



BEING VICTORIAN

WELCOME TO VICTORIA CIRCA 1858-1914!



**TEACHER'S
GUIDE**



AND

**STUDENT
ACTIVITY
PACKAGE**



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Being Victorian: Teacher's Guide and Student Activity Package

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Being Victorian: Teachers' Guide and Student Activity Package

Introduction

Connections to the BC Social Studies 10 Curriculum

This resource and the accompanying website was designed to address several of the Prescribed Learning Outcomes from the BC Social Studies 10 Integrated Resource Package (2006), including:

Identity, Society, and Culture from 1815 to 1914

- B1 analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts.
- B3 evaluate the influence of immigration on Canadian society from 1815 to 1914.

What's in This Guide?

This guide contains:

- background information on the featured topics on the *Being Victorian* website
- the critical challenges (activities) to be completed by the students
- detailed teaching instructions for each of these challenges
- marking information
- additional resources
- suggested additional activities
- blackline masters
- student worksheets

Connections to the *Being Victorian* Website

For students to complete the critical challenges in this guide, they will first need to carefully read the information on the *Being Victorian* website. This website is divided into three main sections.

- ***Have You Heard?*** This section profiles four fascinating topics from Victoria's past: the sale and use of opium; Hannah Maynard, a pioneering and avant garde female photographer; a tragic shooting on the steps of St. Andrew's Cathedral; and the D'Arcy Island leper colony. Each topic is rich in primary source documents such as newspaper articles, direct quotations, and archival photographs. These documents provide first-hand accounts and records of the events from people who were there at the time. Each

profile also contains additional information such as explanatory passages and historical fiction. These accounts provide students with the bulk of the information they need to complete the critical challenges in this guide.

- **Who Are You?** In this section of the website students are invited to create a character for themselves so they can “become” a member of Victorian society of the given time period. Becoming a member of society promotes:
 - A personally relevant view of history by detailing society and select events of Victorian era Victoria in a manner as close to being a participant as possible
 - In-depth knowledge of Victorian era society’s make-up, roles, current events, politics, etc by participating as a member of that society.
 - An appreciation for how opinions and views of an event can differ between living at the time of the event and looking back at an event in history.

To create a character, students are guided through a series of prompts in filling out a census form for Victoria in 1881. A student’s responses lead to the display of details for an actual person who participated in the 1881 census. **For a complete list of possible census results, see Appendix A at the end of this guide.**

A student can learn more about their person by searching the viHistory website. This site holds a searchable database of the data for the 1881, 1891, and 1901 census on Vancouver Island. Students can find their person and read information about others who shared their home. They can also track the person over the years 1871 to 1901. Students can find the link for viHistory in the “Resources” section of the *Being Victorian* website.

- **Where Do You Belong?** This section of the website provides archive photographs and information on the four major segments of Victoria’s Victorian era society. Once students have identified who they were in 1881, and what society was like, a number of activities can be undertaken such as:
 - Creating a character profile (written, oral, visual, or multimedia), including the data from the 1881 census as well as:
 - o age/year the character profile is for (if they have the choice not doing it for 1881)
 - o level of education
 - o reason for living in Victoria
 - o where in Victoria they might live (location and type of residence)
 - o how they spend a typical day (work and leisure)
 - o description of others in their family
 - o what their family life is like
 - o how they interact with others in Victoria
 - o conflicts encountered

- Role playing their person with regards to a subject of choice or given subject by:
 - o making a speech
 - o writing a letter to the editor
 - o debating or discussing with other role-playing students
 - o participating in a blog

- Possible subject students could address in character
 - o expressing an opinion of one of the events in “Have you heard?” section
 - o Chinese Head Tax
 - o South Asian immigration law
 - o Douglas’s suitability as Governor
 - o Vancouver Island colony joining with the rest of BC
 - o BC joining Canada
 - o Victoria becoming the provincial capital
 - o where the CPR should end
 - o opium laws
 - o different wages for different races
 - o women’s rights
 - o treatment of First Nations

Appendix A: Census Data

Have You Heard—Topic #1: Opium in Victoria

Background Information

Opium was very prevalent in Victoria in the mid-to-late 1800s. At one time 13 opium factories operated in the city. Many stores sold tins of opium across the counter. Opium dens where people smoked opium were found throughout Chinatown.

Although opium was considered mostly a Chinese vice, non-Chinese used it too. Newspaper articles and official government reports noted non-Chinese men and women—even teenagers—sometimes went to the opium dens. Opium was also used in some western patent medicines. Laudanum (a mixture of opium and alcohol) was probably the best known of these medicines. Some people who took laudanum to soothe their pains or to sleep better became addicted, without ever having visited a Chinatown opium den. People from all walks of life were susceptible to opium addiction.

The Canadian government levied import duties on raw opium and an export duty on manufactured opium. The City of Victoria also charged an annual license fee to opium merchants. All of this ended in 1908 when the Canadian government passed the *Opium Act*, banning the manufacture, sale, and use of the drug. The law was strengthened in 1911 with the *Opium and Narcotic Drug Act* and later by the *Narcotic Control Act* and subsequent amendments. The law governing this is now the *Controlled Drugs and Substances Act, 1997*.

For a more information on this topic, see **Opium** in the *Have You Heard?* section of the *Being Victorian* website.

Additional Resources

Websites:

<http://web.uvic.ca/vv/student/chinatown/opium/main.htm>

University of Victoria student website on opium in Victoria and around the world.

http://www.druglibrary.org/SCHAFFER/LIBRARY/studies/canadasenate/vol2/chapter12_opium_act_1908.htm#_ftnref9

Brief description of legislation making opium a banned drug, beginning with the Opium Act in 1908.

http://www.youtube.com/results?search_query=opium&search=Search

List of Youtube videos on opium.

<http://en.wikipedia.org/wiki/Opium>

Wikipedia definition and history of opium.

Books:

Matthew Sweet, *Inventing the Victorians*, Faber and Faber, London, 2001.

The author documents the rise of the popular image of the Chinese opium den in modern literature.

Peter Lee, *Opium Culture: The Art and Ritual of the Chinese Tradition*, Park Street Press, Rochester, VT, 2006. (A thorough account of opium, its history in China, its medicinal and addictive characteristics.)

Barbara Hodgson, *Opium: A Portrait of the Heavenly Demon*, Chronicle Books, San Francisco, 1999. (A well-illustrated, very readable history of opium, opium dens and opium culture, including information about Victoria, BC).

Cecil Clark, "The Days of Opium Smuggling," in *Tales of the British Columbia Provincial Police*, Gray's Publishing Ltd., Sidney, BC, 1971. (The true story, but told in a colourful, very readable style, about opium smuggling from Victoria in the 1880s.)

Films:

"The Crimson Paradise". (A 1930s potboiler about opium smuggling and the Chinese underworld in both Vancouver and Victoria. It portrays the Chinese in a very negative, stereotypical way. Lots of killings, cult scenes, secret passages and inscrutable Chinese.)

Challenge #1: Analyzing a Historical Photograph

In this challenge students will analyze a historical photograph and complete a table with their observations. They will also create a title for the photograph and respond to the actual title.

Purpose:

- develop a character who has believable and historically-appropriate opinions about a historic timeframe and social situation
- demonstrate the use of primary sources to interpret historical perspectives
- use historical evidence to support general statements
- develop an understanding of how evidence can be used to support a variety of perspectives
- imaginatively present the opinion of a historical (but fictional) character
- develop reasonable inferences from the observation of a historical document

Instructions:

1. Provide students with copies of **Blackline Master 1: What's in a Photograph?** and **Blackline Master 2: Analyzing a Historical Photograph**.
2. Explain to students that they will be using the information in the photograph to complete a table of the 5W's (who, what, where, when, why). In the middle column students are to make inferences, or educated guesses, about the photograph. In the third column they are to identify evidence from the photograph that supports their inferences. Have students complete the table.
3. Based on the information they have gleaned from the photograph, have students write a short title for the photograph. In addition, have them write a one-paragraph explanation of why they chose this title. This explanation should incorporate information from the 5 W's table.
4. The actual title of this photograph is "Richmond Cannery: Just a Whiff of Opium". However, the writing on the photograph says "Richmond Cannery: Just a Whiff" (see http://www.bcarchives.gov.bc.ca/cgi-bin/www2i/visual/img_med/dir_99/e_05065.gif). Ask your students to suggest possible reasons why the title on the photograph has been changed.
 - What, for instance, might the new title say about changing societal attitudes? (One possible explanation is that the change was made in an attempt to minimize the stereotype of Chinese as opium smokers.)
 - Another possible explanation may revolve around evidence. Ask your students to reconsider their 5W's table: do we have proof that these men are actually smoking

opium? Provide your students with **Blackline Master 3: Photograph of an Opium Smoker** now. Have students identify the differences between the two photographs. Do these differences raise the possibility that the men in the first photograph may be doing something other than smoking opium? If so, might this be a logical reason why the title of the first photograph may have been changed?

- The man in Blackline Master 3 is smoking a pipe that at first glance looks the same as the one in Blackline Master 1 (both have a flutelike shape). Look closer though and you will see there are differences. The man in Blackline Master 3 is smoking it while lying down, which is a telltale sign of it being an opium pipe. If you look closely you will also see he is holding the pipe near a circular object with holes in it (This is a lamp). A lamp like this is typically used to heat opium in a pipe.
- The men in Blackline Master 1 are smoking while sitting up. This, combined with the fact there is no bowl on their pipe, suggests they are smoking a tobacco pipe, not an opium pipe.
- It's likely the title of the first photograph was changed to correct the suggestion these men were smoking opium.

