

A Victorian Life

Grenville M. Dodge



Dodge Family on the porch of the Dodge House, circa 1900



The Historic General Dodge House

605 Third Street
Council Bluffs, IA 51503
(712) 322-2406
www.dodgehouse.org

National Standards for History from the National Center for History in the Schools (2005)

Grades 2-5

Topic 1: Living and working together in Families and Communities, now and long ago.

Standard 1: Family Life now and in the recent past; family life in various places long ago.

Standard 1 (A): The student understands family life now and in the recent past; family life in various places long ago.

Standard 2: The History of student's own community and how communities in North America varied long ago.

Standard 2 (A) The students understands the history of his or her local community.

Iowa Department of Education; Iowa Core Curriculum (2009)

Primary Elementary Grades:

HISTORY:

Standard 1) Understand how people construct knowledge of the past from multiple and various types of sources.

Standard 3) Understand how culture and cultural diffusion affects the development and maintenance of societies.

BEHAVIORAL SCIENCES:

Standard 1) Understand interactions between self and peer group.

Standard 2) Understand the relationship of the individual to the components of society and culture.

Intermediate Elementary Grades

BEHAVIORAL SCIENCES:

Standard 2) Understand the influences on individual and group behavior and group decision making.

Standard 5) Understand current social issues to determine how the individual formulates opinions and responds to issues.

For more information, or to book a tour, off-site program , or special program on-site, please contact :
Patricia LaBounty, Outreach Coordinator
200 Pearl Street
Council Bluffs, IA 51503

402-501-3841 or at plabount@upcontractor.up.com

The Dodge's Victorian Life

In 1869 the house of Grenville M. Dodge, his wife Ruth Anne and his three daughters Lettie, Ella and Anne, was completed on 3rd Street in Council Bluffs and the family of five finally spent their first Christmas in their new home in 1870. Even though this American family was geographically removed from London's Victorian society, they were very much influenced by the prevailing codes of behavior and dress influenced by England's Queen Victoria whose reign lasted from 1837-1901. Despite the fact that, General Dodge was frequently away from the house on business and often traveled to Washington D.C., Europe, Mexico and even Russia, he and his family were expected to live out their lives following complex rules of behavior that dictated even the smallest aspects of their lives.

The 19th Century was a time of tremendous social and economic flux. The Industrial Revolution created a consumer economy and a massive middle class with the means of purchasing consumer goods. This new middle class felt that they had arrived at a higher social plane of existence. The social norms of the farm and the tenement would not do for the family of a man who had made his way in the world. The new middle class wanted to purchase appropriate manners, just as they could purchase fashionable homes, stylish clothing or the latest domestic gadget. From the 1850s on the market was flooded with etiquette books which laid out, to people who had never been exposed to such things, the rules of "polite society". In many cases, they did not describe 19th Century America as it was, but as the author hoped it could become. Ironically, these rules were based upon the norms of the 18th Century aristocratic society which the middle class had supplanted and rendered obsolete.

These changes were taking place throughout the European and American world, but in America, an additional dynamic was present. 19th Century Americans were keenly aware of the uniqueness of their democratic institutions and society, and many saw the manners of "polite society" as contrary to the egalitarian nature of America. "Highfalutin" manners were a thing of the decadent Old World and this often manifested itself in loud, coarse and rough behavior and downright rudeness--especially on the part of the have-nots towards the haves. Anyone who wore a top hat had to be ready to patiently endure the "I'm as good a man as you" reception he might get from every white porter, cab driver, sailor and ditch digger he might encounter.

Well-to-do housewives, like Ruth Anne Dodge, were fortunate enough to employ cooks, maids, nurses, and laundresses to free them from many of these tasks, but nine out of ten homes never had any domestic help. In 1870, sixty percent of the women employed outside the home worked as domestic servants. These jobs allowed working-class daughters to contribute to family income, yet still confined them to a familial setting.

Despite the recent technological advances made by the Industrial Revolution, the United States remained an overwhelmingly rural society and Council Bluffs and its surrounding areas were no different. In rural homes, technology had made relatively few inroads and the burden of work for women remained immense. Whether a woman married (which 90% did) or remained single, her life was largely confined to the care of family members and home.

Grenville Dodge began his interest in railroads and railroad building at an early age. It was really his first job that introduced him to the idea of building railroads and what they could mean for his future. Dodge then went on to pay for his own college tuition at Norwich University. He graduated with a degree in civil engineering that would eventually help him create railroads in the United States and abroad.

