



# Victorian Studies at the Museum in Docklands



## Support Materials

# Pre-visit information

We look forward to welcoming you to the Museum in Docklands.

This pack can be used at school and in the galleries to support a study of Victorian Britain, and will support these curriculum areas:

- **KS1 and 2: 11.2** What was life like for a poor child in the 1840s?
- **KS1 and 2: 12.4** What evidence of Victorian times remains in our area?
- **KS1 and 2: 12.5** How did life change in our locality in Victorian times?

The materials focus on these through study of:

- Victorian trade and industry in London's docks, the museum building itself, and its use as a warehouse. The legacy of sailors from the British Empire.
- The living and working conditions of dock workers and their families.
- The growth of trade with the expanding Empire, and the impact of technological advances, as shown for example in the design and construction of ships.

# General Guidelines

In order that your students enjoy their visit and learn as much as possible from it, our recommendations are that you:

- Divide the class into groups in advance, taking into account learning styles etc.
- Distribute these notes to each of your group leaders so that they are well prepared for the visit.
- Give each group leader **a different order in which to follow the sheets**, to avoid crowding in the galleries.
- Stress to your children that they don't have to cover every activity on the sheet. It is better to cover fewer activities in depth than to rush from one activity to the next! The aim should be that by the end of the session the class as a whole will have covered all of the activities, so that information may be shared afterwards.
- Conduct a plenary 'show and tell' session in the gallery near the end of your visit, to share ideas and information.

*Please note that the sheets have been designed for a range of ability levels. You should copy the sheets you feel are appropriate for your class. Please bear in mind that within your allocated gallery time, each group may only complete 2-3 sheets.*

## Pre-visit activities

Any preparation you are able to do with your class and group leaders for your visit will be very beneficial. Please see the following pages for suggestions.

Do visit [www.portcities.org.uk/london/timepirates](http://www.portcities.org.uk/london/timepirates)

This website addresses many aspects of the KS2 and KS3 History QCA Units, and provides an excellent introduction to themes covered at the Museum in Docklands.

**KEY WORDS**

**To import** To bring in goods etc from another country.

**To export** To send goods etc abroad.

**Commodity** Goods for sale, merchandise, produce.

**Sample** A specimen, a small amount that shows what something is like.

**Sampling** A skilled profession, involving taking a sample of a commodity, eg tea, coffee, sugar, and judging its quality.

**Empire** A group of countries controlled by one person or government.

**PLA** Port of London Authority, responsible for the management of shipping and staff, and for registering imports and exports.

## Imports

As the Museum houses very interesting displays about commodities which were imported and then often re-exported around the world, it would be useful for the class to look at home for some of the following foodstuffs: Tea (different types) / Coffee / Sugar / Tobacco / Spices eg cinnamon, nutmeg, cloves.

If possible, bring some samples to school.

### Suggested activities:

- Draw and label some of the commodities.
- Introduce vocabulary at school to describe the taste, smell, and appearance.
- Find out where they come from and how they are grown and used.

## The Victorian Thames

Explore the website [www.portcities.org.uk/london/timepirates](http://www.portcities.org.uk/london/timepirates) to find out about:

### Mudlarks

Investigate how children from poor families tried to make money from the River Thames itself.

### The Dock Strike 1889

Why did London dockers strike, and how were their lives and those of their families affected during the 5-week strike?

### Sailors from the British Empire

Learn about the treatment of sailors from the British Empire who manned cargo ships bound for London, and about their life once they arrived in the docks.

## Famous Victorians

Find out as much as possible about:

- Isambard Kingdom Brunel and the Great Eastern.  
This will give useful background to ship building, steam power and Victorian enterprise!
- Joseph Bazalgette and the sewerage system he designed.
- Dr John Snow and his discovery of the cause of cholera.  
The effect of polluted water on public health.



*Joseph Bazalgette*

## Rich and Poor

- Compare the life of a famous Victorian such as Brunel or Bazalgette with that of a docker.
- Find out about their working and living conditions, health, education, etc.
- Write a story of a docker's day, (pawning wedding ring, etc), using the photograph to inspire the story from one character's point of view  
*or*
- Write a character portrait based on the photographs.



*A docker's family at home*

## A Local Study

- If your school is local to the Museum, try to find out about what the docks were like from older relatives, (even record reminiscences if appropriate) and about the development of the Docklands since the 1980s.
- Look for images which show what the docks used to be like.
- Find out about George Green.

