



# Maps in History: Reading Maps to Understand 1800s British Culture

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# HIST5507B: Background (i)

- Urban history module, formed with distinct learning outcomes:
  1. Recognise the broad social, cultural, and economic shifts that influenced the evolution of British society during the Victorian Age
  2. Grasp the day-to-day challenges of life within Victorian Cities, and express knowledge the development of British society in the form of written assignments
  3. Develop critical and evaluative skills through direct encounters with primary and secondary sources
  4. Train to use a variety of source materials in order to deepen knowledge of urban and cultural development

# HIST5507B: Background (ii)

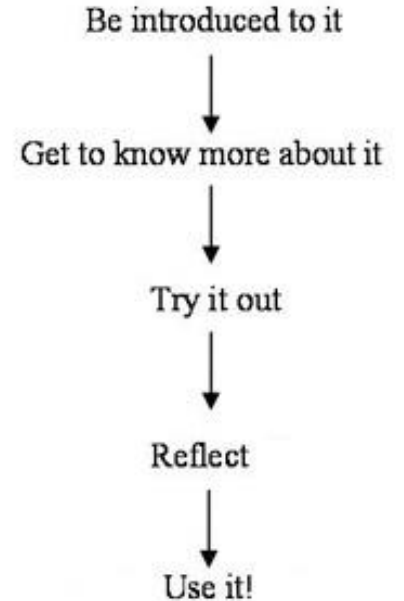
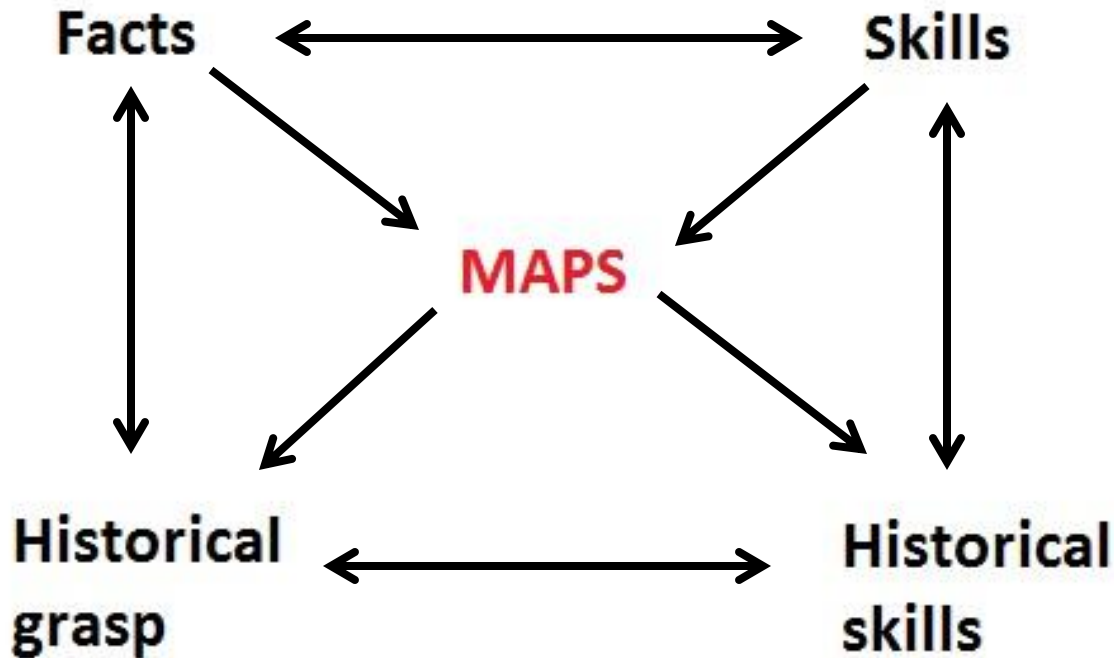
- Course with a thematic approach to understand the culture and evolution of Britain (albeit in the framework of urban places)
- Themes include population, transport, governance, crime, housing, public health education, immigrants, death
- Success of the course, from the teacher's perspective, is to emphasise context, and get students to make connections between context and key themes
- Map as a template for this pedagogical platform – transforming a 2D image into a readable text of the narrative of British society

# Educational Conundrum

- How to ensure the course meets its objectives?
- How could I integrate different learning activities into the lectures?
- How could I ensure the learning process continues is structured outside the classroom?
- How could I make 1800s British Urban History be real (to the learners)?
- How could I make the course (more) interesting?