Early Work and Education

Objective:

Using an early excerpt from General Dodge's autobiography, students will analyze the document using historical thought and processes, explore the idea of an autobiography, and finally contrast and compare the expectations of young people in the U.S. in the nineteenth century as is evidenced by Grenville Dodge's own experiences as well as draw historical conclusions based upon events and individuals mentioned in the excerpt.

Grade Levels 3-8

- What is an autobiography? Contrast and Compare the differences between an autobiography, a biography, a diary and an eyewitness account of an event.
 - ⇒ Have the class all write eyewitness accounts of the same event. Contrast and compare their different perspectives.
 - ⇒ Have class members write a description of each other similar in tone to the ones that Dodge provides of his family. Share and compare descriptions.
- In the following pages taken from his autobiography, Dodge describes his parents and other members of his family. How would you describe your family? Describe your immediate family with a one sentence description about each.
- What in Dodge's early life sparked his interest in railroad building? How did he go about achieving that goal?
- Fill in the document analysis sheet from the National Archives using this excerpt of Dodge's autobiography. What can this portion of the autobiography tell us about life in Massachusetts in the early 1800's?
- Compare Grenville Dodge's early life with that of Abraham Lincoln. What was different and similar about their early childhoods and their attitudes towards work and education?

Extend the lesson

- Contrast and compare your own experiences with education and work with those of Grenville Dodge and give two possible reasons for each difference. For example Dodge assisted his father in his business as a butcher when he was just 8 years old. Most children today are in the 3rd grade at 8 years old and busy with school.
- Research child labor in the nineteenth century in England and the US. How did Grenville Dodge's experience compare with the average experience of the time? Contrast and compare differences in rural and urban child labor?
- What are some differences today between rural and urban work for young people? What types of work are expected without pay? i.e. chores, etc.....
- Dodge mentions his Great Uncle, William B. Dodge. This individual was discriminated against by some for his taking up the "cause of the slave". To what was Dodge referring and what events were occurring in the United States to make this a central point? Keep in mind that this was well before the Civil War.

the ships of the Plymouth Colony, and settled in Essex County, Mass; seventh in descent from John Dodge (b. 1631 d. in Berkeley, October 11, 1711); sixth in descent from Phinease Dodge (b. May 23, 1683, d. in Wenham, July 19, 1703) Fifth in descent from John Dodge (b. in Wenham, February 28, 1714; drowned in Cape Ann Harbor in 1762) who married Bertha Conant, who died February 26, 1802, at the old Dodge home in Rowley, on the Georgetown road; fourth in descent from Phinease Dodge (b. Sept. 8, 1744; d. February 15, 1824; and third in descent from Solomon Dodge (b. May 3, 1776; d. June 20, 1860) my paternal grandfather. On the maternal side, I am descended from: James Phillips (b. in England about 1700), who subsequently emigrated to America and settled at Ipswich, Mass; James Phillips, son of James of Ipswich (b. February 1729) who resided at Rowley Mass; and Nathan Phillips, third son of James of Rowley (b. February 7, 1768) and of Lydie Pingree of Rowley, my maternal grand parent.

My father (b. 1801 D. 1871) a native of Massachusetts, was a merchant, and, for about ten years, a postmaster of South Danvers; my mother (b. 1802 D. 1888) was a native of Massachusetts. My parents were married at New Rowley (now Georgetown,) Mass., in 1827. Grenville Mellen was the second child and second son of a family of four children, three of whom were sons.

My father was a man with much natural talent, a ready talker, an original thinker, generous almost to a fault, filling many positions of honor and trust. My mother was a beautiful woman, brilliant and very quick at repartee; had a very kind heart, very energetic and very tenacious of her opinion, very active and almost always accomplished whatever she undertook.

My grandfather, Captain Solomon Dodge, was truly a public benefactor, always ready to help the poor and needy and to aid in every charitable work. He was a miller and market man and could truly claim the honor of driving the first market wagon in Salem as all produce had been carried previously in carts and saddle bags.

My great Uncle, William B. Dodge was born at the old home in Rowley and settled in Salem, spending many years in that city, teaching the first colored school, which he established at the commencement of the Anti-slavery movement and continued in that sphere of usefulness until he moved with his family to Illinois, where he founded the town of Avon, in Lake Co., where he became their father, minister, lawyer and judge. At one time in New England, in his native town, the churches were closed against him, as

it was considered a desecration to their pulpit to plead the cause of the slave, although every where he was considered a Christian gentleman of the old Puritanic School of Orthodox, very popular in all his ideas, except in his sympathy for the poor and oppressed.

