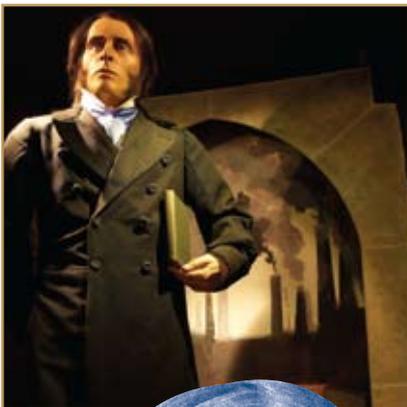


Teacher's Support Pack

At Octavia Hill's Birthplace House, pupils studying the Victorians as part of the National Curriculum enter into a journey of interactive discovery. The tour and activities will enable children to compare and contrast the lives of rich and poor Victorians with that of their own. Octavia Hill's legacy makes her one of the most significant people in British history and pupils will be able to see how her achievements have shaped today's world.

This Teacher's Support Pack has been developed to enable schools to make the most of their experience. Print off and photocopy, where applicable, the pages as you need them.



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7	Who was Dr Elizabeth Casson?
8	Who were the Dyke family?
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Preparation for your visit



Teacher's Support Pack



Costume

Classes will participate in a role-play scenario as soon as they arrive at Octavia Hill's Birthplace House. Your pupils will gain most from the experience if they come dressed as poor Victorians. (See "Victorian costume: A guide for parents". This may be photocopied for parents.) The experience will be enhanced if teachers and supervisors also adopt Victorian costume.

In the classroom

You can give each pupil the identity of a real person from the past. The first property managed by Octavia Hill was No 3 Paradise Place in London. The name, family role and occupation of the tenants were recorded in the 1861 census. Role play characters have been taken from this. (See "Paradise Place: The 1861 Census".)

Activity

Discuss in class what a census is and allocate one character to each pupil. (This also enables the class to be split into 3 groups of 10-12, ready for their tour of the Birthplace House. The name stickers in this pack have three colours, one for each of the three groups. Pupils should arrive at the Birthplace House wearing their name sticker, which also determines which group they will be in for the tour.)

Class discussion should:

- Emphasise that all 37 tenants lived in the same house, one family per room;
- Highlight the jobs undertaken by the tenants and consider where they were born;
- Consider why they were in London eg: the potato famine in Ireland forced many families to migrate to England's big cities, looking for work.
- Highlight the ages that young children started work and the types of jobs they did.

In this initial class discussion, encourage the children to imagine, compare and contrast the lives of their poor Victorian family to the life of their own family today. Explain how and why the tenants paid rent.

A copy of the original handwritten census is exhibited in the Birthplace House, so pupils can see how painstaking the recording of information was in Victorian times.

What should pupils bring with them?

Pupils visiting for a full day should bring a packed lunch.

A gift shop with a full range of souvenirs and gifts will open soon. Pupils may choose £1 or £2 packs of suitable items if you wish.



Victorian Costume: A guide for parents



Teacher's Support Pack

As soon as they arrive at Octavia Hill's Birthplace House, the pupils will enter a role play scenario, when they will meet three Victorian characters who will tell them about their lives and achievements.

Before their visit, they will each be given a character from the 1861 census and consequently, will gain the most from the experience if they come dressed in Victorian costume.

Here is some guidance on what poor Victorians would have worn.

Girl:

- Smock style long dress/skirt & top
- Shawl/waistcoat
- Apron/pinafore
- Mop cap

Boy:

- Dark trousers (possibly too short to look more urchin like)
- Loose shirt
- Waistcoat
- Cap
- Neckerchief

If you do not have a suitable top/shirt, a plain white or dark T shirt can be worn.



Paradise Place: The 1861 Census

Teacher's Support Pack

In 1864, Octavia persuaded John Ruskin to buy three houses in Paradise Place. He gave them to Octavia Hill to manage. Their aim was to make “lives noble, homes happy and family life good”.

