

A Teachers' Guide to Using the Work Interactive

Manchester Art Gallery

www.manchestergalleries.org/ford-madox-brown

We would be delighted to receive your feedback on this resource. Please send any comments or suggestions for further activities to a.woodall@manchester.gov.uk

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Aims and Objectives

This resource has the following intended learning outcomes for teachers and pupils. These are based on the 'Inspiring Learning for All' methodology, which is the standard framework for evaluating learning outlined by the Museums, Libraries and Archives Council (MLA). <http://www.inspiringlearningforall.gov.uk/>

	Pupils	Teachers
Knowledge and Understanding	To learn about different types and classes of people in Victorian Britain through the characters portrayed in Ford Madox Brown's Work.	To develop new ways of using an artwork to explore historical themes.
Skills	To develop communication skills and ICT skills.	To develop ICT and interactive whiteboard skills.
Attitudes and Values	To understand different attitudes towards work in Victorian Britain. To interact and empathise with a variety of different characters.	To understand and believe that artworks and galleries can support historical learning.
Inspiration, Enjoyment, Creativity	To be encouraged to look further into the painting and create own stories around the characters. To have fun.	To have fun and enjoy seeing pupils having fun.
Behaviour and Progression	To visit the gallery to see the real painting or re-visit to see other parts of the collection.	To plan use of the online resource into schemes of work. To plan an annual gallery trip.

Background to Interactive

The interactive has been designed in consultation with teachers, education advisors and gallery educators, and was built by a web design company called 'prego*' based in Otley, near Leeds.

The idea was literally to bring Ford Madox Brown's painting, *Work* to life, through the use of actors as talking heads, as well as engaging pupils through a range of different experiences and activities. Inspiring discussion and asking open-ended questions are crucial aspects of the resource, as are the development of historical skills. These notes for teachers are intended to help teachers get the most from the interactive element.

The interactive has 5 sections and each of these is outlined in the following pages, along with the accompanying resources, transcripts and worksheets.

Introduction: Activities

This is an audiovisual introduction to the site. The aim is to engage pupils by showing that the site of *Work* is a real place that still exists today. A transcript for the introduction can also be downloaded from the Teachers' area.

Activity and Discussion Ideas

- Compare and contrast the street scene today with the scene in Victorian times. You could look at the section about Hampstead today in 'Background to the painting' for more images.
- Imagine what sounds you would have heard and things you would have smelt in Victorian times.
- How do you think this area sounds and smells today?
- Look up Heath Street, London on the map linked to Hampstead today in 'Background to the painting'. Find out what businesses and types of work exist there today.

- What do you think counts as hard work?
- Why do people work? What is the point of working?

Introduction: Transcript

This is a photograph of a real street taken in 2007.

But we are going to go on a journey back in time.

Between 1852 and 1865, this very street was painted by Victorian artist, Ford Madox Brown in his famous piece entitled *Work*.

Step inside and explore his painting to discover more about the lives of the characters and their attitudes to work in Victorian times.

Meet the People: Activities

Six characters have been selected to talk about themselves and offer different attitudes to work and other aspects of Victorian society.

To interpret the painting in as authentic a way as possible, words are deliberately spoken in character rather than in KS2 child-friendly speech. A glossary is provided and transcripts of these can be downloaded from the Teachers' area, as well as in this document.

The six characters are:

Navvy (central)
Chickweed Seller (front left)
Campaigner (back left)
Reverend Maurice (front right)
Urchin Girl (central)
Orange Seller (far right)

As you click on a character, she or he will 'come alive' and give a snapshot into their life and work. The video can be paused, rewind and forwarded using the scrolling navigation underneath.

Activities – General

- Literacy/History: Listen to each character in turn. Use the glossary to identify and explain any confusing or new words and phrases.
- History/Citizenship: Which character would you most like to be and why?
- History/Citizenship: Which character do you think works the hardest and why?
- History/Citizenship: Which character do you think works the least hard and why?
- History/Citizenship: Why is each of the characters in the city at this time? Where might they have come from or be going to?
- Literacy: Choose one of the characters and write 'A Day in the Life' of that character.
- Art: Draw your chosen character at work.
- Literacy/Drama/Citizenship: Work with a partner to devise a conversation that might have taken place between any two different characters. How do they react towards each other?