My early educational opportunities were limited; I worked from the time I was eight years of age; first aiding my father in his business as butcher and afterwards performing similar duties for Mr. Fairfield of South Danvers. From 1846 to 1848, I had charge of the fruit, vegetables and milk on the celebrated farm of Mrs. Edward Lander, which products I marketed in Salem, and occupied my evenings and leisure hours in fitting myself for college.

While at Mrs. Landers, her son, Frederick W. Lander, a former cadet at Norwich University and a Civil Engineer, who was engaged in his profession, returned home on a visit. His brother, Charles Lander, who was then purchasing old meeting houses and moving them to Wenham Lake and turning them into ice houses, was also at home. Frederick W. Lander laid out for this brother a short railroad from the Eastern Railroad to the ice houses and in the survey I took part. Frederick W. Lander was a tall, fine built man. I have seen him take a hundred foot steel measuring chain and throw it out its full length without touching the ground, a feat that very few could perform. It was my association with Frederick W. Lander that encouraged me to become a Civil Engineer and also to obtain a military education. During the Civil War, Frederick W. Lander was a Brigadier General and was killed in Battle in West Virginia.

In 1845 and 1846, I aided my father in conducting a book store, and also served as clerk in Lambert and Merrill's Grocery store. During the winter of 1847-8, I attended the Wunham (N. H.) Academy, and in September 1848 entered Norwich University of Vermont, a military college, graduating therefrom in 1850, with the degrees of Bachelor of Arts and Civil Engineering. In July 1851, I graduated as civil and Military engineer from Capt. Alden Partridge's military school, taking one season's practical course in the field, and was also graduated in the scientific course at that institution.

At this time, Norwich University was the only military college in the North. There was a similar college in Virginia and while a small college, its history is equal to almost any college in the United States. In the Civil War, it placed in the Armies and Navies, something like six hundred officers of which there were six Major Generals,

3 Brigadier Generals, 14 Brevet Brigadier Generals, 35 Colonels, Lt. Colonels, 24, 24 Majors, 133 Captains making a total of 467. In the Navy, 1 Admiral, 3 Rear Admirals, 3 Commodores, 4 Captains, 4 Commanders, 3 Lts., making a total of 60 officers. It also furnished engineers and prominent officials on the railroads.

While at Norwich University, I boarded with Mrs. Truman B. Ransom, whose husband was a former President of Norwich University and Colonel of the New England Regiment in the Mexican War and was killed while leading that regiment upon the attack upon Chapultepec, Mexico. Her family consisted of three sons, T. E. G., Dunbar R., Eugene and one daughter, Kate. It was a noted family. T. E. G. Ransom died at the head of the 16th Army Corps, which I commanded during the Atlanta Campaign, he following to the command of it after I was wounded at Atlanta. Dunbar R. distinguished himself in the regular army during the Civil War and the younger son, was a lt. in one of the regiments. The daughter married Major O'Hara, an army officer.

The Adjutant of the college was S. N. Fifield, who had lost one arm, and who was a very close friend of mine. After my graduation in July from Capt. Partridge's class for field practice, I started west to join the two Ransom Boys who were with their uncle, George W. Gilson in Peru, Illinois, and enroute, I visited S. N. Fifield, and his wife, at Niagra Falls. They had with them a Miss Woodbury, the niece of Chief Justice Woodbury of New Hampshire. This Miss Woodbury was enroute to visit some relatives in Ohio, and they placed her under my charge, as I was going through Cleveland. After my visit to Niagra, we proceeded to Buffalo, where we took the steamer Bay State for Cleveland. It was a very stormy night. The steamer had a very large number of passengers aboard and when we got out into the lake, her upper works parted in the centre, some two or three feet, causing great consternation; her hull, however, seemed to be perfect and sound and while all the passengers were greatly alarmed, Miss Woodbury was very cool and took matters very sensibly. We were seated in a vis a vis lounge, when a lurch of the ship, slid us across the saloon and it was such a funny incident that Miss Woodbury laughed over it, so that some of the people nearby heard her and one of them came up and asked her how she could laugh under such circumstances while everyone else was crying and praying and looking forward to their death. She made answer that she did not know but what, under such circumstances, it was just as sensible to laugh as it was to cry and she thought such things ought to be faced with courage.