The area

St Marylebone was one of the most prosperous residential areas of London. Within it were small overcrowded areas of extreme poverty. They had ironic nicknames (Freshwater Place, the second of Octavia Hill's pioneer sites, was unlikely to feature fresh water; Paradise Place was also known as “Little Hell”.)

Approached by a narrow arch between shops off the High Street, the Paradise Place houses were typically occupied by one family in each room. Some families even rented part of their room to a lodger. We have chosen to depict the family home of the Dyke family in our Birthplace House display because it affords the best teaching opportunities.

Inside No.3 Paradise Place

Living conditions were spartan with few basic amenities. Water supplies from a common pump delivered water of doubtful purity when, or if, the landlord had paid the water company for the supply. Surface and sewer drainage was poor and the consequent smells were pervasive. Infestations of rats, mice and bedbugs were endemic. Tenants paid, or did not pay their rent. The “landlord” was often not the owner but a rent collector, whose sole interest was taking as much money as possible out of each house.

The income of most tenants, and therefore their ability to pay the rent, was dependent on casual work obtained in the prosperous surrounding area.

Octavia's pioneer experiment was to use the collection of rents as an opportunity for social work by enabling families to improve their lives and the overall health of the community she was managing on behalf of Ruskin.



Who was Octavia Hill?

A teacher's guide



Teacher's Support Pack

For your convenience, Octavia Hill's story can be divided into four episodes:

- Family background 1835 – 1864
- Housing work 1864 – 1877
- Environmental & community issues 1877 – 1895
- The National Trust 1895 – 1912

Each offers interlocking opportunities to develop curriculum themes as follows:

Family background:

Octavia Hill began her housing work in 1864, when she was 26 years old. But all her early life can be seen as a prelude to this. Key elements are:

The Birthplace House

This large Grade II* listed building on Wisbech's South Brink is ideal to illustrate the privileged background of the Hill family. Her mother and father, James and Caroline Hill, believed that wealthy people as citizens owed a duty to less fortunate people. Their reform activities with Robert Owen led to opposition and, ultimately, the loss of their house and a move to London.

Dr Thomas Southwood Smith

Octavia's grandfather spent his life trying to improve the living conditions of poor people. Known as "The Father of Sanitary Reform", he was an associate of many of the major Victorian figures, including Lord Shaftesbury and Charles Dickens, who is said to have written Bleak House to highlight Southwood Smith's work.

Housing work

In her pioneering work, Octavia Hill used the collection of rents by her trained women as an opportunity for social work. House owners took a limited return on their capital, which enabled Octavia Hill to invest any surplus back into the community.

The key focus is on Paradise Place "Little Hell" – a family room in No 3 Paradise Place, St Marylebone, London is recreated in the Octavia Hill's Birthplace House displays and features in this Teacher's Pack. The issues of poverty, desperation and the quality of home and community life are addressed here.

Environmental and community issues

In 1877, Octavia Hill founded the Kyrle Society, the first civic amenity society, for "Bringing Beauty" into people's lives. It was named after John Kyrle of Ross on Wye, who used his small fortune to improve and add community amenities.

Curriculum elements:

- Open spaces, parks and gardens
How valuable are these as a community resource?
- Music
What access did poor people have to music?
- Art
Octavia Hill provided colourful, high quality works of art in poor areas. Do these improve people's lives?
- Books
In the days before public libraries, Octavia made these available to people.

The National Trust

In 1895, with others, Octavia founded the National Trust to be "Forever, For Everyone".

Curriculum elements:

- Choose a local National Trust property, open space or garden. Discuss its sustainability or accessibility to everyone.

Who was Dr Elizabeth Casson? A teacher's guide



Teacher's Support Pack

Octavia Hill is the link between the developments of occupational therapy and nineteenth century educational, health and social activists, such as her mother Caroline; her grandfather, Dr Thomas Southwood Smith; Robert Owen; John Ruskin and F D Maurice. In their own ways, all aimed towards the social well-being of individuals and communities, though closely aligned with everyone's need to find satisfaction through participation in meaningful occupation. This interest was evident in Octavia's work with the Ragged School children, in the Ladies Guild and the play grounds, halls and green environments she established to encourage wide ranging occupations for her tenants and others. Indeed, she noted that "the usefulness of the employment given to poor and not over skilful tenants... impresses me more every year as I watch the feeble and helpless man growing into one whose work we prize..."