# Knowledge Acquisition Process



# How to Achieve This?

- Learning strategy to using/reading maps:
  1. Lecture exercises in conjunction with self-designed source worksheets
  2. Lecture review exercises (to consolidate and build knowledge on lecture topic)

Map Analysis Worksheet

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1. TYPE OF MAP (Check one):

<input type="radio"/> Raised Relief map	<input type="radio"/> Bird's-eye map
<input type="radio"/> Topographic map	<input type="radio"/> Artifact map
<input type="radio"/> Political map	<input type="radio"/> Satellite photograph/mosaic
<input type="radio"/> Contour-line map	<input type="radio"/> Pictograph
<input type="radio"/> Natural resource map	<input type="radio"/> Weather map
<input type="radio"/> Military map	<input type="radio"/> Other

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2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

<input type="checkbox"/> Compass	<input type="checkbox"/> Name of mapmaker
<input type="checkbox"/> Handwritten	<input type="checkbox"/> Title
<input type="checkbox"/> Date	<input type="checkbox"/> Legend (key)
<input type="checkbox"/> Notations	<input type="checkbox"/> Other
<input type="checkbox"/> Scale	

---

3. DATE OF MAP:

\_\_\_\_\_

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4. CREATOR OF THE MAP:

\_\_\_\_\_

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5. WHERE WAS THE MAP PRODUCED?

\_\_\_\_\_

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6. MAP INFORMATION

A. List three things in this map that you think are important.

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

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

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

B. Why do you think this map was drawn?

\_\_\_\_\_

C. What evidence in the map suggests why it was drawn?

\_\_\_\_\_

D. What information does this map add to the textbook's account of this event?

\_\_\_\_\_

E. Does the information in this map support or contradict information that you have read about this event? Explain.

\_\_\_\_\_

F. Write a question to the mapmaker that is left unanswered by this map.

\_\_\_\_\_

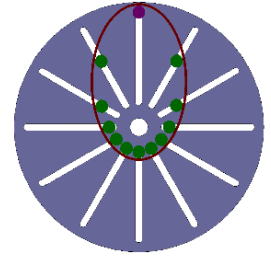




# Lecture Exercise 1: An Example

- Utilise varieties of maps
- *Drink Map of Manchester (1889)* – location of public, housing and land ownership patterns, perceptions of people (crime, drink, immorality)
- Education role of maps to make connections between contexts

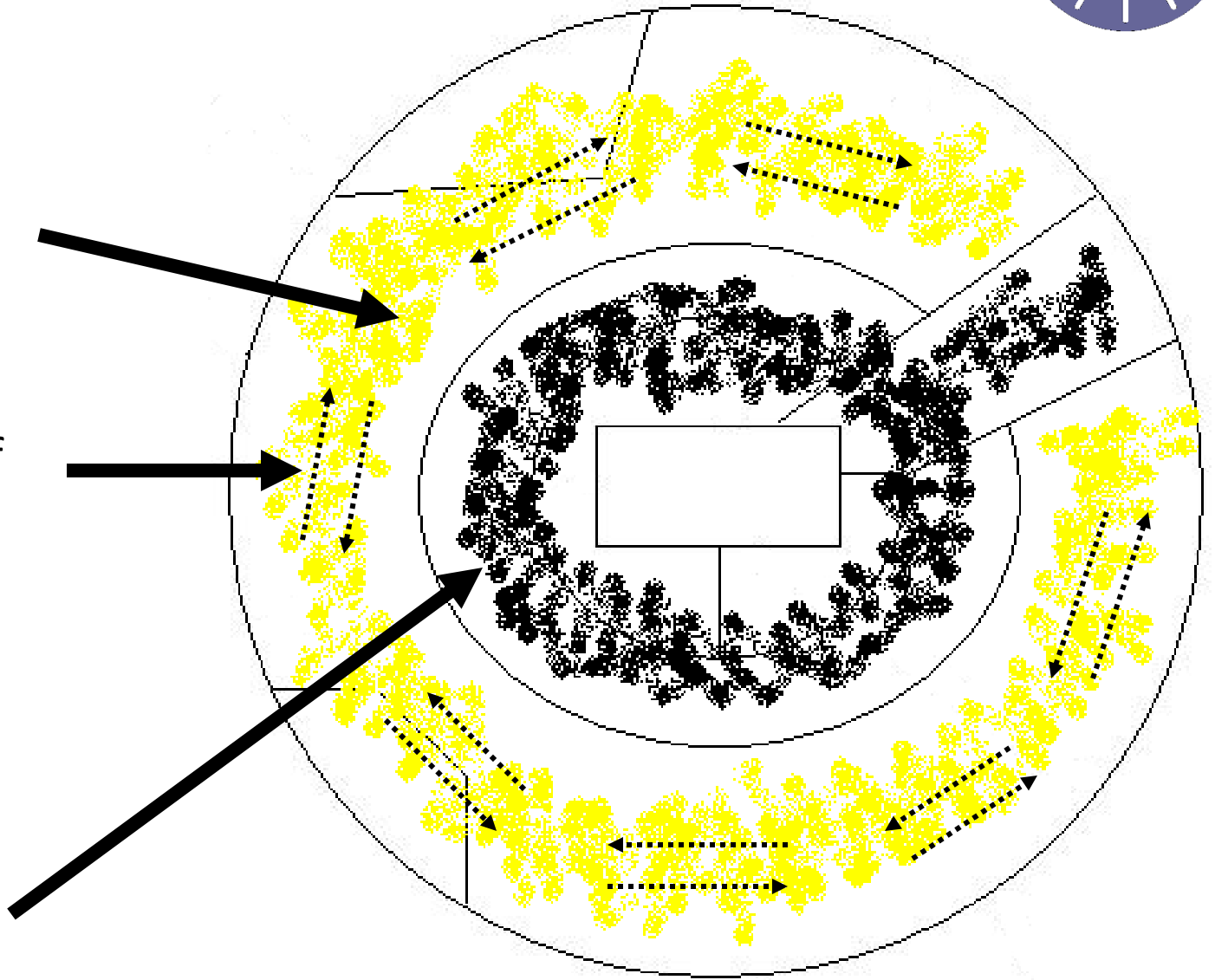
# Manchester's Spatial Model: A Lack of Class Mixing