Well-to-do housewives, like Ruth Anne Dodge, were fortunate enough to employ cooks, maids, nurses, and laundresses to free them from many household tasks, but nine out of ten homes never had any domestic help. Ruth Anne herself was no stranger to household chores. She and Grenville had a homestead on the Elkhorn River in Nebraska and she followed him throughout his early railroad building career and even into places like Ft. Leavenworth in 1865. In 1870, 60 percent of the women employed outside the home worked as domestic servants. These jobs allowed working-class daughters to contribute to family income, yet still confined them to a familial setting.

Housework alone required enormous physical effort. Few women stayed in bed past daybreak, even when they were sick. They ran the house, made the clothes, cared for the sick and grew and processed much of what the family ate. Middle class families in urban areas were beginning to install indoor plumbing and electrical wiring. The typical housekeeper's sole labor-saving devices were her treadle sewing machine, the mechanical wringer she used to do the wash, and the great cast-iron stove she fired up each morning to cook the meals and boil the water.

A Servant's Life

lesson objectives

Students will:

- 1) Be able to hypothesize about the lives, feelings, plans and dreams of people coming to Council Bluffs to be servants during the Victorian era and how their lives contrasted and compared with people from other socioeconomic statuses.
- 2) Be able to contrast and compare life and culture in Victorian America to that of current day.
- 3) Be able to contrast and compare employment, and employment practices in Victorian times and today.
- 4) develop an understanding of the different expectations of life on the frontier and understand that Council Bluffs was on that frontier during the 1870's.
- 5) Analyze and understand the activities of women in the servants classes of Victorian society as is typified by those employed in the Dodge's home.
- 6) Contrast and compare the different jobs in a Victorian household, typified by the Dodge's home.
- 7) Know the difference between a servant and a slave.
- 8) Contrast and compare the motives of immigrants to come to the US and seek out work in other people's home.

2nd - 5th grade

- Make a list of tasks that a servant would be asked to complete. Who completes these tasks now? At your house? In public places?
- Using the Venn Diagram provided contrast and compare the role of a "servant" and a "slave".
- Research and discover why women during the Victorian era (1850-1895) would work for other families.
- Discuss why the Dodge House had servants at all? What did the family do?
- Pretend you were a servant in the Dodge House. Using your character card and the six traits of writing, write about your job and your life making note of the easiest and hardest parts of your day.
- After discussing the Victorian Cooking and Victorian House chapters in "Children's Life in Victorian America" think about yourself as a servant during this time. What modern inventions would have made your jobs easier? Write a commercial selling modern conveniences to a Victorian servant. Make sure you say what it is, what it does and why it will make your work easier.
 - a) Design your own invention that would help out your character at the Dodge House. Draw a picture of your invention and write a paragraph about why you need it and how it would help you with your daily tasks as a servant.

A Servant's Life continued.....

- Many of the servants at the Dodge House came from Europe. What were their possible motivations to come to the U.S. and where were immigrants during this time period (1850-1910?) coming from? Pretend you are a person trying to decide whether or not to immigrate to America. Make a list of pros and cons to help you to decide.
- Looking at a world map, track the routes that immigrants would have to have taken to get to Council Bluffs in 1870. Discuss what their trip would have been like and what obstacles they may have faced. (Ellis Island, train travel, ship travel, etc..).
- After doing your research, write a letter as an immigrant writing home to tell them about your trip and what your new life was like working in Council Bluffs, IA at the Dodge's House.

Extend the Lesson

- In the Victorian era, servants relied heavily on "references" to move from one job to the next. In researching Victorian society what were some of the pitfalls for a young servant if "references" were not given? How does this equate to today's society and our use of references?
- Create a mock court in your classroom. A servant (you choose) is accused of stealing from the family. What rights would such a person have had? How was this different from England to the US? Was the servant's word considered as "good" as the family's word?
- Compare and contrast the different experiences the servants had at the Dodge House. For your character, write a "help wanted" ad to fill your position. Imagine yourself as interviewing prospective servants. What qualities would they have had to possess?
- Discuss: As people moved West, the divisions between socioeconomic classes became less well defined. Why, and what do you think caused these changes? Would this "more equal" status have appealed to people of this time period? Why?



Boston crackers
are stiff "hard tack"
type biscuits or
crackers

GENERAL DODGE'S FAVORITE RECIPE. CRACKER PUDDING.