Elizabeth Casson, who trained with Octavia as a housing estate manager, obviously absorbed much from her employer. She was skilful in promoting the many kinds of recreational, theatrical and educational occupations which took place in Red Cross Hall. Octavia acknowledged the "impetus" given by "our spirited young secretary", (Elizabeth) to "performances by the people themselves as "most satisfactory" and "long desired". In 1910, Octavia reported that the Hall had "gone remarkably well" and that "Miss Casson" had "still further developed her plan of bringing local clubs and other institutions" which "develops power in local workers and creates local interest."

That Elizabeth was fitted into this vocation is not surprising as she was born into a family talented with dramatic and musical ability. She loved to sing and act, but had many other interests, like "mending locks or motor-car gadgets". However, her experience that "much of the misery and poverty she found" resulted from "appalling ignorance and neglect of physical weakness and disease", convinced her to return to study, eventually becoming the University of Bristol's first woman Doctor of Medicine.



Interested in psychiatry, the newly qualified Dr Casson was distressed by "the atmosphere of bored idleness in the day rooms" of mental hospitals. This led, eventually, in 1929, to her establishing Dorset House, the first British training school for occupational therapists alongside a residential clinic for women psychiatric cases which offered them fulfilling day long programs and wholeness in living. Elizabeth's participatory, communal approach, in which "everyone would be essential and therefore would feel valued and valuable," implemented the belief of the social activists linked with Octavia Hill in the need to share experiences with those they helped.

By 1945, about 800 patients had been residents; the establishment encompassed four large houses and a household of well over a hundred. When "bombing attacks grew too frequent and fierce" Elizabeth had to relocate the patients. She continued involvement with the School despite the Ministry of Health borrowing it to train occupational therapists to meet the rehabilitation requirements of the war. After its ultimate establishment in Oxford, she continued to finance the School from her personal funds and held the position of Medical Director until shortly before her death in 1954.

Ann A Wilcock

Who were the Dyke family? A teacher's guide



Teacher's Support Pack

The only certain knowledge we have of the Dyke family is in the 1861 Census. But we can deduce much about their life from the detail in Octavia Hill's own description of the houses she managed and other sources.

The Dyke family comprised of Robert Dyke, the head of the household; his wife Ann and their children Thomas aged 13, Charles aged 10 and Annette aged 7.

Although they no doubt had much in common with thousands of other London families, it is noticeable that in the Paradise Place community, a family with two parents and children was in a minority. They lived in multi tenanted houses.

Robert and Ann were born elsewhere and no doubt came to live in London, as did many other families, to improve their lives and take advantage of the opportunities for work. Their home off Marylebone High Street gave them direct access to the many daily opportunities for casual work. Robert's work as a porter could have been associated with one of several small provisions markets in the area, supplemented by occasional or regular delivery of packages and parcels. But his income will have been erratic and wholly dependent on his health and strength, which were routinely threatened by his living conditions. In the absence of any free medical care, any sickness or disease could threaten the family's precarious hold on even the one room Paradise Place home. Failure to pay the rent would lead to eviction by the "landlord", whose menacing, top hatted figure we have depicted in the basement tableaux. His sole function was to collect rents.

The profession of Ann Dyke, his wife, is left blank on the census, reflecting the low status of married women, whose legal and social status became wholly identified with their husband. Her domestic role as a housewife often made her the effective day to day head of the household, in the routine absence of her husband. It is likely that she will have supplemented the family income by external employment when possible, perhaps by undertaking some form of street selling.