### KEY WORDS

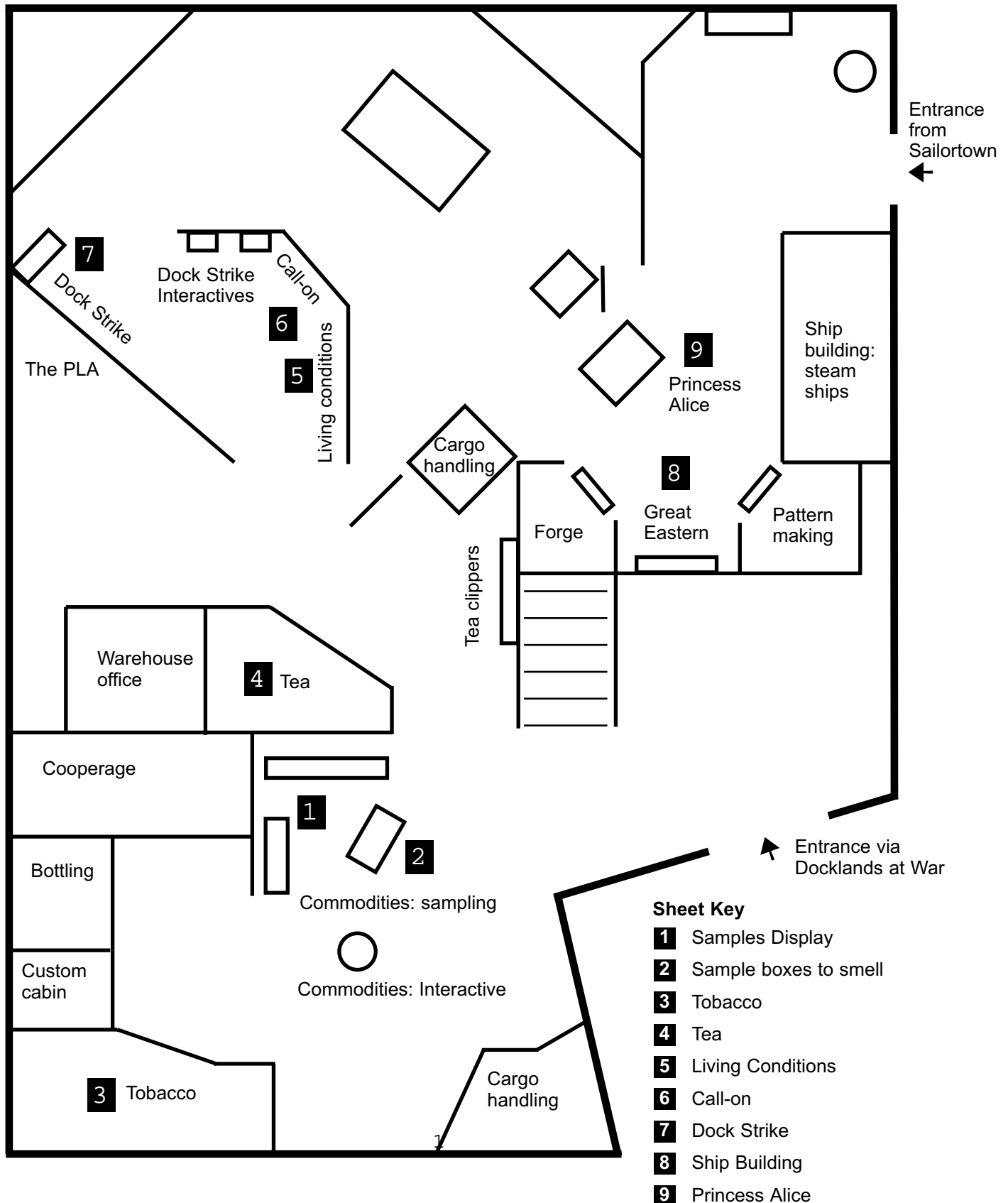
**Stevedore** A person who loads and unloads ships.



*Stevedores loading a steamer in the Millwall Dock, 1871*

# Gallery Plan: First Port of Empire and Warehouse of the World

These are the sections you will need to visit. The numbers in bold correspond with the number of each activity sheet.

