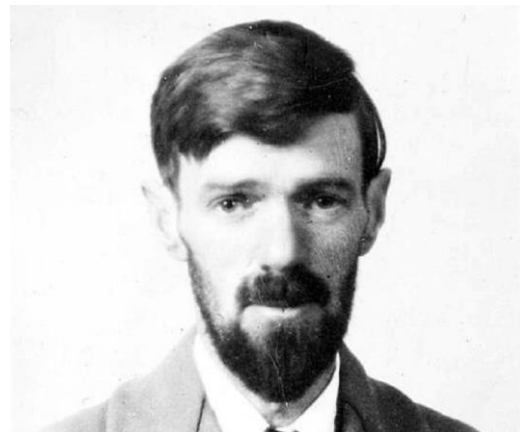


A cross-curricular local study resource for Key Stage 2.
Developed by the D.H. Lawrence Birthplace Museum.

Strivers

Victorian lives and values in Eastwood at the time of D.H. Lawrence.



Supported by Museum Development East Midlands.

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ENGLAND**



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www.leisure.co.uk/dhlawrence

Strivers

Victorian lives & values in Eastwood in the time of D.H. Lawrence



In this local study project, we are going to research what life was like in Eastwood, Nottinghamshire and the surrounding area in 1899 - two years before the death of Queen Victoria, on the eve of the 20th Century.

We'll use research skills, sources and activities to find out about the differences and similarities between our lives and the lives of those who went before us. We'll also make judgements about how the Victorians thought and how they behaved.

We'll look at the early life of D.H. Lawrence, Eastwood's famous writer, to help us understand the past.

A short history of D.H. Lawrence and his family.



David Herbert Lawrence was born in Eastwood, Nottinghamshire, in 1885. He was known as Bert by his friends and family.

Bert was from a working-class background; his father, Arthur, was a miner at Brinsley Colliery and his mother, Lydia, had been a trainee teacher but then worked in a lace factory when her family had financial problems.

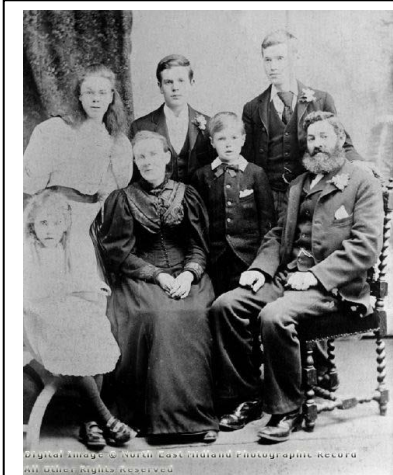
As a child, Lawrence was interested in the natural world – plants, animals and the countryside – and spent many hours roaming in the hills and woods to the north of Eastwood. When he became a writer, his home town and the surrounding areas often featured in his work.

Lawrence and Lydia were passionate about education – often seen as a way for working-class people to 'escape' from work in factories and living in poor conditions. He was the first local boy to win a scholarship to Nottingham High School – he went on to become a teacher, leaving Eastwood for London in 1908 when he was 23.

D.H. Lawrence went on to be a well-known and controversial writer of poems, novels and travel books. He travelled the world, living in Germany, Italy, Australia, Mexico and the USA. Bert died in France in 1930.

Background research and discussion – life in Victorian Eastwood.

In groups, ask pupils to research questions like:



The Lawrence family

Image courtesy of Nottingham City Council

- *What were houses like for working-class people?*
- *What sort of clothes did people wear?*
- *What food did people eat?*
- *What was life like for children in 1899?*
- *Did every child go to school?*
- *What jobs did people do – men and women?*
- *What happened if you were out of work?*
- *What did people do for fun?*
- *Were people healthy?*
- *What happened if you got sick?*

To help pupils in their research, they can think about what they've learned about this period before. Use reference books from the classroom and the school library as well as websites like these:

British Library:

www.bl.uk/victorian-britain

BBC:

www.bbc.co.uk/schools/primaryhistory/victorian_britain/

National Archives:

www.nationalarchives.gov.uk/education/resources/victorian-lives/

Workhouses in Nottingham:

www.workhouses.org.uk/education/



Nottingham Road, Eastwood

Image courtesy of Nottingham City Council

Activity ideas:

- Discuss with their group and class about what life would have been like in this area in 1899.
- Write a short piece about what aspect of life in 1899 they found most interesting and why.
- Have a class debate on whether life was better in 1899 or now.