Middle Class  
Zone

Movement of  
Middle Class  
People

Low Status  
Zone





# Adshead's Map of Manchester (1851)



# Engels in Manchester (with podcast)

## Victorian Manchester Maps and Working Class Housing Development

Figure 1. Adishhead's 1851 Map of Manchester. Different districts within the city are shown. Ancoats, an area visited by Engels, is to the top right of the map (bordered by green line).

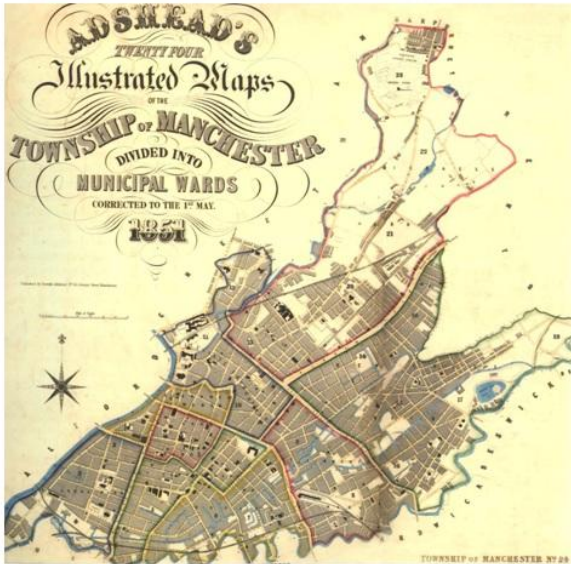
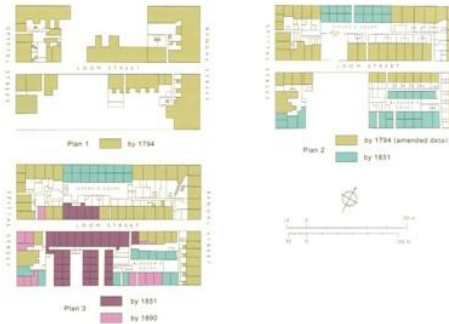


Figure 2. In this part of Ancoats the density of housing, the textile mills by the canals, and the numerous public houses are tellingly illustrated.