Marking:

Marking Criteria	Marks
The student has carefully analyzed the photograph and provided well thought-out inferences	5
The inferences are supported with plausible evidence from the photograph.	5
The student's chosen title for the photograph is logical and clearly has been gleaned from his or her analysis of the photograph.	5
Total Marks	15

Suggested Additional Activities

1. Imagine that you were able to talk to the men in the photograph in Blackline Master 1. What five things would you ask them? Write your questions and the answers these men provide.
2. It's 1908. The Canadian government has just passed a law banning the production, sale, distribution, and consumption of opium. Choose one of the following characters from this time in Victoria's past. Write a letter from this character to the editor of the *Victoria Daily Colonist*, stating whether you agree or disagree with the decision to ban opium, and why.
 - Opium merchant
 - Parent of an opium overdose victim
 - Member of Women's Christian Temperance Union
 - Opium smoker
3. What are the attitudes of people now toward those suffering from drug addiction? How does modern society respond to drug use? Consider policing, drug rehabilitation, emergency medical services, hospitalization, and social housing. Is that different from how society responded in the past? Are we any closer to understanding how to protect and help addicts in comparison with people who lived in Victoria a century ago? Does the history of opium's use and abuse compared with current drug use and abuse show any improvement in how we as a society understand the problem? In what ways have we developed our understanding?
4. Modern-day addicts, hooked on drugs like crack cocaine, crystal meth, and heroin, are often unpredictable, belligerent, and even violent. Many also turn to serious crime to support their habits. Using newspapers, magazines, and the Internet, have your students locate five stories that show a connection between drugs and crime or drugs and some sort of public nuisance. Based on what they have found, have students explain whether or not the police and the courts should be given greater powers to deal with offenders.

Have You Heard—Topic #2: Hannah Maynard

Background Information

Hannah Maynard led a rich and colourful life. Born Hannah Hatherly in 1832, she married bootmaker Richard Maynard in 1852 and moved to Bowmanville Ontario. In 1862 the Maynards moved to Victoria with their four children. Richard opened a boot shop and Hannah opened a photography studio. Hannah soon became a very popular photographer in the city. The bulk of her work was in portraits, but she was also involved in more experimental forms of photography such as multiple exposures and photosculptures. After the untimely deaths of two of her children, Hannah's work became decidedly more unorthodox. Hannah Maynard died in 1918 and is buried in Victoria's famous Ross Bay Cemetery.

For a more detailed description of Hannah's life, visit **Hannah Maynard** in the *Have You Heard?* section of the *Being Victorian* website.

Additional Resources

Websites:

<http://www.bcarchives.gov.bc.ca/exhibits/timemach/galler10/frames/maynard.htm>

A brief biography of Hannah Maynard with several photos from the BC Archives collection

http://www.bcarchives.gov.bc.ca/cgi-bin/www2m/Visual_Records?maynard

The BC Archives has over 2,000 photographs attributed to either Hannah or Richard Maynard, or which depict scenes related to the family. This link takes you to the BC Archives search engine where you can look at the majority of these images online.

<http://web.uvic.ca/vv/student/maynard/welcome.htm>

A University of Victoria student website about Hannah Maynard.

Books:

The Magic Box: The Eccentric Genius of Hannah Maynard by Claire Weissman Wilks. Exile Editions Ltd., Toronto, 1980.

Films:

"The Multiple Selves of Hannah Maynard", by film maker Elizabeth Lazebnik, 2005. 12.54 minutes. Winner of Best Experimental Film Award, Female Eye Festival, Toronto, 2005.
<http://www.imdb.com/title/tt0459472/plotsummary>

Challenge #1: What Do You Think of Hannah Maynard?

In this challenge students will imagine themselves as someone who lived at the same time as Hannah Maynard. In character, students will write a letter describing what they think of Hannah.

Purpose:

- develop a character who has believable and historically-appropriate opinions about Hannah Maynard
- demonstrate the use of primary sources to interpret historical perspectives
- use historical evidence to support general statements
- develop an understanding of how evidence can be used to support a variety of perspectives
- imaginatively present the opinion of a historical (but fictional) character

Instructions:

1. Provide students with a copy of **Blackline Master 4: Hannah Maynard and the Social Fabric of Victoria**. This document provides an overview of some of the varying opinions people had about Hannah. Encourage your students to reread the information about Hannah Maynard on the *Being Victorian* website as well.
2. Have your students choose a fictional historical character from Hannah's era. Some possible choices are:
 - *Neville Wilkinson*: A prosperous, middle-class businessman in Victoria who holds traditional, conservative social values.
 - *Reverend Septimus Blunt*: A God-fearing minister at a Victoria church who encourages his parishioners to follow his pious example and to shun anything that might hint of blasphemy.
 - *Madam Blavatsky*: A clairvoyant from San Francisco who visits Victoria once a year to conduct a stage demonstration of mediumship and to hold private readings.
 - *Penelope Bright*: An outspoken woman who has defied her husband by taking part in the women's suffrage movement.
 - *Mortimer Pince-Nez*: A struggling English artist who has landed in Victoria on a global journey. He finds the "colonials" stuffy, but finds Hannah Maynard's photographic experiments very exciting.

- *Alice Jimmy*: A member of the Songhees Nation who, like Hannah, has had to endure the death of two of her children. She understands Hannah's grief and her interest in spiritualism.
3. Explain to students that they are to write a letter about Hannah Maynard from the perspective of their chosen character. This letter should make clear what their character thinks of this colourful and often controversial woman. Was she eccentric or simply ahead of her time? Was she to be applauded or condemned for pursuing a career that challenged traditional women's roles? These and other sentiments should be addressed in the letter.
 4. Provide students with a copy of **Blackline Master 5: What Do You Think of Hannah Maynard?** Review the specific project criteria and expectations with them.
 5. Show or provide students with a copy **Blackline Master 6: Sample Letter About Hannah Maynard** as well. This letter is written from the perspective of Maryellen Pomeroy, a middle class British housewife with strong conservative and Christian values (fictional character). Encourage your students to use this as a model when they write their own letters.

Marking:

Aspect	Not yet Within Expectations 1	Meets Expectations (Minimal Level) 2	Fully Meets Expectations 3	Exceeds Expectations 4
SNAPSHOT	The writing does not accomplish the basic task; may not be true to the character's voice, level of diction, word choice, or thought processes; may be seriously flawed, incomplete, or misinterpret key aspects of the characters or the work. Reflects little knowledge of the conventions of writing	The writing has something to say about the topic; may not faithfully follow the character's voice, levels of diction, word choices or thought processes; leaves gaps in ideas and development and is unable to fully control the required form and style; limited variety in language, and thought	The writing fulfils requirements of the task, with an overall sense of purpose and control; faithfully follows the character's voice, diction, word choices, and thought processes; Ideas are generally clear and carefully developed. Some variety in language, and complexity of thought	The writing features some complex, mature topics, structures, language, and techniques. The writing faithfully echoes the character's voice, diction, word choices, and thought processes while revealing important elements of character. Shows engagement with the topic, and takes risks to create an impact
Historical Context Demonstrates the use of primary sources to interpret historical perspectives	Refers only vaguely to Hannah's life and work	Makes some reference to Hannah's life and work, but with little interpretation. The examples offer little support for the points the character is making	Refers to several examples of Hannah's life and work with clarity. The examples fairly represent the points the character is making	Refers to excellent examples of Hannah's life and work. The examples clearly and explicitly represent the points the character is making regarding Hannah's life and work

Aspect	Not yet Within Expectations 1	Meets Expectations (Minimal Level) 2	Fully Meets Expectations 3	Exceeds Expectations 4
<p>Character and Meaning topic; purpose; stance; understanding of the topic; development; support; imaginatively present the opinion of an historical (but fictional) character; uses evidence to support perspectives; develops a character who has believable and historically accurate opinions about Hannah Maynard</p>	<p>Unfocused; may omit key elements of the character's predicaments or thought processes; little understanding of the topic; inadequate material; details, examples, and quotations are not clearly linked to topic</p>	<p>Somewhat clear topic; demonstrates a basic understanding of the character's predicaments and thought processes; tends to summarize; some parts are illogical or hard to follow</p>	<p>Clear, focused writing; sound understanding of the character's predicaments and thought processes; some depth; clearly and logically developed; includes relevant details</p>	<p>Clear and often provocative presentation of characters; faithful voices, diction, word choice, and thought processes; shows depth of understanding; reveals important character traits developed with some intellectual appeal; well-chosen detail, examples, and quotations</p>
<p>STYLE voice and tone; syntax; word choice; techniques</p>	<p>Little awareness of audience or of character's voice; simple syntax; limited range of sentences repetitive and colloquial language; immature style</p>	<p>Voice and tone may be inconsistent; some awareness of character's expressive style demonstrated; some sentence variety; may have problems with subordination; word choice is appropriate but not concise; difficulty expressing abstract ideas; may be redundant</p>	<p>Appropriate voice and tone; faithful to the character's voice; varied sentences; word choice is varied; some complex vocabulary; uses a variety of stylistic or rhetorical techniques</p>	<p>Effective voice and tone; subtle use of character's voice; may use humour, irony, satire; varied sentences create specific effects; effective, economical word choice; strong verbs, adjectives; takes risks; shows originality, and inventiveness</p>