The family food supply was uncertain, and as you will see from our display, often leftovers or throw outs from the big houses in the area. In our Paradise Place recreation, we have depicted a common way families supplemented their income. They undertook piecework at home, assembling toys or often items which were then purchased for a fixed price per unit by a merchant. Payments were low and many families, children included, worked long hours to earn the basics of life. Sweated labour, such as this was particularly prevalent in the clothing trade, where smart dresses, sold in West End upmarket shops, were produced at appalling human cost.

When she was fifteen, Octavia Hill had resolved to help the work of the East End Townswomen's Association, which aimed to combat this by opening shops which sold clothes that had been made in decent conditions and the workers were paid a reasonable rate. You can see Lucy Collins, a lodger, taking her sewing shift with young Annette, aged 7.

A timeline of history 1760 – 2008



Teacher's Support Pack

Captain Cook lands in Tahiti	1769	1760	Thomas Clarkson born in Wisbech
American War of Independence	1776	1771	Robert Owen born
French Revolution	1789	1788	Thomas Southwood Smith born
Abolition of the Slave Trade	1807	1798	James Hill born
Charles Dickens born	1812	1809	Caroline Southwood Smith born
Florence Nightingale born	1820	1818	James Hill moves to South Brink, Wisbech
Queen Victoria comes to the throne	1837	1835	James Hill marries Caroline Southwood Smith
The Hill family leave Wisbech	1840	1838	Octavia Hill born Infant school and Hall for the People opened in Wisbech
		1840s	Potato famine in Ireland
Collieries Act - no children under 10 allowed in the mines	1842	1846	Thomas Clarkson dies
Octavia Hill moves to London, aged 13	1851		
		1854	
		1856	
Crimean War	1854-1856	1858	Emmeline Pankhurst born
John Ruskin buys Paradise Place	1864	1861	Thomas Southwood-Smith dies
		1870	Education compulsory for children under 10
Kyrle Society founded	1877	1878	James Hill dies and is buried in Highgate
Army Cadet movement established	1887	1895	The National Trust is founded
		1901	Queen Victoria dies
Boer War in South Africa	1899-1902	1902	Caroline Hill dies and is buried in Highgate
		1912	Octavia Hill dies and is buried in Kent The Titanic hits an iceberg and sinks State Old Age Pensions introduced
		1914	
		1918	
World War I	1914-1918	1923	Society of Women Housing Managers founded
Elizabeth Casson founds first occupational therapy school in Britain	1929	1930	St Pancras/Marylebone built
		1939	
		1945	
World War II	1939-1945	1965	Chartered Institute of Housing amalgamated with Society of Women Housing Managers
England win the World Cup	1966	1979	Margaret Thatcher becomes the first woman prime minister
		1988	A plaque is dedicated to Octavia Hill on No. 3 Paradise Place
		1992	The Octavia Hill Society is founded
The Octavia Hill Birthplace Museum opens	1995	2001	Terrorists crash planes into the Twin Towers, New York
Octavia Hill's Birthplace House is reunified	2008		

Itinerary of your visit: Full & half day



Teacher's Support Pack

09.30

Arrival and welcome in the Long Room. Health & Safety briefing.

Introductions to Octavia Hill, Dr Elizabeth Casson and Robert Dyke.

10.00

Class is split into three pre-arranged groups and tour of the Birthplace House begins.

11.40

Class reconvenes to discuss their experience and summarise findings.

12.00

Departure/Lunch (pupils may eat their packed lunch in the garden or our coffee shop).

12.45

Afternoon activities
(for Full Day experience only)

Choose either:

- A town walk of Wisbech
or
- A practical session about life as a Victorian (in 3 groups)

02.15

Class reconvenes for discussion and summing up.

02.30

Departure

Half day/morning

During their visit, pupils will learn about Octavia Hill and her story from three guides: Octavia herself, Dr Elizabeth Casson and Robert Dyke. (See teacher's guides.)

The groups will follow different routes through the Birthplace House, meeting each of the guide characters. The story telling will be enhanced by activities for the pupils, including:

- Handling artefacts;
- Using slates and pencils to record their findings;
- Playing with authentic Victorian toys;
- Enduring nasty smells from the slums and contrasting them to the sensory experience of plants and clean air in the garden.