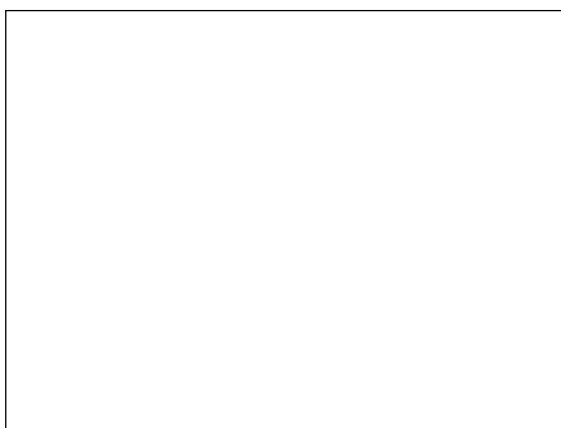


# Victorian Studies: Museum Visit

## 1. Sampling

Look at the large Sampling show case.

1. Draw 2 different objects or commodities (for example, shells, rope) in the spaces below.
2. Find out as much as you can about them.



Name

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Description


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Name

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Description

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## 2. Sample boxes

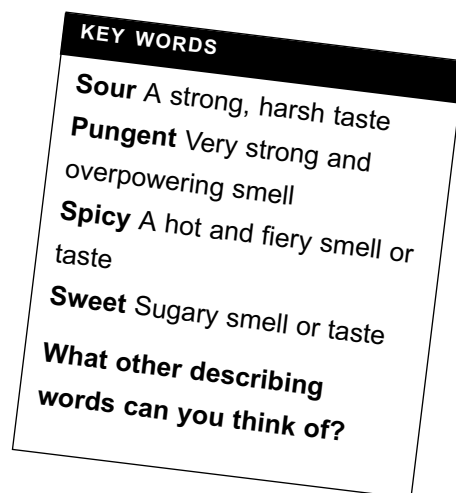
Look at the close-up photos on the next page and find out what they are by opening the boxes.

1. Write the correct name beside the photograph.
2. Write as many words as you can which describe the look (eg the colour, size, shape).
3. Write as many words as you can which describe the smell (eg sweet, pungent, sour).

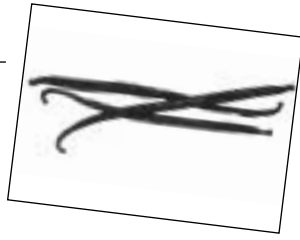
You may like to discuss this with a partner.

4. Do you use these at home? If so, what for?

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Name \_\_\_\_\_



Name \_\_\_\_\_



**Description**

eg \_\_\_\_\_

Colour \_\_\_\_\_

Size \_\_\_\_\_

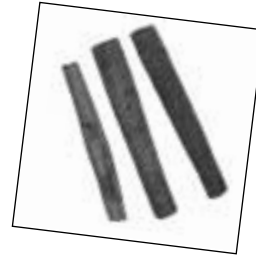
Shape \_\_\_\_\_

Smell \_\_\_\_\_

Name \_\_\_\_\_



Name \_\_\_\_\_



**Description**

eg \_\_\_\_\_

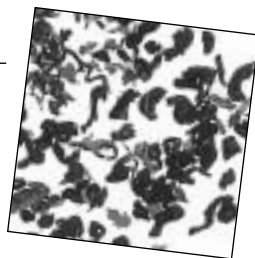
Colour \_\_\_\_\_

Size \_\_\_\_\_

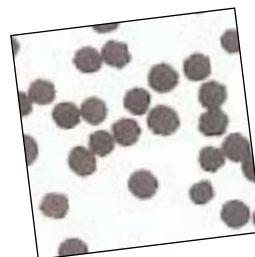
Shape \_\_\_\_\_

Smell \_\_\_\_\_

Name \_\_\_\_\_



Name \_\_\_\_\_



**Description**

eg \_\_\_\_\_

Colour \_\_\_\_\_

Size \_\_\_\_\_

Shape \_\_\_\_\_

Smell \_\_\_\_\_

- Look at some recipes for curries and for Christmas cake.