Aspect	Not yet Within Expectations 1	Meets Expectations (Minimal Level) 2	Fully Meets Expectations 3	Exceeds Expectations 4
FORM organization and sequence; transitions; paragraphing; conclusion	Limited organization or structure; few transitions; paragraphing illogical or omitted; ending is weak	Organization adequate but ineffective; connections among ideas is unclear; some paragraphs are not well-developed; conclusion is very short or formulaic	Carefully and logically structured; transitions make connections explicit; competently developed paragraphs; explicit, logical conclusion	Structure appears natural and spontaneous; well-chosen transitions create continuity, and unity; effectively developed paragraphs; satisfying conclusion usually has some “punch”
CONVENTIONS spelling; sentence structure and punctuation; usage (e.g., modifiers, agreement, tense)	Includes frequent noticeable errors in basic sentence structure, spelling, and usage that distract the reader and may interfere with meaning	Includes noticeable errors that may cause the reader to pause or reread; surface errors that could be fixed by careful proofreading	Few errors; these do not affect meaning; appears to have been carefully edited and proofread	Few errors; these do not distract the reader (may only be noticeable when the reader looks for them)

Suggested Additional Activities

1. Some people greatly admired Hannah Maynard while others shook their heads in disbelief. Hold an informal debate between two characters with opposing points of view on this colourful woman. Choose one of your characters to start the conversation. Have this character explain the aspect of Hannah's life under debate (e.g., belief in spiritualism) then state, in one or more well thought-out paragraphs, what he or she thinks of Hannah in this regard. Write in first person ("I") as if you are this character. Write the other character's response, also in first person. Write a rebuttal from the first character to the second then from the second character to the first. Conclude with a brief but realistic conclusion to the conversation.
2. Imagine that you lived in British Columbia in the late 1800s-early 1900s. You need to hire a photographer and have narrowed your list of candidates to two people: Hannah Maynard and Richard Maynard. Research each photographer's work then decide which of them is best suited to the type of photography you need. Write a letter to your preferred candidate explaining why you would like him or her to do the job for you.

Some possible characters for this activity include:

- *James Booth, Canadian Pacific Railway Engineer:* In charge of surveying new routes for the railway through coastal communities. Needs someone to photograph possible routes for the railway.
- *Margaret Webster, member of the Christian Temperance Union:* Committed to ending the manufacture and sale of alcohol: Wants someone to take photographs for a poster campaign.
- *Patricia Warner, mother and housewife:* Wants to have some baby pictures and a family portrait taken.
- *Captain Paul McCain, police chief:* Wants to hire someone to take mug shots of criminals for the local police department.
- *Reverend Charles Lister, missionary from the Anglican Church:* Looking to create a photo guide of Anglican churches on Vancouver Island.
- *Madame Françoise LaForge, artist:* Opening a new art gallery in Victoria. Wants to create a photographic brochure of her work to distribute around town.

3. Using modern technology (e.g., digital camera, computer, and photo editing software), create your own multiple exposure image, similar in style to Hannah Maynard's many examples. For inspiration, provide students with a copy of **Blackline Master 7: Hannah Maynard's Multiple Exposures**. There are lots more at the BC Archives website as well. <http://www.bcarchives.gov.bc.ca/visual/maynard/hrmaynrd.htm>
4. Lead your students in a discussion of Hannah Maynard. Some questions you might ask include:
 - Was she a visionary who helped pave the way for other artists to be brave and experiment with new forms of art?
 - Was she a role model for young women in an age when it was expected that women would only serve their husbands and their families?
 - Was she self indulgent in her art?
 - Did she produce images that were ugly but technically adept?
 - Was she a rebel whose actions upset the natural order of family life?
 - Was she a spiritual fraud and a seeker for simple answers to her deeply felt pain?
 - Was she a religious innovator who was open to possibilities of seeing beyond the surface of our daily lives?
 - Do you admire her free spirit or condemn her adventurous ways?
5. Hannah Maynard was one of the first photographers to employ visual trickery. In this photograph, for example, Hannah propped up her bicycle with a rock and a brace, took the photograph, then brushed the brace out of it later. This made it appear as if she was moving forward when in fact she was perfectly stationary.



Hannah Maynard
and others cycling
in Beacon Hill Park
Source: BC Archives
collections—
Call Number: F-05070

Cameras were not yet sophisticated enough to take photographs of moving objects, so this technique was necessary to create the effect of motion.

Countless photographers since have employed visual trickery—sometimes for artistic reasons like Hannah, other times for less noble reasons. Research other examples of visual trickery in photography and report what you have found. Possibilities include:

- The Cottingly Fairies
- The Loch Ness monster
- UFOs
- Bigfoot/Sasquatch
- Anne Geddes
- Many, many others!

Have You Heard—Topic #3: Tragedy at St. Andrew's Cathedral

Background Information

On December 24, 1890, Lawrence (Larry) Whelan was working as the night watchman at the partially built St. Andrew's Roman Catholic Cathedral. Shortly before midnight he stepped in front of two men leaving Christmas Eve Mass and shot one of them in the chest. David Fee, Jr., a twenty-one-year-old member of the congregation, was killed. Whelan fled the scene.

Whelan turned himself in to police later that night and was immediately arrested. An Examination of Discovery took place on December 30, after which Whelan was committed for trial. Whelan was found guilty of manslaughter in the death of David Fee.

For more information on this topic, see **St. Andrew's Tragedy** in the *Have You Heard?* section of the *Being Victorian* website.

Additional Resources

Websites:

http://www.historylearningsite.co.uk/fenian_movement.htm

<http://ocp.hul.harvard.edu/immigration/organizations-fenians.html>

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

Books:

David R. Williams, *The Man for a New Country: Sir Matthew Baillie Begbie*. Gray's Publishing Ltd., Sidney, BC, 1977.

Michael Kluckner, *Victoria the Way it Was*, Whitecap Books, Vancouver, 1986, p. 66.

Challenge #1: Re-enacting the Trial: R. v. Lawrence Whelan

In this challenge, students will participate in a mock trial in the case of Larry Whelan. Students will be assigned one of several different roles in the case then re-enact the trial in a mock courtroom setting.

Purpose

- develop and prove a persuasive argument
- interpret evidence in support of an argument
- exercise debating skills including prioritizing evidence for an argument
- re-enact a criminal trial from Victoria's past

Instructions:

- As a class, review the crime in the **St. Andrew's Tragedy** in the *Have You Heard?* section of the *Being Victorian* website. See the backgrounder on the previous page or review the information on the *Being Victorian* website for details.
- Larry Whelan was put on trial for the murder of David Fee but was found guilty of manslaughter instead. As a class, discuss the difference between murder and manslaughter.
 - Murder is the intentional killing of another person.
 - Manslaughter is the unintentional killing of another person.
- Engage your students in a brief discussion of whether or not they think the verdict in this case was appropriate. Some may argue that Whelan deserved to be convicted of murder. Others may argue that it was an accident and manslaughter was thus a justified conviction. Others may feel Whelan was innocent of any crime.
- Explain to students that they will be re-enacting the trial of Larry Whelan. Students will revisit the evidence in the case and come up with their own verdict. There are three possible verdicts:
 1. Whelan is guilty of murder.
 2. Whelan is guilty of manslaughter.
 3. Whelan is not guilty of either charge.

- Assign one of the following roles to each student:
 - Presiding judge—Matthew Begbie
 - Lawyer for the prosecution
 - Lawyer for the defense
 - The defendant—Lawrence (Larry Whelan)
 - Witnesses—Joseph Silk, Frank Partridge, Sgt. Sheppard, Tom Stead, Edward Wrigglesworth, John Harbottle, John Crawford, Alphonse Lepine
 - Jury members

Judge Begbie	<p>Begbie was a forceful, larger-than-life personality. Have your chosen judge research Begbie to find out more about him so he or she can assume the role with some degree of authenticity. To begin, have the student reread Begbie’s closing statement in the case on the <i>Being Victorian</i> website. From this it should be apparent to the student that Begbie was not at all pleased with the verdict that was handed down by the real jury. For more information on Judge Begbie refer your students to the following resources:</p> <p>http://www.bcpcc.com/Outreach/SS4-5/begbie.htm</p> <p>http://www.bcpcc.com/Outreach/BC150.htm (Select Matthew Baillie Begbie)</p> <p>The judge will be responsible for maintaining order and proper procedure in the courtroom. For a criminal trial such as this, the standard protocol is for the prosecution to make an opening statement and the defense to follow. The prosecution will then call its witnesses, each of whom may be crossexamined by the defense. When the prosecution rests its case, the defense will then call its witnesses. Each side, beginning with the prosecution, will then make its closing argument. The judge is responsible for ensuring this protocol is followed. You may wish to have your judge do some additional research on criminal trial procedure to prepare.</p> <p>Remind the student playing the role of Begbie that the verdict may be the same as in the actual trial or it may be different. Remind the student to think carefully about how Begbie would respond in each possible instance. The judge will need to deliver a closing statement after the verdict is reached.</p>
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Lawyers

Be sure you assign these roles to two of your strongest students, as there is a fair bit of work involved. You may wish to assign co-counsels for each of them to help distribute the workload.