Character specific activities

Navy

- Drama: Work in groups to create freeze-frames of navvies during different stages of the day. Recreate the navvies in Work and photograph yourselves in position.
- Citizenship: Which jobs today do you think are similar to the work of a navy?
- Art: Create a modern day navy scene.
- Drama/Literacy: Imagine you are a navy and that you have just finished a hard day's work and are now relaxing in the alehouse. What might you say about your day at work?
- Citizenship: Imagine you are a member of the butty gang. Write your own set of rules for the gang. Think about the importance of working together in a team.
- Citizenship: Work in teams to build a bridge out of newspaper, sellotape and straws. Think about the different jobs people will have to do when working together. Whose team can make the best bridge?
- D&T: Make a packed lunch to carry to work in your tommy bag. What might you have to eat during the day?
- Music: Navvies often sang songs while they worked. Can you find any examples of these Victorian songs?

Chickweed Seller

- Literacy: Describe this character – what is he like as a person?
- Citizenship: Do you like this character? Why or why not?
- Citizenship: Do you think the Chickweed Seller is working hard? Explain why or why not?
- History/Literacy: In Victorian times, different plants, herbs and flowers had different symbolic meanings. Can you find out what different plants symbolised?
- History/Citizenship: Chickweed was used as food for the songbirds belonging to rich people. Can you find any other types of pet in this painting? Can you tell whether they belong to rich people or poor people? How can you tell?

Campaigner

- History/Citizenship: Do you think the campaigner is a lady of leisure or is she working hard? Explain your answer.
- History/Citizenship/RE: Research the Temperance Movement. Find out about Joseph Rowntree or Thomas Cook who were both famous members of the Temperance Society.
- Citizenship/ICT/Art: Make your own campaign leaflet for a cause that you believe in (perhaps it could be about the environment, or an anti-smoking campaign)

- Citizenship: Notice that the campaigner has a young child with her. What do you think about this? Do you think this child is better off than the urchin children at the front? Give reasons for your answer.

Reverend Maurice

- History: Reverend Maurice was a real person who actually existed. See if you can find out more about his life and the Working Men's College that he set up (which still exists today).
- Citizenship: Ford Madox Brown calls Maurice a 'brainworker' because he worked by using his brain or intelligence to think about the plight of the poor, and help them better themselves through education. Do you think that this counts as hard work?
- History: The person standing with Reverend Maurice is called William Carlyle. He was also a real person. Can you find out more about him?
- RE/Citizenship: Reverend Maurice worked to improve the lives of those less well-off because he believed that all people were equal under God's eyes. Do you know of any other Victorians who worked to make the world better because of their beliefs? (Florence Nightingale, Mary Seacole, John Cadbury)

Urchin Girl

- Art/D&T: Make an outfit from scraps of old clothes. How would you feel if you actually had to wear this every day?
- Citizenship: Do you have younger brothers and sisters? Imagine what it would feel like to have to look after them all the time.
- Drama: Imagine that the urchins are trying to find their next meal. Devise a short sketch about how they do this.
- History: Find out about the lives of rich children in Victorian times. What was it like to go to school? Compare the life of a rich child with that of a poor one.
- Literacy: Write a diary entry or a poem about how it feels to be an urchin child.

Orange Seller

- History: This orange seller is being moved on by a policeman or 'peeler'. Research the founder of the Police Force, Sir Robert Peel. How are today's policemen similar and different to Victorian policemen?
- History/ICT: The orange seller is an immigrant escaping from the potato famine in Ireland. Find out more about the potato famine and put together a PowerPoint presentation on what you have discovered.
- Drama/Citizenship: Fill a large basket with oranges and see how long you can carry it without getting tired. Do you think that the orange seller was working hard?

Meet the People: Transcript

Campaigner

You may see me as a lady of leisure, or one of the privileged middle classes, but I can assure you my life is not all leisure. Indeed very little of it is. I am rarely idle.

To begin with, there is the house to run and keep in order, the servants to oversee, and the children to care for. All most time consuming I can assure you.

And then there are my philanthropic duties, which I take most seriously and find very rewarding.

I am an active supporter of the Temperance Movement, which is why I am here today, distributing these tracts and spreading the word about the evils of alcohol, the 'demon drink'! The gin-shops and alehouses are the very curse of the working classes!

The only answer is a pledge to abstain from all alcohol: complete teetotalism. It so happens we have a meeting this very night. So if you will excuse me, I must spread the word!

Meet the People: Transcript

Navy

Time for't break. You won't see me often idle. Did dawn 'til dusk yesterday and will again. Got to get piece work done for't butty gang.

They call us 'navies'. Short for 'navigators'. 'Cos we build the railways and canals, see, inland navigations. But I've just finished a tramp and am glad of t'work, even pipe laying.