Twelve large, old-fashioned Boston crackers, split and buttered. Soak them all night in enough milk to cover them. In the morning, in a well-buttered pudding mould, put a layer of crackers, then a layer of raisins, chopped nuts, a little citron, and, if desired, currants. Over this put another layer of crackers, and so on until the mould is half or two-thirds full. Then beat up 2 eggs in a pint of milk, with sugar, Grand Union nutmeg and vanilla to taste, and cover the cracker mixture until the mould is about full. Steam for three or four hours and serve with a good pudding sauce. (This is an old recipe of General Dodge's mother.) Mrs. L. E. Montgomery.

The Dodge family typically employed 5-8 servants at one time. Despite the custom at the time, the Dodges never employed a Butler, preferring the Head Housekeeper instead. Many of their servants were Scandinavian or Irish.

The servants listed below are a combination of historic fiction and fact. Mrs. Prassey was a real woman who lived in the community of Council Bluffs after her service to the Dodge family and even worked at Thomas Jefferson H.S. as a lunch lady as late as 1920. Mary Purcell was also an historical figure and is listed in the 1870 census in the Dodge household. Anna was also the name of a servant in the Dodge Home and it is well known that the carriage driver lived above the Carriage House. The Carriage House was also the only “apartment” for married servants. Anna and Jacob were given the rocking chair now located in what is called the “Gold Room” at the Dodge House as a wedding present from Mr. and Mrs. Dodge. Their family later returned the chair to the Dodge House after it became a Museum.



Mrs. Prassey

You are the head housekeeper for the Dodge’s family home at 605 Third Street. You are so lucky to work for this family because you actually have a whole room all to yourself on the third floor of the house. The family travels so much, that you often have the house to your self, but when they are home, you have to be ready to entertain Presidents!

Mrs. Jacob Spencer (Anna)

You are the head cook for the General and you are so proud to work in a kitchen with so many modern amenities. Your husband works as the Carriage Driver for the Dodges, and you both live above the Carriage House which is certainly an nice arrangement.

Mr. Jacob Spencer

You are the Carriage Driver for the Dodges. You live with your wife Anna in the carriage house. Each day you walk down from the Carriage House to the livery stable downtown because the Dodge’s kept the carriage at their house but the horses at the stable.

Bridgette

You are the laundress for the Dodges and your job is to wash, iron and maintain all of the Dodge’s clothes, bed linens and table linens. You work in the laundry in the basement of the house, but you share a room with Antoinette on the Third Floor.

Mary Purcell

You are a maid at the Dodge house. You share a room on the third floor with the laundress, Bridgette. It can be very hard work getting up before any one else to lay the fires and to keep the house clean. If any one needs anything they always call for you first!.

Helga

You share a beautiful room on the third floor of the house but are not often there! You are the Cook’s Assistant and it falls to you to wake up at 4:30 in the morning to start the fire in the stove so that everyone can have hot tea and coffee in the morning!!

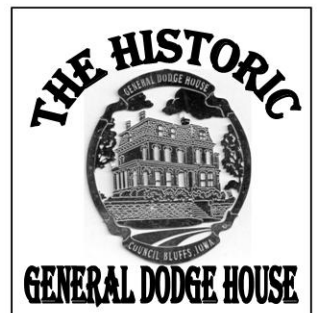
What's in a name?

Servant or slave?

Servants are:

Servants and slaves both:

Slaves are:





Victorian fashion 1869-1874 "Bustle and ruff period"

The process of getting dressed in the morning could be very complicated for your average middle class Victorian family. Tight fitting corsets laced up the back, shirts buttoned in the back and shoes required special hooks to close the buttons! Servants were required to just to get the Lady and Gentleman of the house ready for breakfast!

To complicate matters, Victorian ladies and gentleman changed their clothes several times each day.

Clothing worn next to the skin was often white and washed, on average, once per week with harsh lye soap. Other layers, using beautiful colors, and fine fabrics were often never washed, but only spot cleaned.

Children, after age 6, were expected to dress like their parents. Their clothes were expected to be clean and pressed at all times; even during play! Before that, boys and girls were often dressed the same: in dresses!