The prosecution will argue that Whelan is guilty of the murder of David Fee. (Many believed the intended victim was Fire Chief Thomas Deasy, but no evidence could be found to prove this.) The defense will argue that Whelan never intended to kill anyone and, at most, the defendant is guilty of manslaughter.

Provide the lawyers with copies of **Blackline Master 9: Evidence Table**. Instruct them to reread the information in the **St. Andrew's Tragedy** in the *Have You Heard?* section of the *Being Victorian* website and gather all of the relevant evidence, both in support of and in opposition to, their case. Have them complete the middle column of the table with this information. Then have the lawyers complete the final column. Here they need to explain how each piece of evidence supports their case or how it can be discounted. Encourage each lawyer to think about what the opposing counsel might say about each piece of evidence as well. Students should be prepared to back up each piece of evidence and to refute the opposing counsel's counterarguments to it.

Lawyers will need to work with the witnesses (see next page) to prepare their testimony and responses to a possible cross-examination by the opposing counsel.

As part of this exercise you may wish to have a discussion with the lawyers about evidence. Encourage the lawyers to—wherever possible—emphasize facts versus hearsay, conjecture, and circumstantial evidence.

Note: You may wish to provide jury members and reporters with blank copies of Blackline Master 9 as well. Jury members can use this to keep track of the case as they listen. Reporters can use it to take their notes for their newspaper article.

The defendant	<p>It is not known if Larry Whelan testified in his own defense, but you may wish to have him do so in your re-enactment. Have the student assuming the role of Whelan review the information in the St. Andrew's Tragedy in the <i>Have You Heard?</i> section of the <i>Being Victorian</i> website carefully. Have him (or her) think carefully about Whelan's actions on the night of the crime. Obviously Whelan will say he's not guilty of the crime, so the student needs to be able to defend that stance with well-supported details from the website. Have "Whelan" look for information on the site that points to this as an accident, and one that may have been provoked by the victim.</p>
Witnesses	<p>Have the witnesses reread the information in the St. Andrew's Tragedy in the <i>Have You Heard?</i> section of the <i>Being Victorian</i> website to learn more about the case. Witnesses are to look for information that will help them take on the role of their assigned character. Have students take notes about their character. For example, how was the person involved in the case? What does he know about what happened on the night of the crime? Did this person give testimony at the pretrial, and if so, what did he say? Witnesses will need to determine whether their testimony speaks to the defendant's guilt or innocence. Witnesses will then need to work with the appropriate lawyer to practice what testimony they will give, and how they will respond to any cross-examination by the opposing counsel. The lawyer's notes from the last column of Blackline Master 9 will help with this. You may also want to provide your witnesses and lawyers with copies of Blackline Master 8: Sample Witness Testimony. Ensure your witnesses and lawyers follow a similar format when they prepare their testimony.</p>
Jury members	<p>12 people sat on the jury at Larry Whelan's trial. All of them were men, white, and from middle and upper class backgrounds (as was required for jury duty at the time). To play the role of a jury member properly, the students must know more about this person. For example, what views would he likely have had about society, politics, and religion? How might this have affected his thinking about the case in general and the defendant in particular? To find out, have your students reread the middle and upper class backgrounder in the <i>Where Do You Belong?</i> section of the <i>Being Victorian</i> website. Have each student take notes on what he or she learns. This will hopefully influence how the student will view the events of the trial.</p> <p>Assign one person from the jury to be the chairperson. This person will announce the verdict to the judge.</p>

Reporters	<p>The remaining students are to act as reporters at the trial. Have each of them take notes then write a newspaper article describing what happened and what verdict was reached. Have each reporter reread the <i>Victoria Daily Colonist</i> newspaper articles on the <i>Being Victorian</i> website to get a better feel for what these look like and the types of phrasings that were popular at the time. There are two examples in the St. Andrew's Tragedy in the <i>Have You Heard?</i> section of the <i>Being Victorian</i> website but these are short; you may want to have your students look at the other sections of the website for more examples. Each reporter will need to come up with an appropriate title for the newspaper story as well.</p>
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Re-enactment:

The Trial	<ul style="list-style-type: none">• Arrange the classroom so it roughly resembles a courtroom. Have the judge's desk at one end of the room and the reporters' desks at the other end. The lawyers' desks are on one side of the room and the jury members' desks on the opposite side. The defendant is to sit beside the defense lawyer. A desk for witnesses is to be placed beside the judge.• It's now time to argue the case. Remind the judge that it is his or her responsibility to ensure that order and procedure is maintained during the trial. The judge is to begin by calling the prosecution to the floor. The prosecution will deliver an opening statement that outlines the case and their position on it, with reference to the evidence gathered. Then have the judge call the defense, which will do the same.• Next come the witnesses. Have the prosecution call each of its witnesses to the witness stand and ask them to give their testimony. The defense is free to cross-examine each witness after the prosecution is finished asking questions. When the prosecution rests its case, the defense is to call its own witnesses to the stand and question them. Remind the reporters to take notes during all of this.• Have each side—first the defense and then the prosecution—deliver a final closing statement about the case. Students are to summarize the case in a short, persuasive statement. The goal, of course, is to convince the jury of your side's argument in the case.
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Deliberation	<ul style="list-style-type: none">• It's now time for the jury to deliberate. Have the jury leave the room and meet somewhere in private to discuss the case. Encourage them to review the testimony and the evidence carefully. Are the arguments based on facts? Are the witnesses credible, i.e., are they trustworthy, or is there cause to suspect they may not be telling the entire truth? Were they directly involved in the events of the case or did they hear about it second-hand and put the pieces together in their own minds as to what happened at the scene of the crime? These are some of the many questions the jury needs to ponder in this case.• Once the jury has reached a verdict, call it back into the room. Have the chairperson announce the verdict.• Have Judge Begbie deliver his closing statement in the case. As was mentioned earlier, Begbie needs to be prepared for any possible verdict. His response must reflect his obvious view on the crime and the defendant (as clearly stated in his actual closing comments).
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Final Task	<ul style="list-style-type: none">• Using their notes, reporters are to write a final newspaper article about the trial.• Jury members are to write a one-page summary explaining how they voted, and explaining why. Reference to the evidence at hand is required.• Lawyers are to submit their evidence table and any additional notes that summarize their work on the case.• The defendant (Whelan) is to write a one-page summary of what he claims happened that night and why he is not guilty of any charge.• Judge Begbie is to write a final statement on the case, concluding with an appropriate sentence (if found guilty).
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Marking:

The following criteria can be used or modified to mark each student's work on this task.
(30 marks)

Lawyer:

- Develops a clear and persuasive argument for or against Whelan's guilt
- Provides substantial evidence from the case to support argument
- Anticipates and effectively addresses counter-arguments
- Argues the case effectively during the trial

Defendant:

- Recounts details of the case accurately when on the witness stand
- Presents a convincing case that he is not guilty
- Remains true to Whelan's character

Judge:

- Maintains order and procedure in the courtroom
- Remains true to Begbie's character
- Delivers an accurate and effective summary of the case, with an appropriate sentence at the end

Jury:

- Works effectively with other jurors to reach a verdict in the case
- Evaluates all evidence carefully to determine a reasonable verdict
- Provides reasons for the verdict in a well thought-out summary
- Stays true to chosen character

Reporter:

- Takes comprehensive notes during the trial
- Has a clear understanding of the arguments for and against the defendant's guilt
- Summarizes the case in a well-thought out newspaper article
- Article is true to the style of the times

Suggested Additional Activities

1. Among other things, Lawrence Whelan's lawyer argued that Mr. Whelan was drunk at the time of the incident and should not be held responsible for his actions. Ask students to transfer the argument of responsibility while drunk to other crimes in the modern world. For example, is a drunk driver who hits and kills a pedestrian guilty of murder? If not, what—if anything—should the charge be? What are the rights of the drunk driver? What are the rights of the victim and the family of the victim? Note, too, that crimes committed under the influence of drugs, such as crack cocaine, crystal meth, or heroin, may also be included in this exploration. Are there degrees of responsibility based on the severity of the intoxication provided by the substance?
2. Was the manslaughter verdict against Whelan fair for the time of the trial? What do you think the verdict would be if Whelan was tried today? Would it still be manslaughter? Why or why not? Explain your thinking, referring to the law as it stands today.
3. Have students do a dramatic re-creation of the events of December 24, 1890. Events to be portrayed include:
 - Whelan being hired to work as a night watchman, with a warning to watch for vandals
 - Whelan going to the Dominion Hotel, having drinks with some acquaintances, then obtaining a gun
 - Whelan visiting Joseph Silk's home and obtaining some supposedly blank cartridges
 - Whelan waiting alone in the shadows of the cathedral
 - David Fee, Jr. and Frank Partridge leaving Christmas Mass
 - Fee and Whelan having some sort of heated exchange
 - Whelan shooting Fee then fleeing the scene
 - Sgt Sheppard finding Fee dead on the ground
 - Police investigating the scene then looking for the suspect
 - Whelan turning himself in to the police several hours later

Have You Heard—Topic #4: The D’Arcy Island Leper Colony

Background Information

In 1891 five Chinese lepers were found living in a wooden shack one block from Victoria’s City Hall. Fearing the disease would spread, city officials moved the men to nearby D’Arcy Island. Every three months a supply ship delivered the barest necessities. A doctor also occasionally visited the island but did little to ease the suffering of the inmates. When a man died, the others were expected to bury him.