Thou needs water pipes in this town, no word of a lie. I ain't seen nowt like the smoke and stink in this city and I've been mooching all the way from London to Glasgow.

'Til them pipes is laid, thou will't best drink beer, thou knows. My wife died of cholera - and I ain't about to do the same.

Ey up. Time for't blow up. Best get digging. Hagman on this shift'll use his fists sooner than ask, and I ain't about to toe the line with him.

Meet the People: Transcript

Reverend Frederick Maurice

Hello. I am the Reverend Maurice. You know, as a Priest and as a Professor of Theology, I have learned one important thing in life. Never judge by appearances!

Sometimes the man you see sitting in despair by the roadside is not lazy, not idle, not unwilling to work. Perhaps, if he enjoyed the advantages that I enjoy, and, I hope you enjoy too, perhaps then he could have learnt to read, to better himself.

After all, the great George Stevenson, that inventor of that emblem of modernity, the steam train, was a poor working class man who, by helping himself, came to be rich, famous, a leading member of society. That is why I founded the Working Man's College a little while back, in 1854.

I wanted enthusiastic working class men (and women – I created a college for women too) to have the same education as we, the middle classes. Moreover, the tuition at the Working Men's College is the finest in the country. I teach there myself and my esteemed friends the painters Ford Maddox Brown and Dante Gabriel Rossetti have also contributed to this virtuous project.

Meet the People: Transcript

Chickweed Seller

Before dawn. Before dawn best. Best to be in the fields at dawn. Find the plants, find the healthy ones, then back into town. Best before the girls. You know what they says...Who's he to? Why doesn't he? They understands a little one selling.

I take the money back to mother. She takes in washing. She's always washing, washing, always washing. What's she going to do when she gets old?

Bad men say, "Ere, give us an 'and. You're slim. You can get through little windows. Get the jewels and out.' Mother told me about them, so I say no, and I smile. You gotta smile.

Watercress for your table! Chickweed for the birds!

I gets tired by about three and the plants wilt. Throw them in the river. Nap under the bridges.

Meet the People: Transcript

Orange Seller

In truth I've had nothing but trouble from the Peelers since I came here. Did you see the shove that that one there gave me, just for resting my basket on the post there? Says I was 'causing an obstruction', but I notice he didn't move any of them others on.

I live by selling fruit on the street. 'Tis a poor living when I see how others live, but it's thankful I am to live at all in these sore times.

I had to leave Ireland, because of the famine. Me mother and father couldn't keep me. Well, they couldn't keep themselves, and so I came to this country.

I've walked miles already today. I've only made thruppence and tuppence of that is for my night's lodging.

Meet the People: Transcript

Urchin Girl

Oi, stop that, or I'll give your hair a tug! I will!

That's me brother, he's always causing trouble. Look at him now. He won't leave that workman's barrow alone. And there's not just him to keep me eye on, there's me little sister, and the baby too.

Well, I've got to look after them all since me mother died. Oh yeah, me father's still alive, but we hardly sees him. He's always in the alehouse, drinking. Well, he drinks because he's sad, but because he drinks we ain't got no money for food, nor clothes.

Sometimes people gives us things, 'cause we're poor. They call us 'urchins'. But a kind lady give me this rag to wear.

Ooh, ooh, it's nearly lunchtime innit? Ooh, I better hurry because there's this woman what lives nearby - she knew my mother. She works in the kitchens in one of them rich people's homes, and sometimes she gives us scraps from the table. Ooh, and I don't want to miss them. I better go.

Hurry up you two!

Meet the People: Glossary

This glossary explains, in chronological order, words spoken by the different characters in the *Meet the People* section of the interactive.

Reverend Maurice

Reverend

A reverend is the title given to a clergyman or vicar in the Church.

Priest

A priest is a minister in the Church.

Professor of Theology

A professor of theology is an intellectual who studies and teaches religion (theology) in universities.

Unwilling

Unwilling means not wanting to do something.

George Stephenson

George Stevenson was born in 1781, and died in 1848. He built the first railways that could carry steam trains and was highly regarded by the Victorians for being a pioneer of the railways.

Working Man's College

Reverend Maurice established a Working Men's College for young men to receive an education in the liberal arts. He was the first principal there in 1854, and the college was one of the first places of adult education in the country.

Tuition

This is another word for teaching.

Esteemed friends

To esteem somebody means that you value and have high regard for him or her.

Ford Madox Brown

Ford Madox Brown is the artist who painted *Work*. He was born in 1821 and died in 1893.

