



Western Civilization from 1650 to Present

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WEB ACTIVITY 2. LIFE IN VICTORIAN ENGLAND: A STUDY IN CONTRASTS

INTRODUCTION The Great Exhibition	In 1851 there was a Great Exhibition held at the Crystal Palace in London to show the greatness of the British Empire to the rest of the world. It was visited by many wealthy people in London and from all over the world. However, in Leeds and other cities many people still were very poor and had a low standard of living. This project focuses on life in Victorian England and the gap between the rich and the poor.
THE TASK	Imagine that you are working as part of a team of exhibit designers at a museum. The museum curator has asked you to create a display so that visitors can learn about what life was really like in Victorian times. Your task is to produce a display about life in Victorian England that is more realistic than the Great Exhibition of 1851. It must show the gap between the rich and the poor. This display can be made up of text, drawings, photographs, and objects and can cover lots of different subjects including but not limited to:
Areas of Investigation	<ul style="list-style-type: none"> ■ Family Life ■ Factory Work ■ Medicine and Science ■ Health ■ Education ■ Gender Issues ■ Law and Justice
THE PROCESS	<p>It is your responsibility to research how the rich and the poor lived in Victorian England using a variety of resources.</p> <p>When you have completed your research, share the information you gathered with your group.</p> <p>As a group, decide what you want to include in your museum exhibit. Information may be reported through artistic renderings (drawings, collages, etc.), dramatic re-enactments, computer slide presentations, videos, oral presentations, or any other format which would enhance the communication of information to others.</p>
Group Presentation & List of References	<p>Your team will report on the proposed museum exhibit by giving a concise, well-organized, and dramatic presentation. It will include a list of references, using the appropriate MLA bibliographical formats (http://pioneer95118.tripod.com/mustangresources/id12.html).</p> <p>In addition to the group presentation, each individual will respond in writing to the following reflection questions and source evaluation:</p>
First Reflection Question	<ul style="list-style-type: none"> ■ How do you explain the unequal distribution of wealth that exists in most societies? When does the gap between the rich and the poor become so serious that action must be taken to redistribute wealth? How is that redistribution of wealth best accomplished?
Second Reflection Question	<ul style="list-style-type: none"> ■ If you were asked to create a museum exhibit on the unequal distribution of wealth in the United States today, what six items would you include? Why?
Source Evaluation	<ul style="list-style-type: none"> ■ What was your best source (i.e., what specific resource was most helpful in completing this project)?
EVALUATION	Your grade will be based on two components: (1) The group presentation will constitute 50% of your grade. (2) Your responses to the reflection questions and source evaluation will make up the remaining 50% of your grade.

<p>RESOURCES General</p>	<p>GENERAL SOURCES</p> <ul style="list-style-type: none"> ▪ Victorian Web http://65.107.211.206/victov.html ▪ Victorian England http://www.britainexpress.com/History/Victorian_index.htm ▪ Victorian London http://www.britainexpress.com/London/victorian-london.htm ▪ Queen Victoria http://65.107.211.206/victorian/vn/victor6.html ▪ The Industrial Revolution http://www.saburchill.com/history/chapters/IR/001.html ▪ The Industrial Revolution of the 18th Century http://www.wsu.edu:8001/~dee/ENLIGHT/INDUSTRY.HTM ▪ Victorian Social History: An Overview http://www.victorianweb.org/history/sochistov.html ▪ Victorian Technology http://www.victorianweb.org/technology/technolog.html ▪ Internet Modern History Sourcebook: Industrial Revolution http://www.fordham.edu/halsall/mod/modsbook14.html ▪ The Industrial Revolution http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-IndustrialRevolution.htm ▪ Daily Life and Culture http://history.evansville.net/Daily%20Life%20and%20Culture ▪ How did railroads change the lives of the people in Victorian England? http://learningcurve.pro.gov.uk/victorianbritain/happy/default.htm ▪ Victorian Money http://www.deadline.demon.co.uk/wilkie/coins.htm ▪ Victorian Social History: An Overview http://www.victorianweb.org/history/sochistov.html ▪ Victorian Political History: An Overview http://www.victorianweb.org/history/histov.html ▪ Religion and Society http://www.spartacus.schoolnet.co.uk/religion.htm ▪ Social Class http://www.victorianweb.org/history/Class.html <p>THE GREAT EXHIBITION</p> <ul style="list-style-type: none"> ▪ The Great Exhibition and Victorian England http://www.britainexpress.com/History/great_exhibition.htm ▪ The Great Exhibition at the Crystal Palace http://victorianstation.com/palace.html ▪ Queen Victoria's Changing Empire: The Great Exhibition http://www.pbs.org/empires/victoria/empire/great.html <p>FAMILY LIFE</p> <ul style="list-style-type: none"> ▪ Virtual Victorians http://www.victorians.org.uk/ ▪ The Care and Feeding of Infants and Children in Dickens' London http://www.gober.net/victorian/reports/child1.htm ▪ Childhood Playthings http://www.carr.org/hscce/exhibitions/childhoodplaythings.htm ▪ Victorian Station http://www.victorianstation.com/lifestylemenu.htm ▪ The Victorian Emporium http://www.thevictorianemporium.net/ ▪ The Scrap Album http://www.scrapalbum.com/ ▪ What Victorians Wore
<p>The Great Exhibition</p>	
<p>Family Life</p>	