Victorian Clothing lesson objectives:

Students will:

- 1) Understand the impact of the Industrial Revolution on clothing.
- 2) Understand the Dodge family's impact on life in Council Bluffs and their place in the Nation.
- 3) Be able to contrast and compare life and culture in Victorian America to that of current day.
- 4) Analyze and understand the activities of women in Victorian society as is typified by the Dodge's.
- 5) Compare the experience of women and their various roles in Victorian society and be introduced to the concept of the dress reform movement and feminism through the person of Amelia Bloomer.
- 6) Contrast and compare the expectations of dress and clothing styles in Victorian times and today.

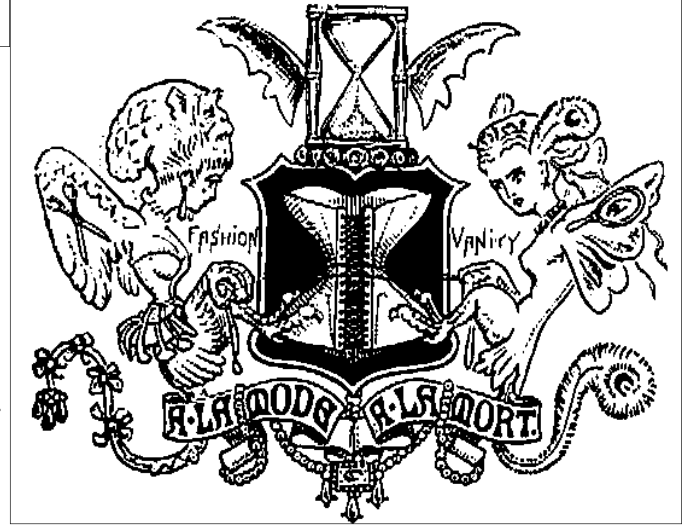
2nd-6th grade

- Make a list or draw a picture of all the clothes that you currently have on. Label each piece of clothing. How many layers clothes do you have on? Now make a list or draw a picture of the clothing that you predict a Victorian child such as Lettie Dodge would have worn.
- Research and discover, using the Muse McCord website, what clothes were appropriate in Victorian times. Think about how the Dodges might have dressed. How many layers of clothes do you think they wore everyday? How many different outfits? Research Victorian Clothing in "Children's Life in Victorian America".
- Using the book "The American Family of the 1890's; Paper Dolls in Full Color" pick three outfits for a child or an adult and list the layers for each outfit and note what materials they were made out of, i.e. cotton, wool, silk, etc. Note which layers would have been washed weekly and which layers were never washed! (Use the layers of dress illustration for information) NOTE: This activity could be done in small groups.
- Examine illustration #1. This was the height of the hoop skirt. Using the six traits of writing, write a story about a typical day in your life choosing one of the people pictured in the illustration.
- Discuss why the Dodge family would have needed help to get dressed everyday! How does this contrast with getting dressed today? Would this have been true for everyone in the Dodge household? What about the servants?
- Create two Venn diagrams comparing men's clothes from the Victorian era and today. How much have they changed?

Victorian Clothing continued...

Extend the lesson

- During the latter half of the 19th Century, the Industrial Revolution changed the way clothing was made. Before the sewing machine, most clothes were hand made. Research when the sewing machine was invented and write about three ways it changed how people dressed. You can illustrate your writing with picture examples.
- Amelia Bloomer, a Council Bluffs resident, believed very strongly in the women's dress reform movement. What were the principal beliefs of this movement? Research Amelia's life and writings. How was Amelia treated differently when she changed the way she appeared?
- Discuss how the roles of men and women and even children were defined by their clothing.
- Amelia Bloomer was one of the first women to write and publish her own journal. Research the suffrage movement and the "Lily". What social issues do you feel are not being addressed today? Create your own journal discussing these issues and present them to the class.
- Research the negative effects of wearing a tight corset. What other fashion choices have adverse health effects? What about in other cultures? Think about the Chinese practice of foot binding, the Masai in Kenya stretching their necks with rings. What other cultures or items sacrifice health for fashion? Why do people choose to wear things that are unhealthy? Status and wealth? Fads? Why?
- After doing your research write a letter to a member of the Dodge Household telling them about the potential consequences of their clothing choices. OR
- Create a poster board using advertisements from magazines and newspapers that are advertising status symbols today. Write a paragraph about why people believe owning these objects or wearing these clothes will make them important.
- What will our clothes say about us in the future? Working in small groups, create a "look" for both girls and boys. Will they be the same or different, will the "look" be dependant on how much money they make, and why? Present your project to the class.
- Create an exhibit on Victorian Life from the objects in the Dodge House trunk. Write labels to describe the pieces and display them for other classes to see. Write an introduction to Victorian Life and the Dodge House as well as interpretive information to help your visitors understand the objects you are grouping together.