Eventually the provincial government took over responsibility for the leper colony and the buildings were burned. New structures were built on nearby Little D’Arcy Island. In 1906 the federal government took over operation of the colony. It was closed permanently a few years later.

For a more detailed description of this topic, see **D’Arcy Island** in the *Have You Heard?* section on the *Being Victorian* website.

Additional Resources

Websites:

<http://en.wikipedia.org/wiki/Leprosy>

<http://www.who.int/lep/en/>

<http://rarediseases.about.com/cs/infectiousdisease/a/071203.htm>

http://www.camr.org.uk/infections/topics_az/leprosy/menu.htm

Books:

Yorath, Chris. *A Measure of Value: The Story of the D’Arcy Island Leper Colony*. Victoria: Touchwood Editions, 2000.

Films:

Island of Shadows. Filmwest Associates 48 mins. 2000. Available at
<http://www.filmwest.com/Catalogue/itemdetail/1352/>

Challenge #1: Demonstrating Historical Empathy

In this activity students will critically analyze a set of primary source documents about the D'Arcy Island leper colony. After a thorough discussion of these documents, students will write a short story in which they demonstrate historical empathy towards the lepers.

To write an effective, empathic story, students will need to thoroughly analyze multiple sources of evidence. No one piece of evidence tells the whole picture. Any one of them, in fact, may misrepresent certain key details or contradict other pieces of evidence. It is only when students look at multiple sources and ask probing questions of all of them that they will develop a more thorough understanding of the past. And it is only then that they will be able to look back at that past and identify more accurately with the people who played a starring role.

Purpose:

- critically analyze multiple sources of evidence about the D'Arcy Island leper colony
- compare and contrast these sources to develop a solid understanding of the topic and the attitudes of people at the time
- demonstrate historical empathy for the D'Arcy Island lepers

Instructions:

1. Explain to your students that they will be writing an account of the life of the D'Arcy Island lepers. In order to do this effectively, they will need to develop a strong sense of historical empathy for the lepers. Explain to them that historical empathy means to understand and identify with the feelings and motives of people in the past.
2. Show or provide your students with copies of **Blackline Master 10: D'Arcy Island Primary Source Documents**. This contains multiple sources of information about the D'Arcy Island leper colony. Have your students thoroughly examine each of these documents, then engage them in a discussion about what they have learned. The goal, remember, is for them to analyze what they see and in the process to better identify (i.e., empathize) with the D'Arcy Island lepers.
3. Here are some suggestions for how you might discuss these documents with your students:
 - Primary Source Document 1: This article appeared in the *Victoria Daily Colonist* the day after the Chinese lepers were removed to D'Arcy Island. Ask your students to identify words and phrases in the article that suggest what the reporter thought of the lepers and what the lepers thought about their predicament. Next, have your

students identify information that suggests the lepers felt a sense of hope, or at least acceptance, of what will come next.

- Primary Source Document 2: This document has a very harsh tone. The author complains that it isn't fair for Victoria to pay the costs of housing and caring for the lepers, especially since the Chinese are unwelcome in the province in the first place. Have your students compare this to Primary Source Document 1, where the tone—in the second half of the document at least—is much more hopeful. In Primary Source Document 1 the author claims the lepers have accepted their fate and that they will be well cared for by the city. Ask your students how they would explain these radically different accounts of the D'Arcy Island lepers. In the intervening months did something happen to make people far less sympathetic to these poor men? Or is it possible that that same attitude was prevalent at the time Primary Source Document 1 was written but just didn't come through in the article? Is it possible that Primary Source Document 1 provided an overly optimistic and hopeful account of the D'Arcy Island situation, and if so, why? Or is there another explanation for why these two accounts are so different?
- Primary Source Documents 3 and 4: These documents provide evidence of what life was like for the D'Arcy Island lepers. Possible questions to discuss include:
 - In what ways are Primary Source Documents 3 and 4 consistent with Primary Source Document 1, especially the part about Ng Chung trying to kill himself?
 - What happened to the leper's new-found optimism, as expressed in the second half of Primary Source Document 1?
 - Find comparable passages in Primary Source Documents 1 and 4 that show how the attitudes of the lepers changed dramatically over time. [Primary Source Document 1: *The lepers, happy over their good luck in being so well provided for, stood on the beach and smilingly waved goodbye to those on board.* Primary Source Document 4: *The wretched beings, some in the last stages of the disease and a few with only a few lesions, lined up on the beach and cried like children when we were leaving—I have never heard the moans of a lost soul, but since hearing those poor wretches saying good bye (or damning us, I don't know which) I have a faint idea of what they are like.*]
- Primary Source Document 5: Have your students look closely at the two photographs from BC Archives. Ask: Do these men appear to be suffering? Are they as badly off as some of the previous documents seem to suggest? How would you feel if you looked like this? How would it change your life? Do you feel more compassion for these men now that you can see what they look like? Why would they agree to be photographed? Are there any other men who are in worse condition?

4. Now that your students have thoroughly analyzed and discussed these documents, they will hopefully be able to empathize with the D'Arcy Island lepers. This is their chance to prove it. Have your students write a short story about the lepers from the perspective of one of these people:

Dr. R. L. Fraser, Victoria Medical Health Officer	<p>Dr. Fraser made regular visits to D'Arcy Island to check on the welfare of the lepers. He was a compassionate man who argued for greater support for the lepers (see his medical report in Primary Source Document 6 in Blackline Master 10). He also wanted the federal government to take over control of the leper colony.</p> <p>Things to include in your letter: physical symptoms of the victims (see website for details), emotional states, own feelings about their situations, beliefs in how they should be better cared for.</p>
Captain Johnson	<p>Captain Johnson skippered the boat that delivered supplies to D'Arcy Island. This included food, clothing, opium, and coffins. Captain Johnson reported his observations to Dr. Fraser after each visit.</p> <p>Things to include in your letter: physical symptoms of the victims (see website for details), emotional states, own feelings about their situations, beliefs in how they should be better cared for.</p>
Mrs. Hansel	<p>In the summer of 1884, Mrs. Hansel offered to move to D'Arcy Island to help care for the lepers. Her request was turned down.</p> <p>Things to include in your letter: how she learned about the lepers, how she feels about how they have been treated, why she wants to help, etc.</p>

Marking

Aspects	Not yet Within Expectations 1	Meets Expectations (Minimal Level) 2	Fully Meets Expectations 3	Exceeds Expectations 4
Snapshot	The student is unable to take on the role of the chosen character or demonstrate an understanding of the events. Little or no sense of historic empathy is evident	The student demonstrates a marginal understanding of the chosen character and demonstrates a minimal level of empathy towards the D'Arcy Island lepers	The student assumes the persona of the chosen historical character quite well and offers an authentic and empathic look at the events and being studied	The student demonstrates an excellent understanding of the people and events. He or she also demonstrates an accurate portrayal of the chosen character and is highly empathic
Historical Accuracy	Many facts are inaccurate or historically implausible	Some facts are inaccurate or historically implausible	Most facts are accurate and historically plausible	Writing is very accurate and historically plausible
Revealing Insight	The entry does not add to the reader's understanding of the event described	The entry provides some useful insight that helps in understanding aspects of the event	The entry offers a revealing account that helps in understanding the event	The entry offers excellent detail and insight into the events. A thorough understanding of the events is evident
Specific information	Almost no historical detail is provided; account is incomplete and vague	Historical detail is thinly provided; account needs elaboration and more specifics	Considerable historical detail is provided; account is fully described and very specific	Excellent reference is made to historic events, making the account highly realistic and authentic
Empathic perspective	The entry does not offer a historical character's point of view. The perspective is unrealistic and impersonal	The entry captures some of a historical character's point of view. The perspective is realistic and personal	The entry richly imagines a historical character's point of view. The perspective is very realistic and personal	The entry is highly empathic, meaning there is a clear understanding of the characters involved, and an appreciation for their circumstances

Suggested Additional Activities

1. Discuss with your class: The D'Arcy Island lepers were segregated from society and forced to live in primitive conditions with next to no assistance or medical care. Would this same situation happen today, or have we become more compassionate in recent times? Do we understand the disease better today?
2. Create a visual representation of the events surrounding the D'Arcy Island Leper Colony.
 - Discovery of the lepers
 - Removal to D'Arcy Island
 - Occasional visits from a supply ship
 - Day to day life
 - Frustration, feelings of betrayal over their circumstances
 - Agonizing death

Alternately, produce a dramatic presentation involving several students in different characters.

3. Research how epidemics have been treated throughout Canada's history (e.g., SARS epidemic, 1918 Spanish Influenza pandemic, HIV/AIDS). Write a report on what you have learned.
4. Should the state, in this case, the municipal health authority, have the right to limit individual freedoms? When would it be fair for the authorities to isolate people? What about treatment for people in isolation?

Blackline Masters

Blackline Master 1: What's in a Photograph?



Source: BC Archives Collections—Call Number: E-05065

Blackline Master 2: Analyzing a Historical Photograph

1. Carefully study the photograph in Blackline Master 1: What's in a Photograph?
2. Complete the following table with inferences (educated guesses) about the photograph and with supporting evidence. For example, in the first box you will make an inference about who you think the people in the photograph are. In the second box you will provide evidence from the photograph that supports your inference.

	Inference	Evidence
Who are the people in the photograph?		
What are they doing?		
Where does the photograph take place?		
When did it take place?		
Why is this action happening?		