Dante Gabriel Rossetti

Dante Gabriel Rossetti was an artist, poet and translator, and a founder of the Pre-Raphaelite movement. He was born in 1828 and died in 1882.

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Campaigner

Lady of leisure

A 'lady of leisure' is the phrase often used to describe a woman who does not have a paid job, usually because she is wealthy and has no need for work, or because she has retired. In this case, the campaigner would have been married to a wealthy gentleman, and so did not need to earn money. However, she does see herself as a busy woman with an important unpaid job to do.

Philanthropic duties

The word 'philanthropic' means 'kindness to people' and comes from the Greek language. Philanthropists were generous people who may have given money or time to help people less well off than themselves. The campaigner sees her 'philanthropic duties' as her campaign or duty to stop people from drinking alcohol.

Temperance Movement

The movement against drinking alcohol was called the 'Temperance Movement'. People could join the Temperance Society if they thought it was wrong to drink alcohol.

Tracts

A tract is another word for a leaflet or pamphlet, often trying to encourage people to do something. The campaigner here is giving out tracts or leaflets that encouraged people to give up drinking alcohol.

Gin-shops

A gin-shop was the place where Victorians could buy cheap alcoholic spirits, such as gin. The campaigner would have thought that these places were the root of all evil.

Ale-houses

An alehouse, tavern or inn, was a place where people could buy and drink beer, like today's pubs. The campaigner would have thought these places were the root of all evil. It would be very unusual for a wealthy woman like her to go into an alehouse.

Pledge

A pledge is a solemn promise. In the case, the campaigner was encouraging people to pledge that they would not drink alcohol.

Abstain

To abstain from something means to give it up. The campaigner was trying to encourage people to abstain from drinking alcohol.

Tee-totalism

Tee-totalism is the word used to describe the act of giving up drinking alcohol.

Navy

Idle

Not working, or lazy.

Piece work

Wages for the navvies could be earned in two ways: either payment by the hour, or payment by the amount, or 'piece', of work done. Piece work would have been done by a group of navvies (a butty gang) for a fixed price, and was therefore a better way of earning money.

Butty gang

A butty gang was a group of 'buddies' who were the best navvies, and had learnt that working in a gang or team was better than working as an individual. Butty gangs only ever did piece work, knowing they could earn more money by getting the job done quickly, or by negotiating a good price. They shared the wages equally amongst themselves.

Navy

The word Navy was first used for people who worked to improve the waterways or canals, which were also known as 'navigations'. Navy was the shortened slang word for 'navigator'.

Navigation

A navigation was any type of inland navigation such as canal and railways, and later clean water pipes and sewage systems. Navigations were dug and built by the navvies.

Tramp

Navvies walked from place to place and job to job, and this was known as being 'on tramp'.

Mooching

This was a word used for begging, door to door, by men such as navies 'on tramp'. They would sometimes offer to do odd jobs in return for food.

Cholera

An infectious disease carried in dirty water that killed tens of thousands of people during the Victorian period.

Blow-up

This was the bell to tell people to start work again after a break, especially at the start of the day.

Hagman

A hagman was another type of workman, often a navy with bigger fists than the others, and with a tendency to be dishonest.

Urchin

Ale-house

An alehouse, tavern or inn, was a place where people could buy and drink beer, like today's pubs. The urchin girl's father would probably have spent most of his time in the alehouse.

Urchin

An urchin is a street-child or ragged child who may have been an orphan. Urchins often had to look after younger brothers and sisters, begging or stealing food to survive.

Orange Seller

Peelers

Peelers was one name given to the police force. They were named after the founder Robert Peel. This name is also where another word for policeman comes: 'bobby'.

Famine

A famine is when there is extremely little food. The famine here would have been the Irish Potato famine of 1845 – 1849. Potatoes were the main crop grown for food, but the famine was caused by blight, a disease of potatoes. Immigrants would have come over to England from Ireland to escape the famine and find work during this period. Over one million people in Ireland died of starvation during the potato famine.

Thruppence

This was three old pennies, or 3d and would have been a silver coin.

Tuppence

Two old pennies, or 2d.

Lodging

A lodging is the place where the orange seller would have stayed at night, such as a boarding house or a room in an inn.

Investigate the Painting

This activity offers a way of closely observing aspects of the painting that pupils might not notice otherwise, while also giving further information and encouraging pupils to think more deeply about issues.

It can be used in a variety of different ways, either teacher-led or as an individual activity. Teachers can select to do an 'open search' and then choose specific objects relating to a theme, or the option to follow the clues can be taken.

There is an accompanying worksheet in the Teachers' area with the questions and space for pupils to write their answers as they look more closely at the painting.