Our guide characters are trained to engage and inspire the children, to consider the issues arising from their tour.

Full day/afternoon

Those schools visiting for a full day will have pre-booked their choice of either a Town Walk of Wisbech, trailing places of interest to the Hill family or a Practical Victorian Experience at the Birthplace House.

A town walk of Wisbech

After lunch, schools will meet Caroline Hill, Octavia's mother, at the Angles Theatre (where James and Caroline Hill set up the first infant school in Wisbech). Caroline Hill will guide the pupils around key sites in Wisbech, highlighting the influences the Hill family created, and their legacy that remains in the town today. The pupils will be able to contrast their lives with that of their Victorian counterparts.

Continues on page 11

Teacher's Support Pack



Full day/afternoon *Continued*

Practical Victorian Experience

The class will split into the same 3 groups they had for the morning session. The groups will carry out each of the activities in half hour sessions:

1 Washday

Typically, Monday was washday! The children will try their hand at washing Victorian style, learning how this chore lasted 1-2 days per week. The pupils will learn the reality of where water came from, the physical toil of using a dolly tub and peg or washboard, drying clothes/linen and the practicalities of ironing the next day. The children will contrast this with how their clothes are cleaned today.



2a Make a Thaumatrope

The children will make their very own Victorian toy!

Educational toys were popular in the Victorian era, not only providing pleasure but instruction. Many educational toys were the result of scientific discovery. The Thaumatrope was invented in 1825 by Dr John Ayrton Paris, one year before the invention of the camera. It magically makes a picture change and would have been an exciting toy for children before the camera was invented.

or

2b Make a Cup & Ball game

When Victorian children had finished their school day, they would help their mother's with any chores around the home. Once the chores were finished, they would meet their friends in the street and play with games such as the Cup & Ball game, marbles or whip and top.

3 Role play: Landlords & Tenants

In their Paradise Place characters, the pupils will pay their weekly rent to their landlord. They will examine old money and calculate the total income for the household, deducting rent, food and school fees. They will compare this with present day costs.

Class work

following your visit



Teacher's Support Pack

Activity 1: English/Art & Design

My visit to Octavia Hill's Birthplace House

Write a summary about their visit to Octavia Hill's Birthplace House, outlining what they have learned. Pupils should also state what they liked best and what they liked least.

Draw a picture to summarise Octavia Hill's life and work.

Activity 2: History/Citizenship

Rich and poor: Victorian living conditions

The template enclosed of No 3 Paradise Place can be photocopied. Pupils each have 3 copies and are asked to draw the following:

- Paradise Place as inhabited in 1861
- The house inhabited as it would be by a rich Victorian family eg: depicting each room and indicating the family rooms and the servants' quarters
- How the house would be inhabited in the present day

Completed sheets for teacher reference are enclosed.

Activity 3: Science/ English

Senses with nature

Create a nature table for the classroom and encourage children to bring in natural plants and items that enhance the senses of sight, smell and touch.

Encourage pupils to write about their favourite open space, describing where it is, what they like about it and what they do there. They can bring photographs of the place to school, to show their fellow pupils in a presentation.

Activity 4: Geography

Planning the future

Each group imagines they are the "planning department of the town council". Using the principles endorsed by Octavia Hill of "noble lives and happy homes", the groups are asked to create a plan of their ideal present day housing estate. Thought should be given to housing, leisure, schooling and health.

Project Work
in Groups



Activity 5: Art & Design

Paint like Octavia

Be a copy painter like Octavia Hill. Ask the pupils to bring in a photograph they like of a person, pet, landscape or building, and ask them to paint a copy image of it. (Insert the original photos in a clear bag to protect them from paint!)