(continued)

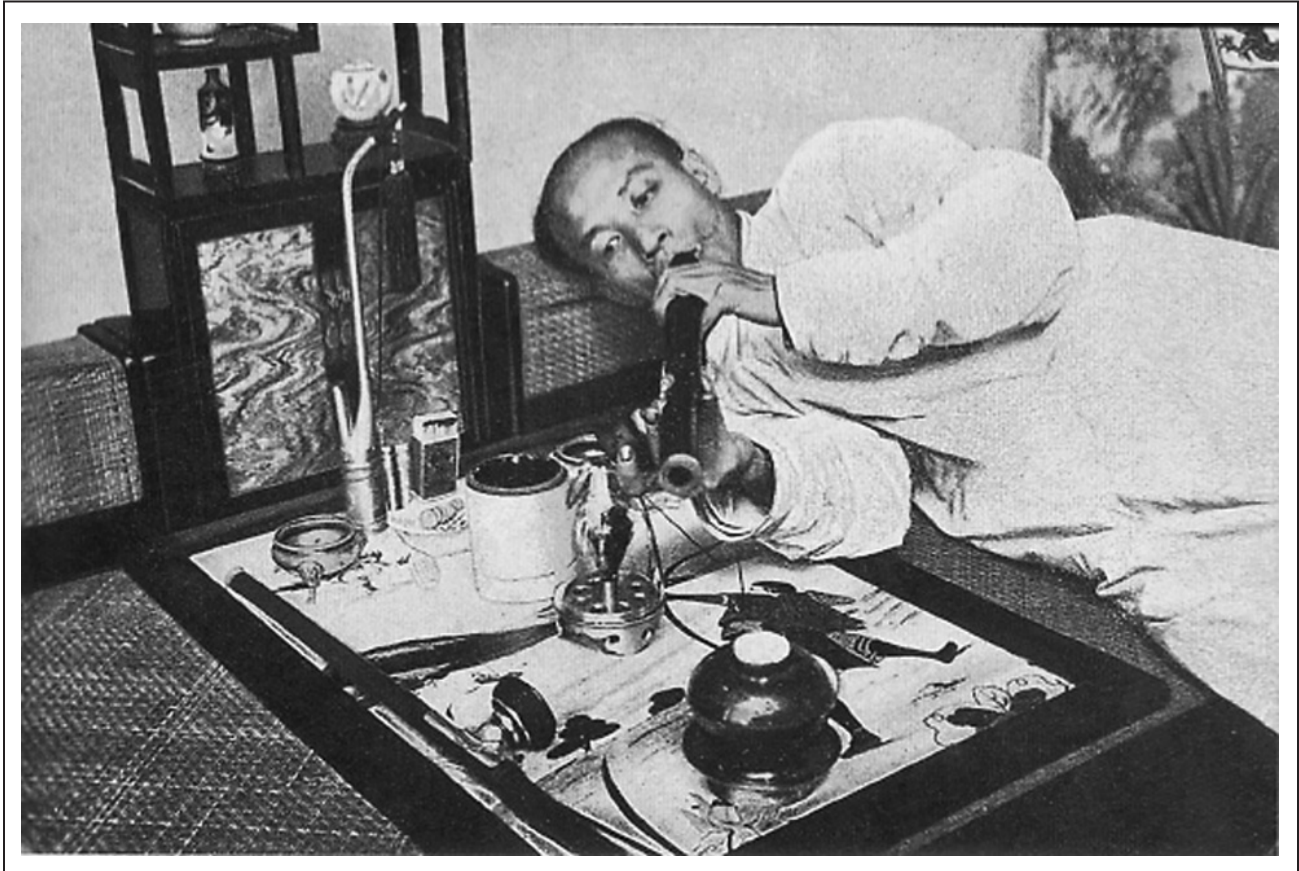
3. Give the photograph a title and explain it

Now that you have closely studied the photograph, give it a short title. Then write a one-paragraph explanation of why you chose this title. Your explanation should incorporate information from the previous table (5 W's).

4. Respond to the actual title

You can't see it, but the title of this photograph is "Richmond Cannery: Just a Whiff of Opium". On the original version of this photograph, though, it simply says "Richmond Cannery: Just a Whiff". Why do you think the title was changed?

Blackline Master 3: Photograph of an Opium Smoker



Source: Hodgson, B. (1999)
Opium: A Portrait of the Heavenly Demon

Blackline Master 4: Hannah Maynard and the Social Fabric of Victoria

What did Victorians think of Hannah Maynard in her day (late 1800s-early 1900s)? Well, it varied! Many respected Hannah for her ability to raise a family and run a successful photography business, despite her husband Richard's frequent absences. Others believed that Hannah was too independent and too unconventional, and that she never learned to turn over the reins of responsibility to her husband when he came home.

Hannah did not stay home on Sundays, and instead took to cycling when she could. Many members of Victoria's conservative middle class would have been shocked to see her and her fellow female riders in flowing skirts speeding through Beacon Hill Park on a Sunday afternoon. In their minds, Hannah and the others should have been having a day of quiet reflection instead.

Hannah's experiments in photography challenged people to question what they saw. She took delight in manipulating "realistic" images into clearly impossible situations. Her attitude in art showed a refusal to be bound by what many people would call "real" or "normal". Some people applauded Hannah's bold spirit, but others were appalled by it.



Hannah Maynard self-portrait
Source: BC Archives collections – Call Number: F-01507

Hannah's role as the official photographer for the Victoria Police Department also raised some eyebrows around town. For many people, taking photographs of criminals and degenerates clearly was not appropriate work for a woman.

Hannah also became a spiritualist and sought to make contact with spirits of the dead. The early deaths of two of her own children may have contributed to her need to believe in an "afterlife" of spirits. She was both emotionally and intellectually drawn to the possibilities of the spirit world, but she rejected conservative religion of the day by establishing her own spiritualist meeting group. Church-going people would have viewed Hannah's spiritualism as misguided, and possibly even dangerous.

Blackline Master 5: What Do You Think of Hannah Maynard?

Imagine yourself as someone who lived at the same time as Hannah Maynard. You are familiar with Hannah's work (photography), her family situation, and her other interests (e.g., cycling, spiritualism) and you have strong opinions on these things.

Explain what your character would have thought of Hannah. Present your character's opinion, along with supporting evidence, in a written presentation or a dramatic speech.

Step 1: Describe who "you" are

Choose a character from Hannah's time and describe this person in one or more fully developed paragraphs. Your character can be someone real if you wish but will most likely be someone fictional (make believe) yet realistic for the time. Write in first person ("I"), as if you are this character.

Your character description should include:

- your name
- your gender
- your age
- * your marital status
- your occupation
- your nationality
- your religious affiliation
- your opinion on change vs. tradition, the role of women in society, etc.

Step 2: State your opinion about Hannah Maynard

In one or more paragraphs, state what your character thinks about Hannah Maynard. Consider questions like these as you prepare your statement.

- Are you generally favourable to Hannah, or are you opposed to what her life and work represent?
- Does Hannah's individualism and her love of life appeal to you, or does she reject values and traditions that you think are important?
- Does Hannah challenge society to grow in a positive way, or is she a threat to the existing social order?
- Was Hannah right or wrong to pursue things that were unconventional for women?

(continued)

- Was Hannah's photography socially acceptable or socially unacceptable?
- Was Hannah ahead of her time or was she just strange?
- Was Hannah's connection to spiritualism a worthy pursuit or was it another example of her unusual behaviour?

Step 3: Support your opinion with evidence

Include one piece of evidence (i.e., an image) that supports your character's opinion about Hannah Maynard. Explain how your image supports your opinion. You may use an image from the website, or, if you prefer, you may find one of your own. BC Archives has an extensive collection of Hannah Maynard's photographs.

<http://www.bcarchives.gov.bc.ca/visual/maynard/hrmaynrd.htm>

Step 4: Explain what others might say about Hannah then refute (oppose) that position

In several sentences, explain what other people might say about Hannah Maynard, then finish with several sentences explaining why these other people are wrong about her and why you are right. Don't be afraid to use a really strong voice!

Step 5: Write a brief conclusion

You've said all you have to say about Hannah, now sign off in a way that would be appropriate for your character. For example, if you are a teetotaling churchgoer, you might end with an invitation for your reader to join you at your next social gathering. Be creative but stay in character!

Blackline Master 6: Sample Letter About Hannah Maynard

My name is Maryellen Pomeroy and I am a happily married housewife with three children, ages 17, 14, and 9. I am 35 years old, although my younger sister will try to tell you I'm much older than that! I am also happily married, thank you very much! My husband is a good provider and a good father.

Step 1: Describe who "you" are

I am a member of the Anglican Church, and I have significant duties within our community. I help with the food collection and charitable distributions at Christmas, and I help to maintain the church in a clean and tidy fashion. I believe in traditions. Order and dignity are as important or more so than any newfangled thinking! Why, where would the British Empire be without traditions? We are the fittest race to govern that the world has ever seen. Our traditions ensure that we maintain peace and goodwill among all the world's peoples.

I do not put much faith in changing institutions, like giving women the vote or such nonsense. But I do like the idea of having easier travel, and steamships and railways are blessings that make the world seem a smaller place. Change is all right, provided it makes the world a better place without upsetting the proper order of things.