The D.H. Lawrence Birthplace Museum can be found at 8a, Victoria Street, Eastwood, Nottingham NG16 3AW. For information about school visits, guided tours and more, go to:

www.lleisure.co.uk/d-h-lawrence-birthplace-museum/

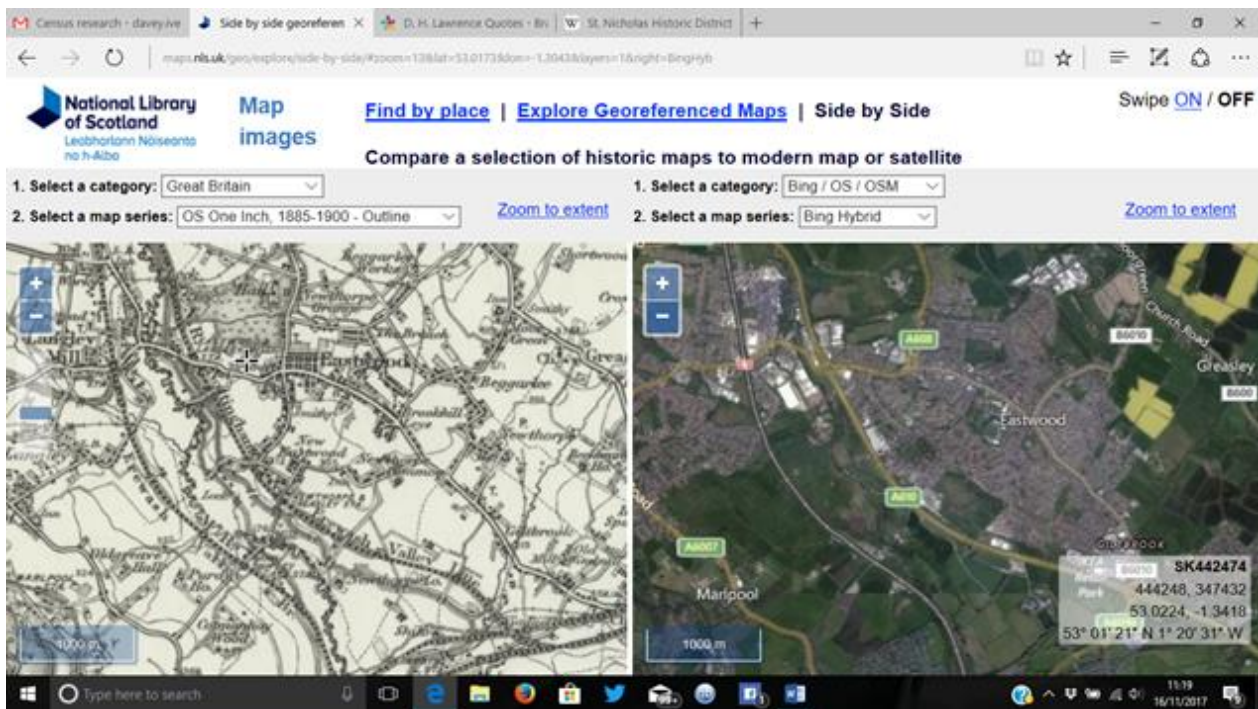
Tel: 0115 917 3824

Email: dhlawrence@lleisure.co.uk



Then & Now

There are online resources that place historic and current maps side by side, like this site from the national Library of Scotland: <https://maps.nls.uk/>



You can use the resources to look for landmarks like schools, local streets, places of worship, parks, rivers and railway lines. Find the main roads in and out of the area and buildings where people work and socialise.