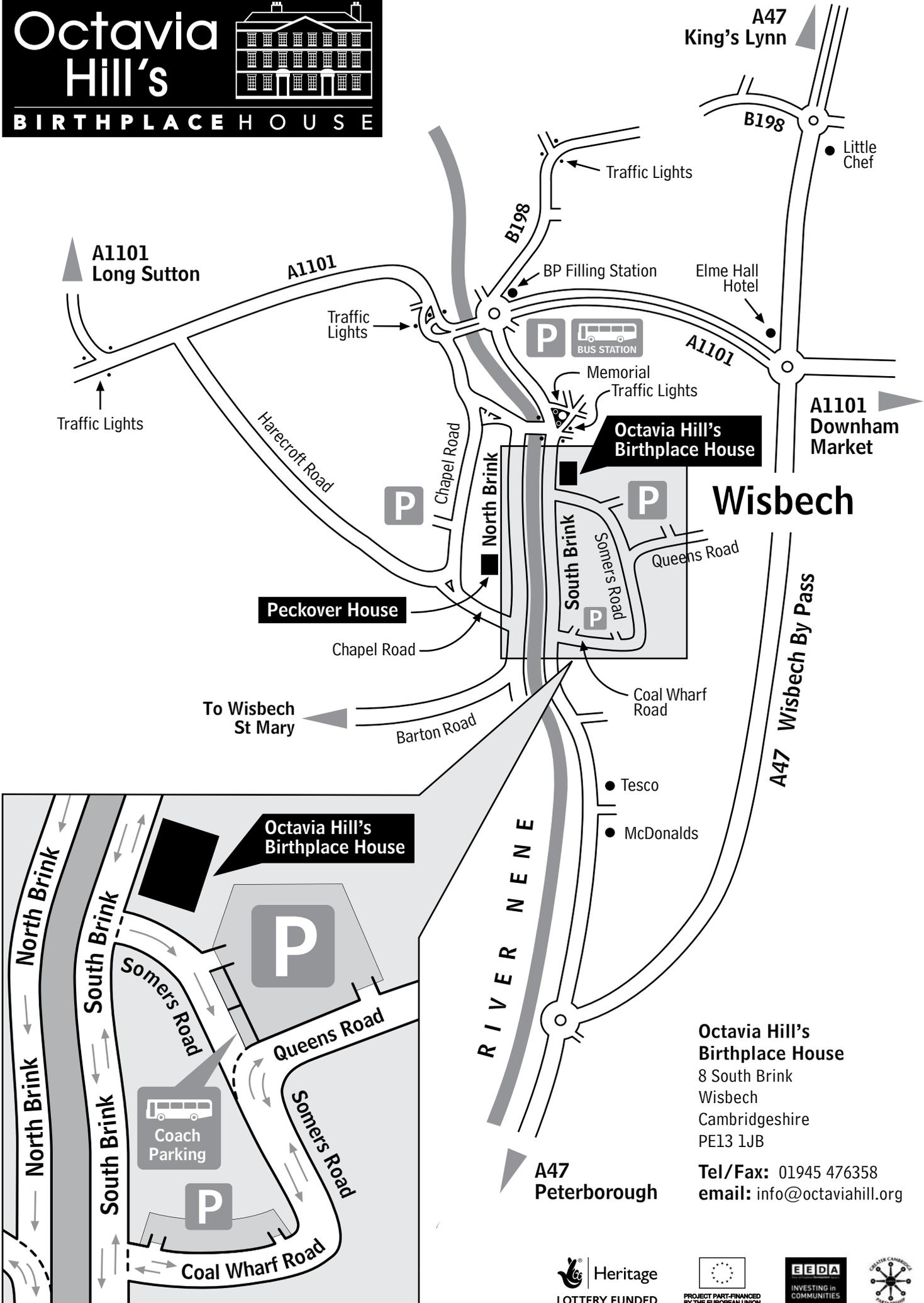
Loan boxes:

Loan boxes of Victorian artefacts are available on request for further class work.