Investigate the Painting: Text for Teachers

1) Chickweed seller's basket

What is in the chickweed seller's basket?

The chickweed seller would have picked weeds such as groundsel, ferns and forget-me-nots to sell to the rich people to feed their pet songbirds.

Can you think of any modern jobs that are similar to this?

2) Urchin's sister

What is the little urchin girl eating?

This little urchin girl is eating a carrot top, as they were too poor to afford sweets. Her older sister is looking after her because her mother has died and her father is drinking beer in the alehouse.

Do you think she is happy?

3) Irish family

Which country has the tired-looking family come from?

This family were immigrants from Ireland who had come to find work in England because of the potato famine in Ireland between 1845 and 1849. Over one million people died of starvation in Ireland during this period.

How do you think they would feel now they were in England?

4) Policeman

Can you find the policeman on horseback? What were policemen also called?

Policemen were also known as 'Peelers' after Sir Robert Peel who established the Metropolitan Police Force in 1829. They often used horses to carry them about.

What do you think people's attitudes to the police were in Victorian times?

5) Gas lamp

How were the streets lit during Victorian times?

Gas lamps were introduced at the beginning of the Victorian period to provide street lighting, and from the 1850s, they were also used in houses. However, they were often thought of as unsafe and could explode.

What do we use to light up our streets and houses today?

6) Tommy bag

In what did the navies carry their lunch to work?

This lunch-bag was known as a 'tommy bag', because the Victorian slang word for food was 'tommy'. The navies may have had some bread and cheese with an apple for their lunch.

How does this compare with what you eat for your lunch?

7) Campaigners for Bobus

What do the orange poster boards say on them?

The posters say 'Vote for Bobus' and are adverts for the campaign of Mr. Bobus Higgins to become elected as a member of local parliament. He made his fortune by selling cheap sausages that were made from horsemeat.

Would you buy his sausages?

8) Leaflet

What is the title of the leaflet that the campaigner is giving to the navies?

This leaflet is called 'The Hodman's Haven or Drink for Thirsty Souls'. Women who were members of the Temperance Movement would have given these to the navies to encourage them to stop drinking beer.

Do you think this campaign was a good idea?

9) Children

What sort of toys did Victorian children play with?

These children have been to collect a jug of water from the standpipe, and they also have a loaf of bread to eat. The younger child has a toy cart to play with.

Do we still have toys like this today?

10) Campaigner's son

Who is hiding behind the campaigner?

This boy is wearing a smart hat and is hiding behind his mother, who is campaigning against drinking alcohol.

Do you think he is better off than the urchin children?

11) Black dog

There are many dogs and their owners in this painting. Who owns the black dog?

This dog belongs to the wealthy couple on horseback. The man is probably a Colonel in the army and a Member of Parliament, and he is with his elegant young daughter.

Do you think these people were happy?

12) Cats

How many cats are on the rooftop?

These three cats are on the roof of the Institute of Arts, where Professor Snoox was about to give a talk on the habits of the domestic pet cat.

Do you think Victorian cats behaved in a similar way to today's cats?

Investigate the Painting: Pupil Worksheet

1. What is in the chickweed seller's basket?
2. What is the little urchin girl eating?
3. Which country has the tired-looking family come from?
4. Can you find the policeman on horseback? What were policemen also called?
5. How were the streets lit during Victorian times?
6. In what did the navies carry their lunch to work?
7. What do the orange poster boards say on them?
8. What is the title of the leaflet that the campaigner is giving to the navies?
9. What sort of toys did Victorian children play with?
10. Who is hiding behind the campaigner?
11. There are many dogs and their owners in this painting. Who owns the black dog?
12. How many cats are on the rooftop?

Explore the Objects

The idea of this section is to show pupils that objects have different meanings to different people. It is perhaps the most subtle and nuanced activity in the interactive, and would be best led by the teacher on a whiteboard in order to get maximum benefit. It may be seen as an extension activity.

As well as giving pupils the opportunity to explore some of the history and themes in the painting, this is also perhaps the most museum education based section, exploring the concept that there are different meanings behind objects, and different contexts within which objects have meaning. As such, it is an entirely open-ended activity with no right and wrong answers.

A 'Philosophy for Children' approach can be taken here, whereby the children ask questions about the objects – (what is it that *they* want to find out about the objects?), and then they can discuss how the different characters might respond to each of the objects before listening to the audiovisual character responses.