Both Ruth Anne Dodge and Lettie Dodge were not your typical Victorian women. After researching all of the available primary sources in the binder, write a short paper on one or both of the women. Make sure to list examples of ways in which they did, and did not, typify the average "Victorian Lady". Discuss why this may have been. What factors would have influenced their development and personality?

Getting Dressed!

1 DROOPY DRAWERS
A lady would first put on a simple knee-length "skirt" or sleeveless shirt. She would wear stockings held up above the knee with a garter and long cotton drawers.



2 BREATHE IN!
Next came the corset, strengthened with whalebone or steel, it fastened at the front but was pulled in at the back.



3 PUTTING ON THE CAGE
Most crinolines consisted of a framework of flexible steel hoops joined by vertical bands of tape. This enabled the wearer to step into her cage.



The flexible frame was collapsible.

5 PRETTY PETTICOAT
The crinoline cage was then covered with a petticoat, which could be quite simple or elaborately trimmed with tucks, embroidery, and lace. Most petticoats were made of white cotton.



6 MORE PETTICOATS
The number of petticoats worn with a crinoline depended on the size of the cage and the dress, but it was usually two.



And here, suspended through tapes.



4 CAGES IN
The cage was then pulled up and fastened to the waist.

7 THE FINISHED LOOK

This mid-19th-century dress completes the dressing. It is strange to think that this demure look was achieved by such a mass of cotton, lace, whalebone, and steel. Imagine having to put all this on in the morning when you are running late!

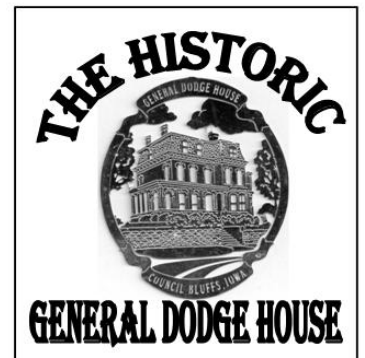


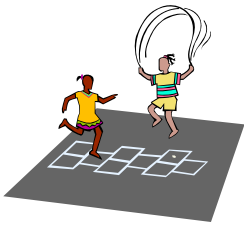
Illustration #1



Crinolines, ca. 1863

At this time in the Victorian era, the crinoline hoop skirt had grown to enormous proportions. This illustration is based on a photograph of a fashionable woman being helped into her

gown over the hoops by two assistants, poised on stepladders and using long poles to support the garment. The gown in the foreground is one of Charles Frederick Worth's creations.



Despite the fact that Victorian children were required to dress and act like their parents in many ways they still found ways to have fun and be children. Imagine a world where there were no TV programs, radios, or video games to entertain the family in the evening. Victorian families turned to each other for amusement and fun!

Music, play acting, and parlor games were all ways in which the family could have had fun together. Activities like scrapbooking, reading, playing with dolls and toy soldiers as well as practicing all of those important manner in games and tea parties would have occupied wealthy children when they were not in school or being tutored.



Victorian Games & School: Lesson Objectives

Students will:

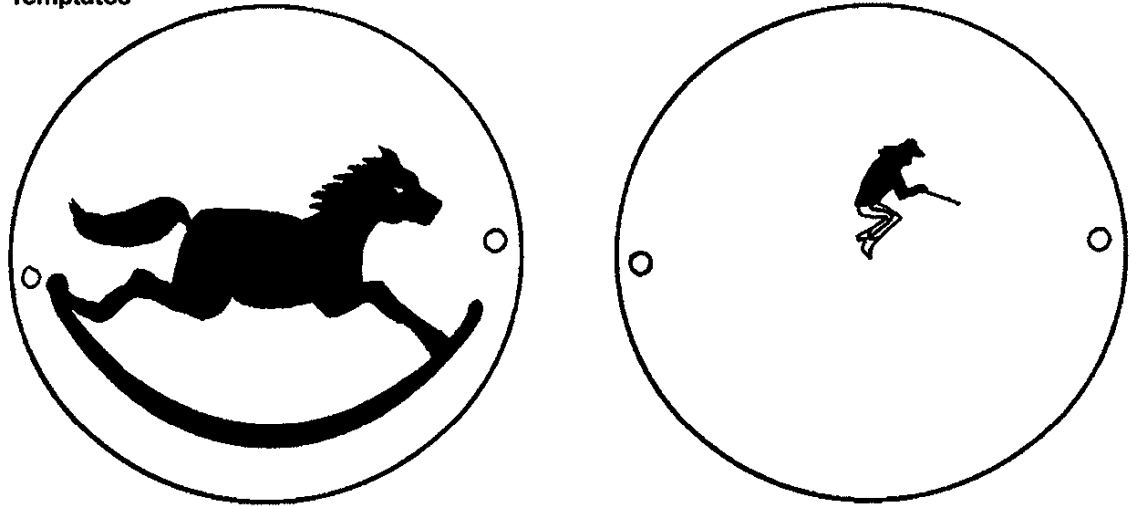
- 1) Be able to contrast and compare modern games and pastimes with Victorian games and pastimes.
- 2) Understand the rules and be able to play several different Victorian games. Students will demonstrate these games to others.
- 3) Understand that during Victorian times, there was no TV, radio or computers.
- 4) Contrast and compare Victorian school expectations with their own classrooms.
- 5) Discuss the manners and behavior expected of Victorian children.
- 6) Be able to discuss the reasons that children were encouraged to play games like “toy soldiers”, and tea parties.

2nd-6th grade

- Read “Toys and Games from Times Past and still enjoyed today”.
- Make a list of all of the Victorian games and pastimes. Take this list home and ask your parents, grandparents, aunts, uncles and other adults of different ages which games they played as a child.
- Back at school analyze your results and find out how many games you and your family have played that Victorian children also played.
- Which game is your favorite?
- Choose one of the games described and play it with your friends.
- Host a Victorian Game Day at recess. Teach your classmates how to play some Victorian games. Research the other books in the trunk to come up with even more games to try.
- In the book “ Children’s Manners and Morals” , read page 20-21. Using a Venn Diagram, contrast and compare your own classroom rules with that of the Victorian classroom. Would our “5 fingered lesson” today use the same virtues?
- Trace your hand on a piece of paper and create your own “5 finger lesson”.
- From the resources found in the trunk, record the toys and games used by Victorian children.
- Using a Venn diagram, contrast and compare Victorian games and modern games.
- Make your own Thaumatrope. Follow the instructions on the next page.

Make your own Thaumatrope

Templates



Materials

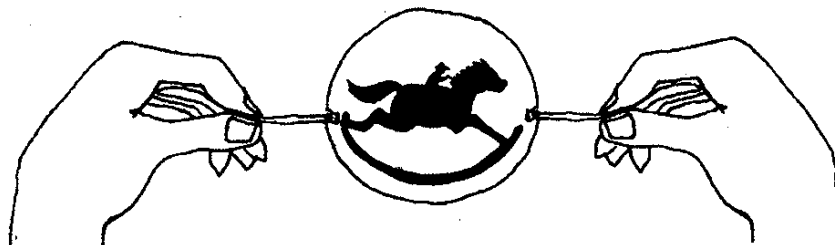
Templates photocopied onto card
String
Scissors
Hole punch or sharp pencil
Glue
Pencil crayons or felt pens

Instructions

1. Cut out the patterns from the template.
2. Using a hole punch or sharp pencil, punch holes through the small circles marked on the patterns. Glue the two sides of the patterns together, matching the holes.
3. Attach a short length of string through each hole.



4. Your thaumatrope is complete! Hold the strings between your fingers and twist them to wind up the toy. Let it unwind quickly and watch the two pictures merge into one.



Now try making your own designs!

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Please examine all of the books included in the trunk, they are excellent resources!

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<http://lincoln.lib.niu.edu/biography5text.html>

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<http://www.angelfire.com/ok/hoddies/victoriana.html>

www.ourwardfamily.com/victorian_servants.htm

http://en.wikipedia.org/wiki/Women_in_the_Victorian_era

<http://www.mccord-museum.qc.ca/en/>

A site with amazing information and interactive. Good for student research and extensions.

<http://kclibrary.nhmccd.edu/19thcentury1860.htm>

An overview with many links about the changes in American life and cultural in the 19th Century.

http://edsitement.neh.gov/view_lesson_plan.asp?id=422

This has information and lesson plans about the Industrial Revolution from the National Endowment for the Humanities.

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<http://www.lahacal.org/gentleman/behavior.html>

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Illustrations used in the Victorian Clothing lesson plan were taken from:

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