Ask pupils to think about the reasons behind the changes they've identified. They might want to compare the changes to changes within their own life times.

There are many historic images of the local area available to view online. Go to sites like [Picture the Past](#) or [Picture Nottingham](#). Compare these with modern images of the same sites.



A picture of Nottingham Road, Eastwood.
Original images can tell us much about how a
place has changed.



Brinsley headstocks then



Brinsley headstocks now

Eastwood lives in 1899.

How else can we find out what it was like?

Discuss with the class the types of sources, as well as old maps and photographs, used by researchers and historians when they are trying to find out about places, periods and people in the past.

Ask pupils to create a list of possible sources they can use as researchers - examples could include:

- A sound recording - maybe of someone speaking or being interviewed
- A document, like a letter or a will
- A web page or a newspaper article
- A painting
- A drawing of a person, place or event
- An object, like an old coin in a museum

Encourage pupils to think about the differences between 'primary' and 'secondary' sources.

Frederick	Shaw	Son	Single	Male	22	1879	Coal Miner Holier	Eastwood
Issac	Shaw	Son	Single	Male	21	1880	Coal Miner Holier	Eastwood
James	Shaw	Son	Single	Male	20	1881	Coal Miner Holier	Eastwood
Ethel	Shaw	Daughter	Single	Female	18	1883		Eastwood
Ada	Shaw	Daughter	Single	Female	16	1885	Worker in Hosiery factory	Eastwood
Albert	Shaw	Son	Single	Male	14	1887	Confectioner	Eastwood
Thomas	Shaw	Son	Single	Male	12	1889		Eastwood
Joseph	Shaw	Son	Single	Male	10	1891		Eastwood
Florence	Shaw	Daughter	Single	Female	7	1894		Eastwood
Annie	Shaw	Daughter	Single	Female	2	1899		Eastwood

What sort of information can the class get from this data? What does the census record tell them about what life was like at No.11 and No. 13 Princes Street in 1901?

- Is there anything particular about the records for Arthur and Alfred Smitheringale or Ada and Albert Shaw that stands out?
- Why would Anne Smitheringale and Ethel Shaw not be working?

Princes Street, Eastwood.

The 1800s saw a huge increase in the amount of coal produced in this area, mined by men like Bert's father Arthur and many of his neighbours.

The local colliery company, Barber Walker & Co. built houses in what is now Princes Street, to house their growing workforce of miners and their families. The houses were known locally as 'the squares' or 'the buildings'.

Bert was not impressed with the houses and later called them 'sordid and hideous'.

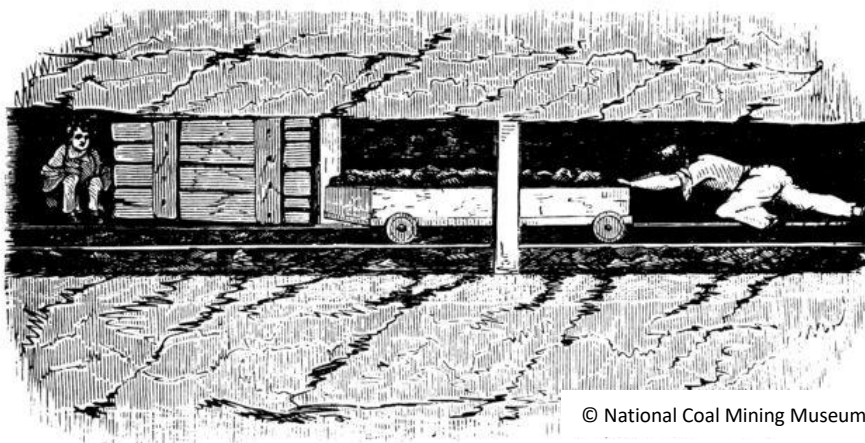
Extra – Other lives.

Websites like www.familyserch.org and www.findmypast.co.uk are great tools for helping people to find out about their own history or that of other interesting people. Some good information is available free and some further info requires a monthly subscription.