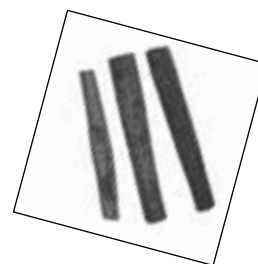
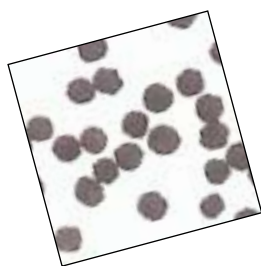
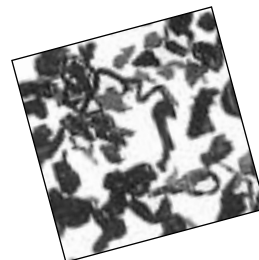
How many different spices can you find in the recipes? *(Continue over the page if necessary)*

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# Sample boxes: criss-cross puzzle

Complete the puzzle below by finding out the names of the samples in the boxes.

				<b>P</b>		
			<b>F</b>			
				<b>P</b>		
	<b>L</b>				<b>S</b>	
	<b>I</b>					<b>U</b>
				<b>A</b>		
<b>T</b>						<b>R</b>
	<b>M</b>			<b>T</b>		



### 3. Warehouse Scenes: tobacco

1. Watch the film clip about tobacco, and circle the correct word in each sentence.

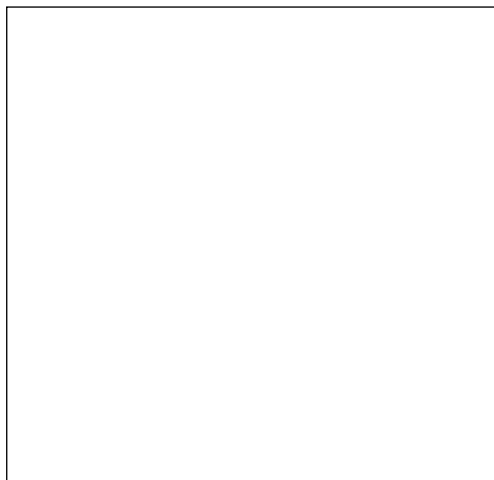
*Tobacco is a type of tree / plant / vegetable.*

*Cigars and cigarettes are made from the stem / root / leaves.*

2. Look carefully at the display, find the following items, and tick the words when you have found them.

*ladder / barrel / press / scales / trolley / cargo basket*

3. Choose 2 of the items in the display and draw them below



This is a \_\_\_\_\_

This is a \_\_\_\_\_

It is used for \_\_\_\_\_

It is used for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Read the information panel to the left of the display.

4. From which countries was tobacco imported? Circle your answers!

*Germany    Russia    China    Brazil    America    Sweden    Turkey*

5. *PLA* is written on the scales. This is the sign for the organisation which checked imports and exports and payments, etc.

Can you find the full name of the *PLA* in the gallery?

\_\_\_\_\_

## 4. Warehouse Scenes: tea

1. Find the Tea Warehouse and look at the film and the display.

Don't forget to **read the information panel** to the right of the display!

2. Is it men or women who pick the tea?

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3. From which of the following countries was much tea imported? Circle your answers!

*France / India / Spain / Canada / China / Poland / Ceylon (Sri Lanka)*

4. Using the pictures and the film, try to work out the processes from being picked until we drink the tea!

Number the stages in the correct order in a flow chart.

- |                          |  |                                       |
|--------------------------|--|---------------------------------------|
| <input type="checkbox"/> | Picking tea leaves on a plantation.        |                                       |
| <input type="checkbox"/> | Packing tea crates with tea leaves.        | <input type="checkbox"/>              |
|                          |  | Moving crates from boat to warehouse. |
| <input type="checkbox"/> | Weighing tea crates for export.            |                                       |
| <input type="checkbox"/> | Transporting tea crates to London by boat. | <input type="checkbox"/>              |
|                          |  | Taking tea samples in a warehouse.    |
|                          |  | <input type="checkbox"/>              |
|                          |  | Testing tea for quality.              |
| <input type="checkbox"/> | Packaging tea into packets for a shop.     |                                       |
|                          |  | <input type="checkbox"/>              |
|                          |  | Drinking tea at home.                 |

5. In the Tea Warehouse display, look for the following, and tick the words when you have found them:

*Shovel / trolley / scales / crate*

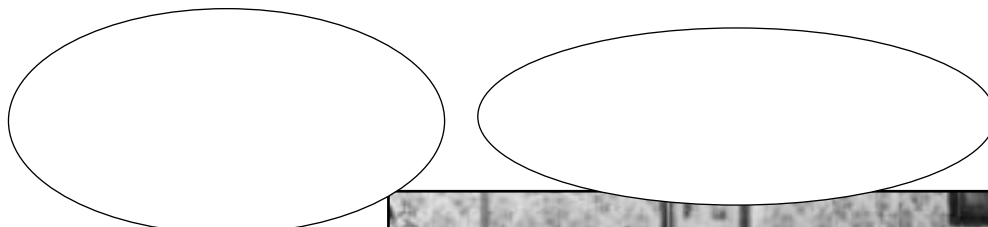
## 5. Living Conditions

Find the pictures which show how dockers and their families lived, and read the captions.