Risk Assessment: School visit to Octavia Hill's Birthplace House

Area	Hazards present	Risk score H/M/L	Detail	Existing control measures
Birthplace House galleries and shop	Slip, trip or fall	L	Risk of injury	Group always under adult supervision and pupil conduct agreed with school
	Damage to displays	L	Financial risk to the Birthplace House	Group always under adult supervision and instructed by Birthplace House staff about code of conduct in the Birthplace House. Workshop leader to give verbal warning about the nature of the cabinets in the galleries - specifying the authenticity of the glass and emphasising how sharp the edges are.
	Heavy objects falling	L	Risk of injury	Group always under adult supervision. Rooms cleaned and inspected by staff.
	Interaction with general public in galleries	L	Aggressive behaviour from schools and the general public	Group always under adult supervision. Pupil code of conduct agreed with school. Customer procedures upheld by the Birthplace House.
	Anyone to be left alone	L	Potentially they could hurt themselves or find themselves lost	Group always under adult supervision. Ratio of adults and children as appropriate and as agreed with Birthplace House staff before the visit.
School sessions in the galleries	Slip, trip or fall	L	Risk of injury	Groups always under adult supervision. Room inspected and cleaned by staff.
	Handling materials and equipment	L	Risk of injury from objects that may have heavy or sharp edges	Workshop leader to give verbal warning about the nature of handling the collection. Condition of objects are monitored closely by members of staff. Clear instructions on handling of all materials, supervision of activity. Care and supervision by accompanying adults, ratio as appropriate. Instructions to wash hands thoroughly after handling any material. Use of sharp and very small objects minimised. Non-toxic objects/materials resources used. Objects and resources inspected and cleaned by staff as appropriate.
		L	Damage to objects	Birthplace House staff to instruct groups on correct handling techniques, demonstrated by the workshop leader throughout the session.
	Use of rooms provided	L	Risk of injury	School informed of fire evacuation procedures and meeting point. Birthplace House staff check the room as part of the evacuation procedure.
Public toilets	Need for adult assistance	L	Potential abuse of children by adults	Teacher in charge responsible for pupils to be escorted to the toilet and supervised as necessary.
	Need to lock the door	L	Unable to unlock the door	Staff can open the toilet doors from the outside.



A47 King's Lynn
 B198
 Little Chef
 Traffic Lights
 BP Filling Station
 Elme Hall Hotel
 A1101
 A1101 Downham Market

A1101 Long Sutton
 Traffic Lights
 Harecroft Road
 Chapel Road
 North Brink
 Peckover House
 Chapel Road

P
 BUS STATION
 Memorial Traffic Lights

Octavia Hill's Birthplace House

Wisbech

To Wisbech St Mary
 Barton Road

• Tesco
 • McDonalds

RIVER NENE

A47 Wisbech By Pass



Octavia Hill's Birthplace House
 8 South Brink
 Wisbech
 Cambridgeshire
 PE13 1JB

A47 Peterborough

Tel/Fax: 01945 476358
 email: info@octaviahill.org



Teacher's Support Pack

Octavia Hill's Birthplace House is keen to develop the potential of our programme for schools. We want to hear your thoughts on how we perform, how our programme meets your needs with the National Curriculum and how the pupils enjoy and remember their experience with us.

We would be grateful if you would fill in the feedback questionnaire below and return it to us in the pre-addressed envelope enclosed, or fax it to 01945 476358.

School:

Completed by:

Date:

1 How did you hear about Octavia Hill's Birthplace House?

2 How did you find out that Octavia Hill's Birthplace House provides visits for schools?

3 How would you rate your experience:

			
Preparation before the visit			
Pre-visit information and materials			
Helpfulness and knowledge of staff			
Guided tour			
Interest to the pupils			
Interaction with guide characters			
Quality of the displays			
Activities			
Overall relevance to the curriculum			
Suggested class work after your visit			
Follow up after the visit			

4 How would you rate the school visit overall?



5 What feedback did you get from the pupils about the visit?

6 Would you visit again with your school?

7 Would you recommend Octavia Hill's Birthplace House to another teacher/school?

8 Are there any areas you feel can be improved for a school visit?

9 Do you have any other comments or recommendations?

Thank you very much for completing this questionnaire. Your feedback is important to us.