Ideas for further research with pupils include:

- Searching for information about D.H. Lawrence, charting his journey away from Eastwood as he sought 'to get on' and seek new experiences.
- Seeing what family names are still found in Eastwood in the 2011 Census
- Helping pupils to research their own family history?

Creative Writing



© National Coal Mining Museum

Mining was always a dangerous occupation, and with 10 pits within walking distance of Eastwood everyone would have known someone who had been killed or injured down the mine.

Lawrence's book, 'The Odour of Chrysanthemums' included the story of Bert's own uncle, involved in an accident at Brinsley Colliery. The article below is from the 'Nottinghamshire Guardian' newspaper from 29th March 1878 – seven years before Bert was born:

On Monday evening an inquest was held at Mr. Booth's, The Ancient Druids Inn, Cotmanhay, before Mr. W. H. Whiston, Coroner, on the body of William Bostock, aged fourteen, whose death took place on the 22nd ... from injuries received at the Eastwood Colliery of Messrs Barber and Walker, in May last.

From the evidence adduced it appeared that the youth was employed as a pony driver in the pit and that the horse knocked him down on the main road and "juted" the shafts of the tram against his head. He had been attended to by medical men ever since, and Dr. Crackle gave it as his opinion that deceased died from injuries to the brain. A verdict was returned in accordance with the medical evidence.

Writing activities

Working individually, pupils can choose to create one or all of these pieces of writing:

- A letter to the Nottingham Guardian demanding an end to children under 16 working in the mines. Remember to think about:
 - What the issue is
 - Who you're writing for – your audience
 - Your arguments, facts and evidence
- A poem to remember the life and death of William Bostock. Poets often use rhyme, but not always – poets also use other techniques:
 - **Simile:** A simile describes something by comparing it to something else using 'like' or 'as'. (*The sun was like a golden coin*)
 - **Metaphor:** A metaphor is a word or a phrase used to describe something as if it were something else. (*The boy's bedroom was a disaster area*)
 - **Personification:** Sometimes poets describe objects or ideas as if they had human feelings and actions. (*I saw the factory staring at me from on top of the hill*)
- A short story based on William Bostock's accident. Think about:
 - Planning the beginning, middle and end of the story
 - The characters you'll use
 - The place or places in which the story will be set
 - Writing in the first person (*He went to the shops*) or the third person (*Emily slept-in late – she always did*)

Children's jobs in the coal mine

“Lawrence knew from very early on that, in spite of his father's expectations, he would not be a miner. It took him some time to do well at school: he felt the pressure of being unlike the other boys, and he was following his elder brother William Ernest, who had excelled in everything he did, whether school-work or games-playing.” © Professor John Worthen, 2005



The Trapper

Often the youngest member of the family working underground, the Trapper's job was to open and close the wooden trap doors that allowed fresh air to flow through the mine. They would usually sit in total darkness for up to twelve hours at a time, waiting to let the coal tub through the door. It was not hard work but it was boring and could be very dangerous. If they fell asleep, the safety of the whole workings could be affected.

You can follow this [link](#) for audio resources from the BBC about a Trapper's working day.

The Hurrier and the Thruster

The older children and women worked as hurriers, pulling and pushing tubs full of coal along roadways from the coal face to the pit-bottom. The younger children worked in pairs, one as a hurrier, the other as a thruster, but the older children and women worked alone.

Hurriers would be harnessed to the tub, and thrusters would help hurriers by pushing the tubs of coal from behind with their hands and the tops of their heads. The tubs and the coal could weigh over 600kg and would have to be moved through roadways which were often only 60-120cm high.



The Getter

Getters were the oldest and strongest members of the family, almost always grown men or strong youths. Their job was to work at the coal face cutting the coal from the seam with a pickaxe. Getters were the only members of the family who would work continually with a candle or safety lamp, as they needed the light to see the coal face.



Eastwood then and now: bring local history to life.

Old Eastwood image courtesy of David Ottewell