Four objects have been chosen to represent bigger ideas contained within Ford Madox Brown's painting. These objects, the bigger ideas they represent, and where to find them in the painting are:

1. Black ribbon representing infant mortality and death due to water-borne diseases such as cholera (this is worn by the baby being carried by the urchin girl, this was a symbol that somebody had died and that they were in mourning)
2. Beer to represent temperance, alcoholism, cholera and corruption (this is carried by the beer seller and being drunk by a navvy)
3. Poster for Reverend Maurice's Working Man's College representing education and literacy, class, role of women (this can be found on the far left hand side on brick wall)
4. Bricks representing working classes, expansion of cities, slum dwellings (these are near navvies who are using them in the building of the sewage pipes)

As an object is dragged onto a character, he or she will respond to the object, and allow for discussion of the theme. Transcripts can be downloaded from the Teachers' area.

- Why do you think that character reacted in that way?
- What do you think about their reaction?
- How might you react to each of the objects if you were a Victorian character and why?
- What is your reaction to these objects nowadays? Do they have the same meanings now as they did then? Why or why not?

- Why do you think objects have different meanings as different times in history?
- Can you think of any other objects whose meanings have changed over time?

Explore the Objects: Transcript

Black ribbon

Reverend Maurice

Life's span in short. Man, like the grass, withers away.

Campaigner

There's been such a dreadful epidemic of cholera of late. No doubt that will have been the cause of these children's loss.

Chickweed seller

The black ribbon. Yes. Means someone has died.

Orange seller

It's a desperate shame to see so many orphans in this city. I wonder which of their family died?

Navy

Makes me think of me own poor wife, God rest her soul.

Urchin

I miss my mother since she died. The ribbon helps us to remember her.

Explore the Objects: Transcript

Poster

Reverend Maurice

I heartily encourage such initiative. Indeed, how similar to my own college in London.

Campaigner

It's an excellent idea to educate the working classes.

Chickweed seller

I don't think I could...What good would it be to me?

Orange seller

That's all very well for the men; what about the women who want to learn?

Navy

I suppose I could improve me reading. Mind, I get by!

Urchin

Maybe that'd stop my father drinking; he could better himself.

Explore the Objects: Transcript

Bricks

Reverend Maurice

What a sign of progress! Brick build dwellings, well ventilated, with light and airy rooms.

Campaigner

There's been so much growth and new building in the city. Surely these developments can only be for the better?

Chickweed seller

Further out. So many houses. Each year, have to go further out of town...to gather the plants.

Orange seller

Sure, it's great that they're putting in new pipes, but when are they going to improve our living conditions in the slums?

Nawy

'Course, I don't lay bricks meself. Our skill is earth moving. But I respect them as do – and there's plenty of work in't building trade these days.

Urchin

Cor! That must be heavy to carry.

Explore the Objects: Transcript

Beer

Reverend Maurice

Personally, I prefer a glass of wine of an evening.

Campaigner

It's the curse of the working classes; they drink away the wages that ought to clothe and feed their little ones.

Chickweed seller

Don't drink. No thanks. Don't drink.

Orange seller

It tastes well enough, but too much of it can ruin a person.

Nawvy

Oh aye. A man can down several gallons working on a hot day like today, thou knows.

Urchin

My father's different when he's drinking. I don't like it.

Take the Quiz

This section can be undertaken either on individual pcs or led by the teacher on the whiteboard. The aim is to learn some historical facts about the time.

This activity is a simple comprehension and multiple choice exercise, but as well as being a downloadable literacy based activity, it also gives the facts in audio to cater for different types of learner. There are various facts about four of the characters, and then a series of eight multiple choice questions about each one. Pupils will be given a score throughout the activity.

Take the Quiz: Transcript

Navy

The word navy was first used for people who improved the waterways or 'navigations', so the navies were 'navigators' or the people who originally built the canals. Later, navies built other types of navigation, such as railways, and clean water and sewage pipes.

Navies had to be very strong, as they would often move up to 20 tons of earth in a day with only picks, shovels and wheelbarrows. They worked in groups who were very loyal to each other. Navies were better paid than ordinary labourers, but also faced greater risks, and accidents or even death were common.

Navies were often migrant workers who had come from Ireland (perhaps to escape the potato famine). They often lived with lots of other families in shanty towns, back-to-back houses, or in cellar dwellings. In the 1850s the number of people living in dark and crowded cellar dwellings was about 1 in 10. They were not respected in society, and were often feared.

Navies carried food or 'tommy' to work in a 'tommy handkerchief'. They would often spend their earnings on beer and spirits, rather than on food for their families. A navy would often die between the ages of 17 and 26 from diseases found in the dirty water such as cholera, dysentery, typhus, or from the dangerous conditions at work.