How do you think you would feel if you lived like this? Fill in the thought bubbles.



*The kitchen of a lodging house, visited by Henry Mayhew c1861.*



Look carefully at the photograph on the right.  
How can you tell that this family is poor?

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*A docker's family at home in the East End of London.*

Turn the sheet over and write a Health Visitor's report on this family.

## 6. Working Conditions: The Call-On

Sit down and read and discuss the text below in your group.

Many dockworkers woke up each morning not knowing whether they would get work that day. They would make their way to the dock offices and look to see which ships had come in or were waiting to be discharged (unloaded). If they saw work, they would wait until the ganger appeared.

The ganger's job was to distribute the work to the waiting dock workers. He had a certain number of tokens to give out. He would look for people he knew he could trust to do a good job-sometimes these would be his mates. It paid to be nice to the gangers! When the ganger got down to the last few tokens, he would just throw them into the crowd. Those dockers who didn't get a token wouldn't get work that day.

1. How would you feel if you were a docker who hasn't had any work for a week? You can't even afford to pay a doctor to visit one of your children who is very sick.
2. How would you feel if you were a policeman who has to keep the crowd in order?
3. Act out a role play back at school, with dockers, gangers, police and dockers' families.
4. Conduct a plenary back at school, to discuss why the call-on wasn't organised more fairly.

### THE CALL-ON

The Call-On favoured the dock managers, because they could hire casual labour when they needed it, rather than continue to pay dockers when there wasn't much work for them. They were able to continue this unfair practice, because the dockers were so desperate for work.

## 6. Working Conditions: The Call-On

Now find this picture in the Gallery which shows the 'Call-On'.

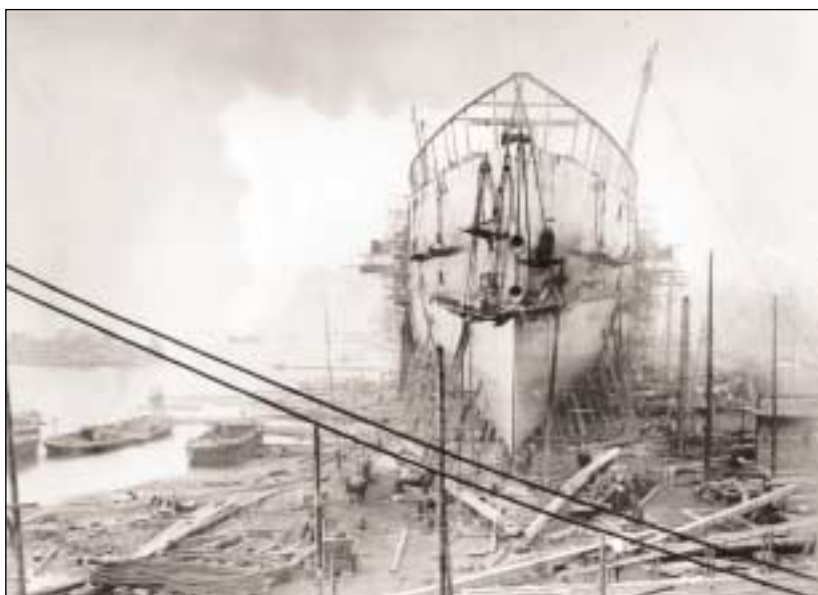
Fill in the thought bubbles for the docker and the policeman.



*Dockers rushing from the dock gates to the call-on position at the London Dock, 1886.*

In the space above, draw the ganger and his thoughts.

## 8. Ship building: The Great Eastern



Isambard Kingdom Brunel's *Great Eastern* being built.

Find this photograph of the *Great Eastern* being built, then look at the scale model of the ship, and read the information panels.