Step 2: State your opinion about Hannah Maynard

Well, I am not the kind of girl who tells tales out of school, but let me tell you what me and my friends from the Lady's Christian Fellowship group and I think about that rebel Hannah Maynard! She needs a good talking to! I have seen her pictures. In fact, I hate to admit it, but the best pictures I have of my children and family are portraits that she did right in her own studio. I grant you, she does good work. My family portrait is one of my most cherished possessions. But that woman just takes her craft too far. I don't consider changing the Lord's way of seeing by tricking the eyes to be art. I think she is just pushing her ideas too far. If there was ever a case

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of good work done by a crazy person, I present to you Mrs Hannah Maynard! Goodness, that sounds un-Christian of me, but I am not unsympathetic. Mrs. Maynard has known troubles. Her husband has always been a bit of a wanderer. Always off to search for gold or to some other make-it-rich scheme. Mind you, I don't know what kind of man would want to stick around with the likes of Hannah. Still, they did lose two children. I just hate the thought of such a terrible loss. It would be enough to break any mother's heart to lose one child. But to lose two! Can you imagine the sadness? I would put all my hopes in spiritualist communication, too, if it meant I might speak with my own dear little ones again. Still, a person has to be sensible. We live in modern times where there is no place for superstition.

This image is an example of living statuary. It is a picture of a real baby, covered with white powder, and sitting on a papier mâché base. The base is designed to look like a large shell that is opening to reveal the baby inside.



From the *Statuary of Life Series*
Source: BC Archives collections –
Call Number: F-05961

**Step 3: Support
your opinion with
evidence**

(continued)

This picture shows Hannah's preoccupation with strange images. The thought of a baby being born from a shell is sort of like a painting I saw by the Renaissance artist Botticelli. His painting was of a beautiful naked woman standing on a shell, and he called his picture *The Birth of Venus*. It is a beautiful image. But this picture is disgusting. It uses a real child to make up an imaginary scene. What would Hannah call this picture, *The Birth of Cupid*? Maybe. I call it, *The Birth of Oddity*! The child is made to look like stone. But the stone makes me think more of a gravestone than of a Michelangelo carving. What woman in Victoria would have let her child be exploited in this way? I imagine Mrs. Maynard was paid handsomely for the privilege of turning that woman's child to stone.

I've heard what other people think about Hannah Maynard. They say she's helping women break new ground. They say that Hannah is "her own woman" and that she "knows her own mind." Goodness, they even argue that she is a religious visionary! I'll tell you what I think about those people. They are wrong, wrong, wrong! What will happen to our world if we let women leave the home and set up businesses for themselves? Who will raise their children? I know many of us have helpers in the house, and nannies who help lighten the load. But can you just imagine letting a nanny teach your child about right and wrong, about the good Lord's work, and about what is proper behaviour between men and women? When they say that she's her own woman, I cringe. Why, just think if we were all our own women. What would our world be like? The Lord made women to give birth, to feed, and to care for children. We are not meant to be our own selves, but to be in service of our families and our communities. Such individualism is an affront to our gender! And then they call her a religious visionary! Bunkum, I say, and no waffling about it. My Lord's religion is nearly two thousand years old. It has traditions and practices that have been created by God himself. What audacity to say that our own Hannah Maynard, right here in little Victoria, could challenge the views of centuries of wisdom and of the Lord Jesus himself! My goodness, you have

Step 4: State what others might say about Hannah then refute it

(continued)

really got to think about Hannah Maynard not as any kind of visionary, but to beware of her selfish ways, her refusal to follow her poor husband's lead, and her childish claims of spiritualism.

That's all I have to say about Mrs. Maynard. I'll let you form your own opinion. You are always welcome to come to our ladies' social evenings at the church and discuss it if you like. We love to meet new members of the community!

Step 5: Write a brief conclusion

Blackline Master 7 Hannah Maynard's Multiple Exposures



Five shots of Hannah Maynard; multiple exposure
Source: BC Archives collections – Call Number: F-02850



Hannah Maynard and her grandson Maynard McDonald
Source: BC Archives collections – Call Number: F-02851

(continued)



Hannah Maynard self-portrait; trick photograph

Source: BC Archives collections – Call Number: F-02852

Blackline Master 8: Sample Witness Testimony

This testimony is fictional but the events described actually happened. Use this as an example when preparing your own testimony in the Whelan trial.

PROSECUTOR: Mr. Lepine, can you please tell us what happened on the night of October 5, 1890?

LEPINE: We were planning a ceremony for the laying of the cornerstone of St. Andrews Cathedral when all hell broke loose. Some of these Fenian guys raised an American flag with a green piece of silk on it up the flagpole. This green rag is a Fenian symbol—you know, green for Ireland. They wanted to show that it was Irishmen building the Cathedral for the English. I immediately took the flag down. Then they were yelling and cursing the English. I tossed the flag on a pile of bricks.

PROSECUTOR: What happened next?

LEPINE: Fire Chief Deasy arrived. He was in charge of the decorating work for the ceremony. I told him the Fenians had raised that flag, but I had just pulled it down. Deasy picked up the flag and pulled the piece of green silk from it and stuck it in his pocket. Whelan confronted Deasy and demanded he put the flag back up. Deasy refused.

Whelan was pretty hot under the collar about that. He threatened that he would put the flag back up himself. I told him that if he did, I would take it down again.

PROSECUTOR: How did Whelan respond?

LEPINE: He paraded around with the flag on his shoulders and challenged me to take it away from him. I wasn't interested in playing his games, though, so I left it alone and stood beside Deasy. That's when Whelan said he was going to get even with Deasy.

PROSECUTOR: Ok, thank you. No further questions.

BlackLine Master 9: Evidence Table

Source of Evidence	Evidence	Quality/Reliability/ Accuracy of Evidence	Explain how this evidence supports your case or how it can be discounted
Superintendent of Police Sheppard			
Frank Partridge			
Edward Wriglesworth			
Joseph Silk			
Tom Stead			
John Crawford			
John F. Harbottle			

(continued)

Source of Evidence	Evidence	Quality/Reliability/ Accuracy of Evidence	Explain how this evidence supports your case or how it can be discounted
Statement by Lepine			
Additional Evidence			

Blackline Master 10: D'Arcy Island Primary Source Documents

Primary Source Document 1:

VICTORIA DAILY COLONIST, THURSDAY MAY 21, 1891

D'ARCY ISLAND LAZARETTO

**Effectual Measures Taken to Prevent Leprosy
Becoming Rooted in Chinatown**

**The Five Lepers of Victoria Properly Isolated
First Institution of the Kind on the Coast.**

Five Chinese lepers were removed from the city yesterday to D'Arcy Island, where suitable quarters for them had been erected. More repulsive looking human beings would be hard to imagine. Each was a total physical wreck and his features so distorted, disfigured, and swollen as to be almost out of human semblance. With each man the terrible disease appeared to have acted differently. One only had the upper joints of his fingers left, the first and second joints of the fingers of each hand having rotted and dropped away.

So filled were they with terror regarding their future, that one of them—Ng Chung—just before the steamer left the dock, seized a large, sharp carving knife and attempted to cut his throat. He was prevented from accomplishing self-destruction by Sergeant Walker, who disarmed him after a struggle.

(continued)

Before they had got fairly established in their new quarters, they had become thoroughly reconciled and apparently contented. Every want had been supplied, and they were assured of a life of ease, and, to them, luxury. Their new home was a palace compared to the ones they had just come from. They told Ah Wing to tell the authorities and their friends that they were very much pleased. They have been afraid of this trip because they had no idea they would be as well taken care of as they will be. Tools of every kind, fishing tackle, garden seeds, and a great quantity of clothing were left for them.

When everything had been put ashore, the poor unfortunates were bidden goodbye and the boat steamed out for Victoria. The lepers, happy over their good luck in being so well provided for, stood on the beach and smilingly waved goodbye to those on board.

The city authorities will visit the lepers periodically and see that their wants are supplied.

Primary Source Document 2:

VICTORIA DAILY COLONIST, THURSDAY NOVEMBER 17, 1891

It is, of course, unfair to saddle the cities with the cost of the support of these Chinese lepers. They cannot be considered citizens of British Columbia in any sense of the term. If British Columbians had their way there would be no Chinese in the province.

(continued)

Primary Source Document 3:

VICTORIA DAILY COLONIST, JUNE 16, 1895

When first taken to the lazaretto he [a leper] realizes the infinite horror of his position and for the time is a frenzied madman. Then comes the hysterical stage, and afterwards, the dull, deadened, hopeless waiting for death.

Primary Source Document 4:

There are eight lepers in British Columbia—neither the local or the dominion government will assume any responsibility concerning them, so they are kept on D’Arcy Island, in the Gulf of Georgia and looked after by the Corporation of Victoria. They have no medical treatment whatever. The City Health Officer, or the Sanitary Inspector, makes visits about every three months taking them supplies, and making a report of the number of deaths since his last visit. The poor devils make gardens and catch some fish: as to how they die, no one knows. Each man has a shack and I fancy that his chief recreation is taking note the progress of the disease. I have been to the island twice and it was a very painful experience. The wretched beings, some in the last stages of the disease and a few with only a few lesions, lined up on the beach and cried like children when we were leaving—I have never heard the moans of a lost soul, but since hearing those poor wretches saying good bye (or damning us, I don’t know which) I have a faint idea of what they are like.