Take the Quiz: Transcript

Campaigner

Workers and navvies often drank beer during the day to quench their thirst, as the water was dirty and may have contained diseases. But some people were not happy about this. Many people, especially women, campaigned to try and stop people from drinking alcohol. They thought that alcohol was unhealthy and led to drunkenness, violence and crime.

The campaigners' movement against drinking alcohol was called the Temperance Society. Sometimes, they were thought of as philanthropists. This word comes from Greek and means 'kindness to people'. Temperance campaigners thought that what they were doing would help cure society of its problems.

Campaigners gave out leaflets, which were called tracts or pamphlets, to try and tell people about 'the evils of alcohol'. Sometimes they even tried to get people to sign a pledge that they would not drink any alcohol ever again. The word used for someone who has decided not to drink alcohol is teetotal.

There have been some famous members of the Temperance Society. Joseph Rowntree (1836-1925), who invented Fruit Pastilles in 1881 was an active member who wrote pamphlets to persuade others to stop drinking alcohol. Another member was Thomas Cook (1808-1892) who set up the well-known travel agency named after him.

Take the Quiz: Transcript

Reverend Maurice

Reverend Maurice was born on 29 August 1805 and died on 1 April 1872. He was an intelligent writer and teacher, and was a vicar in the Church of England.

He believed that all people were equal, and because of his religious views, he had a deep interest in the lives of the working classes. Ford Madox Brown describes Maurice as a 'brain worker' because he used his brain, or intelligence, to think about the lives of other people so that he could help them.

Between 1840 and 1860, many new factories and warehouses were being built, and cities became crowded with people. This helped rich people become even richer as they were the owners of the factories.

It didn't help the poorer people though. The poorer people were often workers in these factories. They were not paid very well, and worked extremely hard in difficult conditions, sometimes for up to 69 hours a week.

Reverend Maurice saw the unfairness of this, and wanted to help the poorer working classes. At that time, most poor people could not read or write. Often there were gangs of boys on the streets, as they had nothing better to do.

Maurice believed that through learning to read and write, people could make their lives better. Because of this, he opened a Working Men's College in London in 1854 so that poor people could have an education. Libraries and boys' homes were also opened to boys to encourage them to get off the streets.

Take the Quiz: Transcript

Urchin Girl

Most poor people did not go to school and could not read or write. Because of this, it was impossible for them to get a well-paid job. Children would often have to work long hours, sometimes doing dangerous jobs in **factories**. It was not until 1878 that the Factory Act banned employment for children under the age of ten.

There were also thousands of poor children working and living on the streets during Victorian times. Many of these were orphans who had to look after their younger brothers and sisters in squalid or filthy conditions. Ford Madox Brown says that in this painting, the children's mother had died, and their father was often too drunk to look after them properly.

Street children, ragged children, or urchins, often worked long hours for very little money. To afford food, they would do jobs such as selling flowers, matches or lace, cleaning shoes of rich people and sweeping the streets where the rich people crossed the roads. Often children would pick pockets and steal to afford their next meal.

Urchin children often died of disease or starvation at a very young age. Cholera was a disease that killed many people, and was spread by drinking dirty water.

Take the Quiz: Multiple Choice Worksheet

Campaigner

1. Why did people campaign to stop people from drinking alcohol?
 - Because it was expensive
 - Because they thought it led to violence and crime
 - Because the water was full of diseases

2. What was the Temperance Society?
 - The name of the movement against drinking alcohol
 - The name of the movement for drinking alcohol
 - The name given to people with bad tempers

3. What is the word often used to describe someone who is kind to other people?
 - A philanthropist
 - Temperance
 - Greek

4. What is another word for a leaflet or tract?
 - Newspaper
 - Pamphlet
 - Journal

5. What did campaigners try to encourage people to sign?
 - A pledge not to drink dirty water
 - A pledge to be a good person
 - A pledge not to drink alcohol

6. What is the word used for someone who has decided never to drink alcohol again?

- Totally tea
- Tee-total
- Water-drinker

7. What did Joseph Rowntree invent in 1881?

- Starburst
- Mars Bar
- Fruit Pastilles

8. What was the name of a well-known travel agent who was a member of the Temperance Society?

- Thomson
- Lunn Poly
- Thomas Cook

Take the Quiz: Multiple Choice Worksheet

Navy

1. Where does the name Navy come from?
 - The Navy
 - The type of work was founded by Mr Navy
 - Navigator
2. What 'navigations' were navvies originally employed to build?
 - Waterways
 - Railways
 - Sewage pipes
3. How many tons of earth would a navy move in a day?
 - 2
 - 12
 - 20
4. Why were navvies paid more than other labourers?
 - Because they worked harder
 - Because their work was more dangerous
 - Because they were highly respected in society
5. Where did a lot of navvies come from?
 - Manchester
 - Poland
 - Ireland

