys aged 10–14 as child labour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1881</td>
<td>22.9</td>
</tr>
<tr>
<td>1891</td>
<td>26.0</td>
</tr>
<tr>
<td>1901</td>
<td>21.9</td>
</tr>
<tr>
<td>1911</td>
<td>18.3</td>
</tr>
</tbody>
</table>

*Note:* These are averages; child labour in [Lancashire](#) was 80%.

*Source:* Census of England and Wales

[^33]: Reference or citation for the data source.
Appendix G.5- Child Group Resource

A seven-flue stack, showing how it would be cleaned by Climbing boys, or with little modification by a human cleaning machine (a brush). In the diagram:

A- is a hearth served by vertical flue, a horizontal flue, and then a vertical rise having two right-angled bends that were difficult for brushes.

B- is a long straight flue (14in by 9in) being climbed by a boy using back elbows and knees.
C- is a short flue from a second floor hearth. The climbing boy has reached the chimney pot, which has a diametre too small for him to exit that way

D (omitted) is a short flue from the third floor

E shows a disaster. The climbing boy is stuck in the flue, his knees jammed against his chin. The master sweep will have to cut away the chimney to remove him. First he will try to persuade him to move: sticking pins in the feet, lighting a small fire under him. Another boy could climb up behind him and try to pull him out with a rope tied round the legs- it would be hours before he suffocated.

F (omitted)

G How a flue could be straighten to make it sweepable by mechanical means

H A dead climbing boy, suffocated in a fall of soot that accumulated at the cant of the flue. Strange 1982, p. 7

Mechanics' Magazine, digitised.

Joseph Glass, 1834
Appendix H

H.1 Victorian Britain Content Assessment
Victorian Britain Content Assessment

- This assessment is to determine the level of knowledge and understanding of the content of Victorian Britain as well as connecting content to historical thinking.

- You have access to all the resources used throughout the unit available, all of which have been explored throughout the unit and are available in the appendixes. Pick THREE (3) and answer each of the following questions for each image.

Resource One

1. Describe the resource

2. Connect the resource to a section of covered content and describe the connection

3. Explain the connection of the content to the unit as a whole

4. Connect the resource to a historical thinking concept

5. Define the chosen historical thinking concept and explain the significance of the concept.

Resource Two

1. Describe the resource

2. Connect the resource to a section of covered content and describe the connection

3. Explain the connection of the content to the unit as a whole
4. Connect the resource to a historical thinking concept

5. Define the chosen historical thinking concept and explain the significance of the concept.

Resource Three

1. Describe the resource

2. Connect the resource to a section of covered content and describe the connection

3. Explain the connection of the content to the unit as a whole

4. Connect the resource to a historical thinking concept

5. Define the chosen historical thinking concept and explain the significance of the concept.