	<p>http://65.107.211.206/art/costume/costumeov.html</p> <ul style="list-style-type: none">▪ The Costumer's Manifesto http://www.costumes.org/pages/victlinks.htm▪ The Costume Gallery http://www.costumegallery.com/1800.html▪ Victorian Diet http://www.victorianweb.org/health/health8.html▪ The Tea Tradition http://www.victorianbazaar.com/tea.html▪ Food of Industrial England http://library.thinkquest.org/C005446/text_version/English/industrial.html?tqskip=1▪ Nineteenth Century Amusements http://www.geocities.com/Heartland/Woods/3501/19th.htm▪ What was the differences between the homes of the rich and the homes of the poor? Scroll down to BACKGROUND) http://learningcurve.pro.gov.uk/snapshots/snapshot14/snapshot14.htm
<p>Factory Work</p>	<p>FACTORY WORK</p> <ul style="list-style-type: none">▪ In a Victorian City: The Factory Age http://www.cadburylearningzone.co.uk/history/cysplash.htm▪ The Life of an Industrial Worker in 19th Century England http://www.victorianweb.org/history/workers1.html▪ Testimony Gathered by Ashley's Mines Commission in 1842 http://65.107.211.206/history/ashley.html▪ Child Labor http://65.107.211.206/victorian/history/hist8.html▪ Child Labor http://www.spartacus.schoolnet.co.uk/IRchild.htm▪ Child Labor and the British Industrial Revolution http://www.libertyhaven.com/countriesandregions/britain/childlaborbritish.html▪ Dicken's London: The East End http://mars.acnet.wnec.edu/~grempe1/courses/wc2/lectures/dickens.html▪ Wages and Quality of Life http://www.victorianweb.org/science/health/health9.html▪ Food in Factories http://www.spartacus.schoolnet.co.uk/IRfood.factory.htm
<p>Medicine and Science</p>	<p>MEDICINE AND SCIENCE</p> <ul style="list-style-type: none">▪ Victorian Medicine http://www.geocities.com/victorianmedicine/▪ Victorian Medicine: From Fluke to Theory http://www.bbc.co.uk/history/discovery/medicine/victorian_medicine_01.shtml▪ Victorian Science: An Overview http://65.107.211.206/victorian/science/sciov.html▪ The Story of Sewerage in Leeds http://www.dsellers.demon.co.uk/sewers/sew_ch1.htm▪ Thackray Medical Museum http://www.yourfamilyshealth.com/community_health/thackray_medical_museum.html
<p>Health</p>	<p>HEALTH</p> <ul style="list-style-type: none">▪ General health and life expectancy http://www.victorianweb.org/science/health/healthov.html▪ Nutrition http://www.victorianweb.org/science/health/heath8.html▪ Pregnancy and Childbirth http://www.victorianweb.org/gender/wojtczak/pregnancy.html▪ Nineteenth-Century Views of Blindness and Deafness http://www.victorianweb.org/authors/bronte/cbronte/sharman10.html

	<ul style="list-style-type: none">▪ Report on Sanitary Conditions in 1842 http://www.victorianweb.org/history/chadwick2.html▪ Factory Pollution http://www.spartacus.schoolnet.co.uk/IRpollution.htm▪ Deformities http://www.spartacus.schoolnet.co.uk/IRdeformities.htm▪ Chadwick's Report on Sanitary Conditions (an Inquiry into the Sanitary Conditions of the Labouring Population of London, 1842 http://65.107.211.206/history/chadwick2.html▪ Rural Hygiene - What was hygiene like in the country? http://www.fordham.edu/halsall/mod/nightingale-rural.html▪ Observations on the Filth of the Thames (the river that goes through London) http://dbhs.wvusd.k12.ca.us/Chem-History/Faraday-Letter.html▪ A Healthy Nation? http://learningcurve.pro.gov.uk/victorianbritain/healthy/default.htm <p>EDUCATION</p> <ul style="list-style-type: none">▪ Victorian Schools http://www.nettlesworth.durham.sch.uk/time/victorian/vschool.html▪ The Victorian Education http://www.gober.net/victorian/reports/schools.html▪ State Involvement in Public Education before the 1870 Education Act http://www.victorianweb.org/history/rosen.html▪ Dickens' Education http://www.fidnet.com/~dap1955/dickens/dickens_london_map.html#top▪ British Education History and Types of Schools http://www.spartacus.schoolnet.co.uk/education.htm▪ "Public" Schools http://www.victorianweb.org/history/pubschl.html▪ How Were we Taught? (Scroll down to BACKGROUND) http://learningcurve.pro.gov.uk/snapshots/snapshot15/snapshot15.htm▪ Victorian Schools http://history.powys.org.uk/school1/lanidloes/edmenu.shtml▪ Charles Dickens and Victorian Education http://humwww.ucsc.edu/dickens/OMF/litvack.html▪ A Meager Beginning: Nineteenth-Century Education for the Working Class in England http://www.umd.umich.edu/casl/hum/eng/classes/434/geweb/VICTORIA.htm▪ A Report from a Class in England on Victorian Schools. (They investigated a school 30 years after A Christmas Carol was written. It is a glimpse of life in an elementary school.) http://www.sol.co.uk/s/StThomas/victorian_school.htm
<p>Gender Issues</p>	<p>GENDER ISSUES</p> <ul style="list-style-type: none">▪ The Life of a Servant http://www.victorianweb.org/history/work/burnett3.html▪ Victorian Working Women http://www.victorianweb.org/history/work/burnett2.html▪ Victorian Women -- Economic Contexts http://www.victorianweb.org/gender/femeconov.html▪ Victorian Women -- Social and Political Contexts http://landow.stg.brown.edu/victorian/gender/political.html▪ The Emancipation of Women http://www.spartacus.schoolnet.co.uk/women.htm▪ English Laws for Women in the Nineteenth Century (1854) http://www.indiana.edu/~letrs/vwwp/norton/englaw.html▪ Women, Economic Instability, and Poverty in London During the Nineteenth Century http://www.fordham.edu/halsall/mod/huysman-london.html▪ A Divided Nation http://learningcurve.pro.gov.uk/victorianbritain/divided/default.htm