1. Can you find the engineer Isambard Kingdom Brunel on the model of the *Great Eastern*?
2. Why do Isambard Kingdom Brunel, and the photographer, look so small?

**True/False** (Tick the correct box)

3. A few hours after the photograph was taken, Brunel collapsed and later died.

**True**       **False**

4. The *Great Eastern* was powered only by wind.

**True**       **False**

5. The *Great Eastern* was able to travel to Australia without stopping.

**True**       **False**

6. It took approximately 18 months to build the *Great Eastern*.

**True**       **False**

## 8. Ship building: Blacksmiths' Forge and Pattern making

### KEY WORDS

**Blacksmith** A person who repairs and makes things of iron.

The building of large ships involved very many different skilled workers, for example blacksmiths and pattern makers.

Look at the blacksmiths' forge and the range of tools which were used.

1. What is the forge for?

Look carefully at the Pattern making display, and read the information panel.

### KEY WORDS

**Patterns** Wooden replicas of pieces of machinery and other items required to be made in metal. Patterns were used to make sand moulds in which hot metal could be cast. The making of patterns was a specialist branch of the woodworking trade.

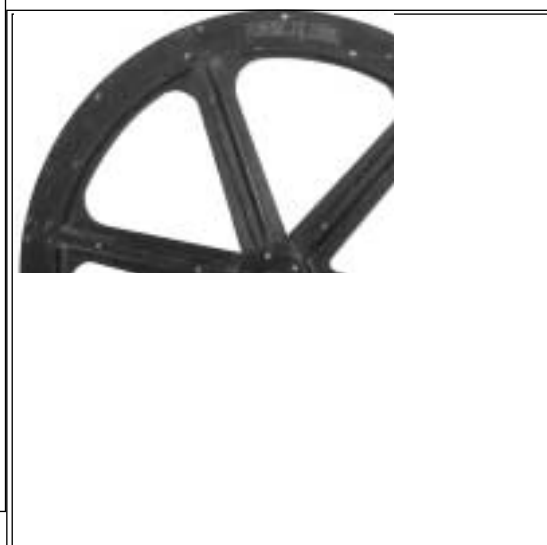
**Bollard** Cast iron post on a quay to which vessels are moored.



*A pattern making workshop.*

2. Find the shapes below in the *patterns* display.
3. Complete each shape.
4. Draw a line to link each shape to its name.

*cog / grille / wheel / bollard*



5. Now look carefully at the model of the *Great Eastern*.  
Spot each shape on the model, and make a tally in the chart below.

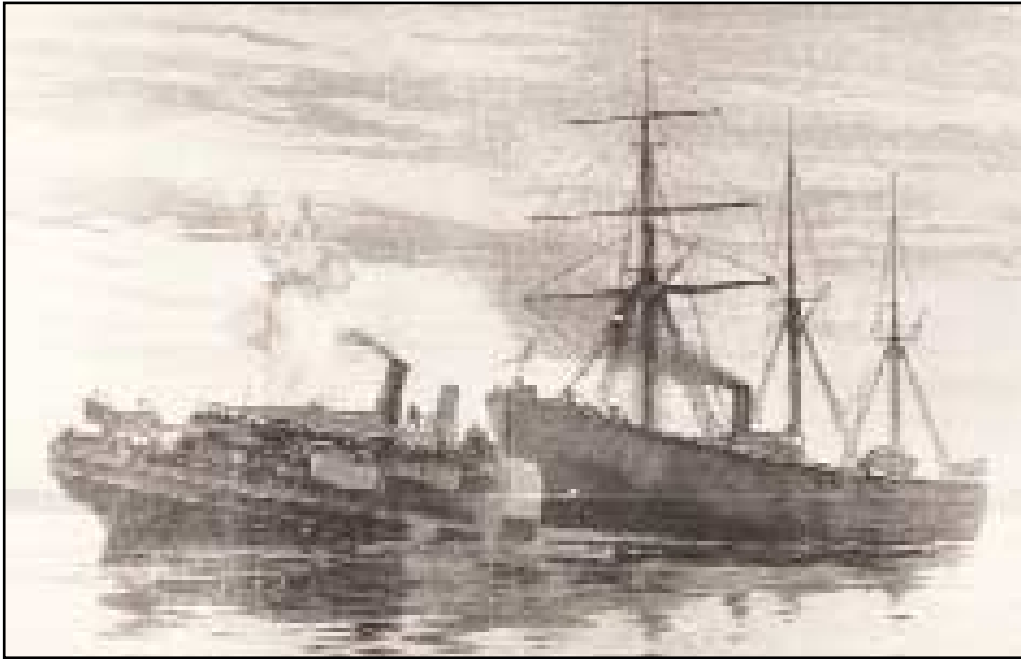
Shape	Tally
Cog	
Grille	
Wheel	
Bollard	

6. Back at school, in groups, using all the information you have, work out the pattern-making process from the making of the wooden shape to the casting of the ship's part in iron.