*Letter from Dr. Ernest B.C. Hannington to Sir William Osler
January 1898
National Archives; 143391/2*

(continued)

Primary Source Document 5:



Chinese Lepers at D'Arcy Island

Source: BC Archives collections – Call Number: D-04783

(continued)



Chinese Leper at D'Arcy Island

Source: BC Archives collections – Call Number: F-05166

Primary Source Document 6:

There are now seven patients, all Chinese on the island Only two of the lepers are now able to do any work and the disease is making rapid inroads on the strength of those two. All of the others are very feeble and almost helpless and it will only be a short time before they are unable to care for themselves. When that time arrives some provision for nursing and caring for these unfortunates must be made.

Medical Health Officers' Report to Victoria City Council, December 31, 1898

Appendix A

Census Data

Appendix A: Census Data

Female Census Information Alphabetic by first name

Name	Sex	Age	Country of birth	Religion	Origin	Occupation	Married or widowed	Other information
Anna Prevost	f	27	England	Anglican	England	Homemaker	Married	Lives in a house with her husband James, three young children, and servant, Isabella Clark. Middle-class
Annie Deasy	f	19	England	Anglican	England	Homemaker	Married	Lives in a house with her husband Thomas. Middle-class
Adelina Phelps	f	46	United States	Baptist	Africa	Nurse	Married	Lives in a house with her four children. Working-class
Agnes Cameron	f	17	BC, Canada	Presbyterian	Scotland	Teacher	Single	Lives in a house with her parents, Duncan and Jessie, and four siblings. Middle-class
Caroline Smart	f	44	England	Anglican	England	Cook	Widow	Lives in the home of her employer Joseph Trutch, with his wife and another servant. Working-class
Catherine Barry	f	50	Ireland	Anglican	Ireland	Homemaker	Married	Lives in a house with her husband John and their daughter. Working-class
Christianna Weiler	f	52	Germany	Lutheran	Germany	Homemaker	Married	Lives in a house with her husband John and their five children. Middle-class
Edith Helmcken	f	17	BC, Canada	Reformed Episcopal	Germany	None or Unknown	Single	Lives in a house with her widower father Dr. Helmcken, two brothers, and a Chinese servant. Upper-class
Eliza Lazenby	f	38	England	Methodist	England	Store Clerk	Single	Lives in the home of her sister's family; Emma and David Spencer and their nine children. Middle-class
Elizabeth Wark	f	17	Scotland	Presbyterian	Scotland	Dressmaker	Single	Lives in a house with her widowed mother Margaret. Working-class

Appendix A: Census Data

Elizabeth Richards	f	27	United States	Methodist	England	England	Homemaker	Married	Lives in a house with her husband Francis, their young child, and a Chinese servant Hoy Ah. Middle-class
Emma Spencer	f	38	England	Methodist	England	England	Homemaker	Married	Lives in a house with her husband David, their 9 children, and her adult sister, Eliza Lazenby. Middle-class
Hannah Maynard	f	47	England	Anglican	England	England	Photographer	Married	Lives in a house with her husband Richard and daughter Lily. Middle-class
Helen Gilde	f	36	Scotland	Presbyterian	Scotland	Scotland	Homemaker	Married	Lives in a house with her husband Henry, their three children, and her widowed father Robert Laing. Middle-class
Isabella Clark	f	17	BC, Canada	Roman Catholic	Ontario, Canada	Ontario, Canada	Servant	Single	Lives in the home of her employer James Prevost, with his wife and their three young children. Working-class
Jessie Cameron	f	54	Scotland	Presbyterian	Scotland	Scotland	Homemaker	Married	Lives in a house with her husband Duncan and five adult children. Middle-class
Julie Trutch	f	49	United States	Anglican	United States	United States	Homemaker	Married	Lives in a house with her husband Joseph, a cook, Caroline Smart, and another servant. Upper-class
Kate Draney	f	28	Ontario, Canada	Anglican	Ireland	Ireland	Homemaker	Married	Lives in a house with her husband Robert, their three young children, and a First Nations servant. Middle-class
Marcella Draut	f	24	United States	Lutheran	United States	United States	Homemaker	Married	Lives in a house with her husband John and their two daughters. Middle-class
Margaret Wark	f	39	Scotland	Presbyterian	Scotland	Scotland	Launderer	Widow	Lives in a house with her daughter Elizabeth. Working-class

Appendix A: Census Data

Mary Jane Courtney	f	32	England	Spiritualist	Scotland	None or Unknown	Married	Lives in a house with her husband Harry, their three young children, her father, and two siblings. Middle-class
Mary Walther (in 1881 census, misspelled as Walthes)	f	27	Germany	Roman Catholic	Germany	Homemaker	Married	Lives in a house with her husband Henry, a brewer, their young son, and another brewer. Middle-class
Sarah Ann Smith	f	45	Ontario, Canada	Lutheran	Africa	Homemaker	Married	Lives in a house with her husband Moses and their two sons. Middle-class
Sim a er nush Whor quol ock	f	29	BC, Canada	Roman Catholic	First Nations	None or Unknown	Married	Lives in a house with husband Whor quol ock and son. Songhees
Who hut	f	18	BC, Canada	Roman Catholic	First Nations	None or Unknown	Married	Lives in a house with husband Harry and their two young children. Songhees

Appendix A: Census Data

Female Census Information Alphabetic by occupation

NOTE: females with occupation 'homemaker' or 'unknown' are not included in this table

Name	Sex	Age	Country of birth	Religion	Origin	Occupation	Married or widowed	Other information
Caroline Smart	f	44	England	Anglican	England	Cook	Widow	Lives in the home of her employer Joseph Trutch, with his wife and another servant. Working-class
Elizabeth Wark	f	17	Scotland	Presbyterian	Scotland	Dressmaker	Single	Lives in a house with her widowed mother Margaret. Working-class
Margaret Wark	f	39	Scotland	Presbyterian	Scotland	Lauderer	Widow	Lives in a house with her daughter Elizabeth. Working-class
Adelina Phelps	f	46	United States	Baptist	Africa	Nurse	Married	Lives in a house with her four children. Working-class
Hannah Maynard	f	47	England	Anglican	England	Photographer	Married	Lives in a house with her husband Richard and daughter Lily. Middle-class
Isabella Clark	f	17	BC, Canada	Roman Catholic	Ontario, Canada	Servant	Single	Lives in the home of her employer James Prevost, with his wife and their three young children. Working-class
Eliza Lazenby	f	38	England	Methodist	England	Store Clerk	Single	Lives in the home of her sister's family; Emma and David Spencer and their nine children. Middle-class
Agnes Cameron	f	17	BC, Canada	Presbyterian	Scotland	Teacher	Single	Lives in a house with her parents, Duncan and Jessie, and four siblings. Middle-class

Appendix A: Census Data

Male Census information Alphabetic by occupation

Name	Sex	Age	Country of birth	Religion	Origin	Occupation	Married or widowed	Other information
Moses Rowe Smith	m	48	Ontario, Canada	Presbyterian	Africa	Baker	Married	Lives in a house with his wife Sarah Ann and their two sons. Owner of the Victoria Steam Bakery. Middle-class
Robert Draney	m	29	Ontario, Canada	Anglican	Ireland	Blacksmith	Married	Lives in a house with his wife Kate, their three young children, and a First Nations servant. Middle-class
Henry Walther (in 1881 census misspelled as Walthes)	m	37	Netherlands	Lutheran	France	Brewer	Married	Proprietor of The Bavaria Brewery. Lives in a house with his wife, Mary Jane, their young son, and fellow brewer HW Tennesin. Middle-class
Joseph Trutch	m	54	England	Anglican	England	Civil Engineer	Married	Lives in a house with his wife Julie, a cook, Caroline Smart, and another servant. Upper-class
John Barry	m	60	Ireland	Anglican	Ireland	Coachman	Married	Lives in a house with his wife Catherine and their daughter. Working-class
Francis Richards	m	25	United States	Methodist	England	Draughtsman	Married	Lives in a house with his wife Elizabeth, their young child, and a Chinese servant, Hoy Ah. Middle-class
David Spencer	m	43	Wales	Methodist	England	Dry Goods Merchant	Married	Lives in a house with his wife Emma, their 9 children, and his wife's adult sister, Eliza Lazenby. Middle-class
Duncan Cameron	m	54	Scotland	Presbyterian	Scotland	Farmer	Married	Lives in a house with his wife Jessie and their five adult children. Middle-class
John Clough	m	48	England	Presbyterian	England	Farm	Single	Lives in a hotel with 20 other workingmen.

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Ah Sig	m	34	China	None	China	Opium Merchant	Married	Lives in a house with three other Chinese men. Chinese Middle-class
Henry Glide	m	45	England	Presbyterian	England	Ordinary Seaman	Married	Lives in a house with his wife Helen, their three children, and his father-in-law Robert Laing. Middle-class
William Phelps	m	15	BC, Canada	Baptist	Africa	Seal Hunter	Single	Lives in a house with his mother Adelina and three siblings. Working-class
Hoy Ah	m	13	China	Not Given	China	Servant	Single	Lives in the home of his employer Francis Richards, with Richards, his wife, and their young child. Chinese Working-class
Robert Laing	m	65	Scotland	Presbyterian	Scotland	Shipwright	Widower	Lives in a house with his son-in-law Henry Glide, his daughter Helen, and their three children. Middle-class
Benjamin Umlah	m	32	Nova Scotia, Canada	Presbyterian	Scotland	Stone Cutter	Single	Lives in a hotel with 17 other workingmen and three members of the hotelkeeper's family. Working-class