Web Activity 2. Life in Victorian England

Law and Justice	LAW AND JUSTICE <ul style="list-style-type: none">▪ Jack the Ripper http://www.casebook.org/▪ History of the Metropolitan Police Service http://www.met.police.uk/history/index.htm▪ History of Scotland Yard http://www.geocities.com/Athens/Forum/4198/paper3.html▪ Bawnboy Workhouse (A place the poor were sent to) http://www.cavannet.ie/history/archo/sites/work-hse.htm▪ Workhouses http://www.workhouses.org.uk/▪ Timeline of Poor Laws and Workhouses http://learningcurve.pro.gov.uk/victorianbritain/caring/timeline2.htm▪ What did people think of the Poor Law? (Scroll down to BACKGROUND) http://learningcurve.pro.gov.uk/snapshots/snapshot08/snapshot8.htm▪ Who could vote? http://learningcurve.pro.gov.uk/politics/chartists/default.htm
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Student Name:				Group:					
Assignment:									
EVALUATION CRITERIA									
		Does Not Meet Expectations		Meets Some Expectations		Meets All Expectations		Exceeds All Expectations	
GROUP PRESENTATION	Approach	6.5	Little evidence of originality and creativity in approach to project	7.5	Some evidence of originality and creativity in approach to project	8.5	Original and creative in approach to project	10	Extremely original and creative in approach to subject
	Knowledge	13	Presentation reflects little thought and knowledge of period under consideration	15	Presentation reflects limited thought and knowledge of period under consideration	17	Presentation reflects considerable thought and knowledge of period under consideration	20	A well thought-out presentation reflecting extensive knowledge of period under consideration
	Research	13	Little evidence of research and reading and no references	15	Some evidence of research and reading and some references but inaccurate format	17	Evidence of considerable research and reading and quite a few references in accurate format	20	Evidence of extensive research and reading and extensive references in accurate format
INDIVIDUAL REFLECTION	Knowledge	6.5	Paper reflects little thought and knowledge of period under consideration	7.5	Paper reflects limited thought and knowledge of period under consideration	8.5	Paper reflects considerable thought and knowledge of period under consideration	10	A well thought-out paper reflecting extensive knowledge of period under consideration
	Research	6.5	Little evidence of research and reading	7.5	Some evidence of research and reading	8.5	Evidence of considerable research and reading	10	Evidence of extensive research and reading
	Reflection Question 1	6.5	A feeble attempt to answer reflection question on the unequal distribution of wealth in societies.	7.5	Answers reflection question the unequal distribution of wealth in societies but answer lacks clarity or depth.	8.5	Answers reflection question on the unequal distribution of wealth in societies well	10	Answers reflection question on the unequal distribution of wealth in societies extremely well
	Reflection Question 2	6.5	A feeble attempt to answer reflection question on the unequal distribution of wealth in the United States today.	7.5	Answers reflection question on the unequal distribution of wealth in the United States today but answer lacks clarity or depth.	8.5	Answers reflection question the unequal distribution of wealth in the United States today well	10	Answers reflection question on the unequal distribution of wealth in the United States today extremely well
SOURCE EVALUATION	6.5	Paper reflects little thought , gives no examples of why the source was helpful, and offers an inadequate explanation of what made it the "best" resource.	7.5	Paper reflects limited thought , gives some examples of why the source was helpful, and offers an adequate but incomplete explanation of what made it the "best" resource	8.5	Paper reflects considerable thought , gives several good examples of why the source was helpful, and offers an adequate and complete explanation of what made it the "best" resource	10	A well thought-out paper that gives several excellent examples of why the source was helpful and an insightful and complete explanation of what made it the "best" resource	
Your Grade:									