Number the stages in the correct order:

- Wet sand is put in a box.
- The cast iron part is built into a ship.
- The wooden shape is removed from the wet sand, leaving an impression of the shape in the sand.
- A pattern maker makes the shape of a ship's part out of wood.
- Molten iron is poured into the impression of the ship's part in the wet sand.
- The wooden shape is pressed into the wet sand.
- The molten iron sets hard and is removed from the sand.

## 9. The Princess Alice Disaster



The *Princess Alice* colliding with the steamship *Bywell Castle*

Look at the displays of the *Princess Alice* Disaster, and the picture above.

1. What sort of boat was the *Princess Alice*? Circle the correct picture.



2. The passengers on the *Princess Alice* had been on a day trip. Where had they been?

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3. Describe how the disaster happened.

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4. How many people drowned? (*Circle the correct number*)

250 / 173 / 49 / 558 / 780 / 640 / 23

5. Which of these possible reasons for the accident do you think are the most likely?

Discuss these ideas in your group.

- Poor visibility because of steam from the ships' funnels.
- Traffic was becoming much busier on the river.
- Poor navigation.
- Large ships travelled alongside much smaller ones.

6. Give three reasons why an accident on the Thames might not be so disastrous today. (*Think about modern communication, technology, health and safety rules, treatment of survivors, etc*)

1.

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2.

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3.

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## Drawing activities: Containers

Look for some **containers** in the galleries.

Draw two containers.

(Some ideas: different types of ships / barrels / crates / rope cargo baskets / tea cannisters / bottles).

What were they used for?

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# Victorian Studies: Follow-Up Activities

**Below are suggestions for follow-up activities at school.**

**Some will be more suitable for UKS2 classes. (Yrs 5-6)**

## Samples

- Make a classroom display of imported commodities and information about them.  
With a blindfold, try to identify them by touch and smell.
- Compile a crossword or quiz about imported commodities.
- To understand how a **valiche** works, conduct an experiment by filling a tumbler with water, insert a transparent straw, then placing your finger over the top of the straw, gently take the straw out of the tumbler.  
The water will remain in the straw (valiche) until you remove your finger from the top.
- Looking at old pictures of the docks and warehouses, imagine what it would have been like to work around the docks.  
Discuss the things you would like and dislike about working there (eg noise, smell, danger, companionship).

## Tobacco

**Follow-up discussion at school (in more detail for yrs 5-6):**

- What was the Victorian attitude to smoking? Can you find Victorian images of people smoking? (Smoking jackets and hats, elaborate pipes etc).  
Are the images mainly of men or women? Why?
- What are the health risks connected with smoking?
- What is some of the current thinking about smoking? (recognition of passive smoking, discussion about banning smoking in public places, advertising tobacco products has recently been banned).

The NHS has recently launched a poster and TV campaign to try to stop people smoking.

- Should tobacco be classed as an illegal drug?
- Why is the government slow to ban smoking? (Tax revenue/ Importance of tobacco crop to countries which produce it etc).

## Tea

### Follow-up discussion at school (in more detail for yrs 5-6):

- Who picks tea? What are their working conditions like? and pay?
- Find images of Victorian tea caddies, tea pots etc. Find out about social conventions of tea drinking amongst Victorian middle classes.
- Bring in examples of different types of tea. How do they acquire their different flavours?
- Do you have any family memories or stories about working with tea or on tea plantations?
- Look at a map of the world and work out where the tea plantations were.
- What sort of climate does tea need in order to grow?

## Social conditions

- Imagine you are a docker sleeping in the Salvation Army Hostel: describe a night spent there, and how you would feel when you run to the Call-On and are not given work.

*This could be developed into a drama activity or 'hot seat' activity.*

- Produce a strip cartoon or a story of 'A Day in the Life of a docker and his family'.