6. How many people lived in dark cellars during the 1850s?

- 1 in 1000
- 1 in 100
- 1 in 10

7. What was a 'tommy handkerchief' mainly used for?

- Carrying food in
- Blowing the dust out of their nose
- Wiping blood from wounds

8. At what age would a navy be most likely to die?

- Between 17 and 26
- Between 32 and 47
- Between 75 and 85

Take the Quiz: Multiple Choice Worksheet

Reverend Maurice

1. In which year did Reverend Maurice die?
 - 1872
 - 1805
 - 1827

2. What was Maurice's job?
 - Doctor
 - Factory worker
 - Vicar

3. Why did Ford Madox Brown describe Maurice as a 'brain worker'?
 - Because he was a brain surgeon
 - Because he was intelligent
 - Because he worked hard

4. Why did rich people get richer when the factories were built?
 - Because they worked in the factories
 - Because the poor people gave them money
 - Because they were the factory owners

5. How many hours might a factory worker have to work per week?
 - 19
 - 39
 - 69

6. Why were gangs of boys on the streets?
 - Because they had nothing better to do
 - Because they were on the way to school
 - Because they were learning to read

7. What did Maurice think could make people's lives better?
 - Education
 - Healthcare
 - Working harder

8. What did Maurice open in 1854?
 - Library
 - Working mens' college
 - Boys' home

Take the Quiz: Multiple Choice Worksheet

Urchin Girl

1. Why was it impossible for poor people to get a well-paid job?
 - Because there was not enough work
 - Because they could not read or write
 - Because they were lazy

2. What did the Factory Act of 1878 do?
 - Allowed children under the age of 10 to work in factories
 - Banned children over the age of 10 from working in factories
 - Banned children under the age of 10 from working in factories

3. What was one of the reasons that there were so many children in the streets in Victorian times?
 - They enjoyed playing in the streets
 - They were orphans
 - They could get a good job on the streets

4. What is an urchin?
 - A prickly creature found in the sea
 - A type of coin
 - A ragged street child

5. What type of job would not have been done by a street child?
 - Selling flowers
 - Sweeping streets
 - Teaching

6. What did some children have to do to get food?
- Rob the bank
 - Pick pockets
 - Bake their own cakes
7. Name a disease that was spread by drinking dirty water.
- Cholera
 - Chicken Pox
 - Starvation
8. Why was it sometimes thought of as better to drink beer rather than water?
- Because beer tasted better
 - Because the water was often dirty and full of disease
 - Because beer was cheaper

Take the Quiz: Pupil Worksheet

Campaigner

Why did people campaign to stop people from drinking alcohol?

What was the Temperance Society?

What is the word often used to describe someone who is kind to other people?

What is another word for a leaflet or tract?

What did campaigners try to encourage people to sign?

What is the word used for someone who has decided never to drink alcohol again?

What did Joseph Rowntree invent in 1881?

What was the name of a well-known travel agent who was a member of the Temperance Society?

Take the Quiz: Pupil Worksheet

Navy

Where does the name navy come from?

What 'navigations' were navvies originally employed to build?

How many tons of earth would a navy move in a day?

Why were navvies paid more than other labourers?

Where did a lot of navvies come from?

How many people lived in dark cellars during the 1850s?

What was a 'tommy handkerchief' mainly used for?

At what age would a navy be most likely to die?

Take the Quiz: Pupil Worksheet

Reverend Maurice

In which year did Reverend Maurice die?

What was Maurice's job?

Why did Ford Madox Brown describe Maurice as a 'brain worker'?

Why did rich people get richer when the factories were built?

How many hours might a factory worker have to work per week?

Why were gangs of boys on the streets?

What did Maurice think could make people's lives better?

What did Maurice open in 1854?

Take the Quiz: Pupil Worksheet

Urchin Girl

Why was it impossible for poor people to get a well-paid job?

What did the Factory Act of 1878 do?

What was one of the reasons that there were so many children in the streets in Victorian times?

What is an urchin?

What type of job would not have been done by a street child?

What did some children have to do to get food?

Name a disease that was spread by drinking dirty water.

Why was it sometimes thought of as better to drink beer rather than water?