*Ideas could include a wife worrying about her family's health, or the frustration of a bright child in a docker's family, unable to get as much schooling as he/she wants.*

## The Strike of 1889

- Conduct a debate about the Strike of 1889, using notes children have made from the Interactives, and from the Victorian Dock Strike activity on [www.portcities.org.uk/london](http://www.portcities.org.uk/london)
- Write different types of letters (eg persuasive), or newspaper articles about the strike, from different people's points of view.
- Design a poster encouraging people to strike.

*(This could be extended to looking at current disputes, eg train drivers, postal workers, firefighters, and the role of the Unions).*

## The Princess Alice Disaster

- Write an account of the Princess Alice Disaster from a survivor's viewpoint.
- Write a newspaper article, including a dramatic headline.

## Ship building and Pattern making

- Make plasticine moulds with, for example, *Lego* or *Duplo* pieces and fill with Plaster-of-Paris to understand the process of pattern making.

# Victorian Studies:

## Museum Visit UKS2 Extension Activities

### 2. Sampling, Interactives

Using the interactives in pairs, find out and write down 4 facts about one of the following commodities:

coffee / tea / sugar / ivory / silk / mahogany

**Commodity:** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### 4. Tea

Watch the Tea Clipper video and answer the following questions:

What were tea clippers used for?

\_\_\_\_\_

\_\_\_\_\_



What was special about their shape, and why?

\_\_\_\_\_

\_\_\_\_\_

Why did they race each year to be the first back to England with their cargo of tea from China?

\_\_\_\_\_

\_\_\_\_\_

# 7. The Strike of 1889

Look for this picture.



*In commemoration of the Great Strike, September 1889*

1. Complete these sentences, which you will find in this picture.

We strike for \_\_\_\_\_ and for \_\_\_\_\_ wives and \_\_\_\_\_

For \_\_\_\_\_ where \_\_\_\_\_ is possible and for our \_\_\_\_\_

2. Why does the picture show mothers and children as well as dock workers?

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3. How many years ago did the Great Dock Strike start? \_\_\_\_\_

### THE GREAT STRIKE OF 1889

Dockers went on strike because of poor working conditions (for example the Call-On system), for an extra d\* per hour, and for a guaranteed minimum daily rate.

Other tradespeople came out in support of the dockers, such as the gas workers, and they even received money from workers in Australia to support them during the strike.

\* Try to find out the equivalent amount of money today, and how much this was worth in 1889.

### FOR DISCUSSION

The Call-On system meant that dockers didn't know from one day to the next whether they would get any work.

Do you think the Call-On system was fair?

## 7. The Strike of 1889: Interactives

Find the computers, and choose **one** of these pairs to 'interview',

*either*

Cardinal Manning and Mr C M Norwood

*or*

Mr C M Norwood and Mr Ben Tillett

*or*

Mrs Annie O'Reilly and Mr C M Norwood.

### TEACHERS' NOTES

Ensure that within your class, each of the four people will have been interviewed.

The aim is for your students to argue their point of view in a debate about the strike at school.

1. For each of the people, ask two questions which interest you the most.
2. Write down two of their answers to each of the questions. (Summarise the questions and answers - try not to copy them!)

**Person 1:** \_\_\_\_\_

**Question 1:** \_\_\_\_\_  
\_\_\_\_\_

**Answer:** \_\_\_\_\_  
\_\_\_\_\_

**Answer:** \_\_\_\_\_  
\_\_\_\_\_

**Question 2:** \_\_\_\_\_  
\_\_\_\_\_

**Answer:** \_\_\_\_\_  
\_\_\_\_\_

**Answer:** \_\_\_\_\_

**Person 2:**

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**Question 1:**

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**Answer:**

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**Answer:**

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**Question 2:**

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**Answer:**

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**Answer:**

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Imagine you are a docker on strike. Design an eye-catching banner to carry during the strike and think of a slogan (eg *Fair pay for a hard day*)

# Cross-Curricular Activities

## Geography and Local History: Docklands Development

- Find out about recent developments in Docklands.
- What different types of activity and accommodation are there in Docklands now?

## DT: Containers

- Find as many different containers as you can in the Galleries, eg different types of ships / barrels / crates / rope cargo baskets / tea cannisters / bottles
- Draw several examples and note down the materials from which they are made and their use.