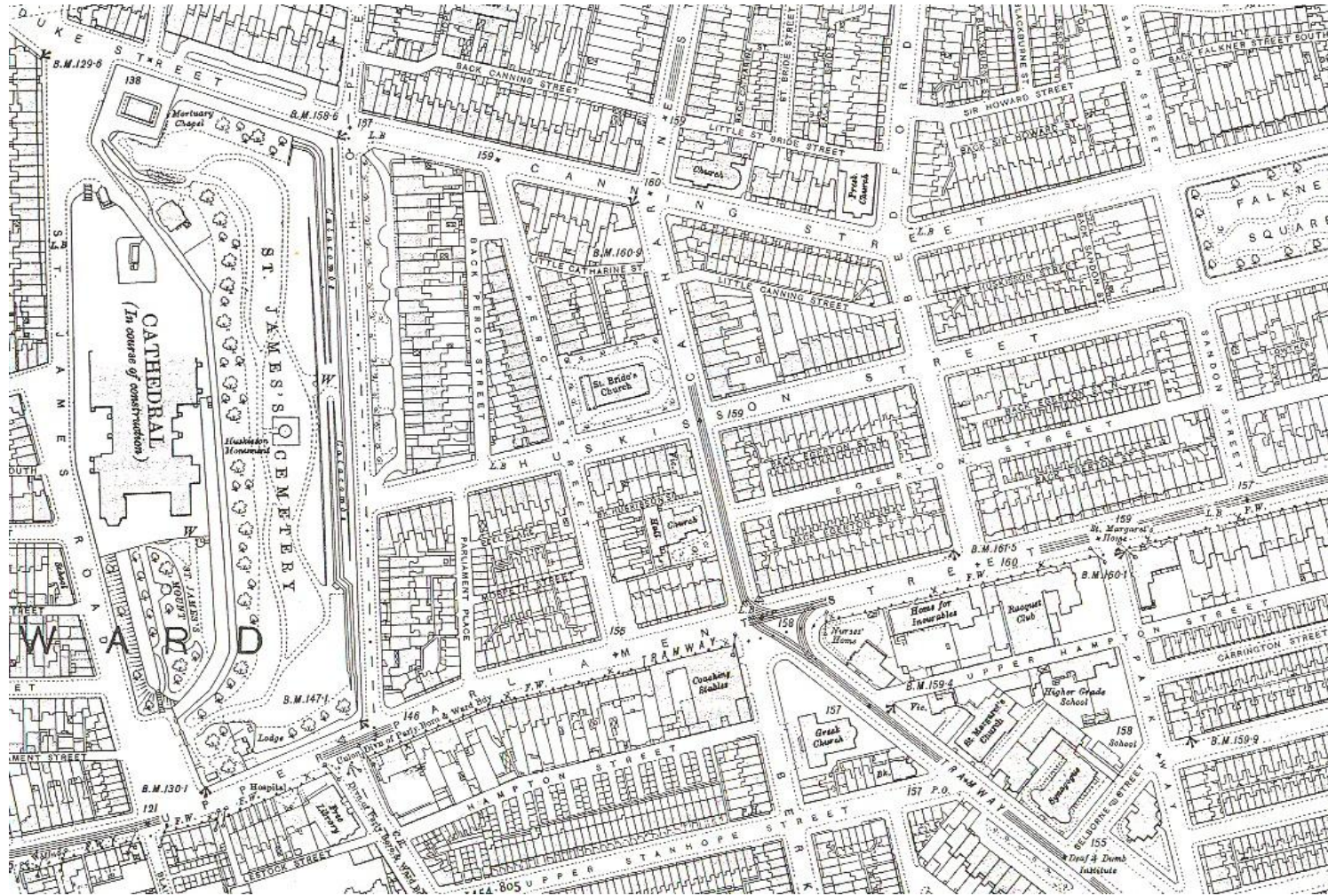
Figure 3. The development of housing along Loom Street, Ancoats. The maps chart the introduction of back-to-back housing and courts.





# Making the Map

## Explain Life in Britain



Map Analysis Worksheet	
TYPE OF MAP (Check one)	
<input type="checkbox"/> Road relief map	<input type="checkbox"/> Bath's-eye map
<input type="checkbox"/> Topographic map	<input type="checkbox"/> Aerial map
<input type="checkbox"/> Political map	<input type="checkbox"/> Satellite photograph/mosaic
<input type="checkbox"/> Contour-line map	<input type="checkbox"/> Photograph
<input type="checkbox"/> Natural resource map	<input type="checkbox"/> Weather map
<input type="checkbox"/> Military map	<input type="checkbox"/> Other
UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more)	
<input type="checkbox"/> Compass	<input type="checkbox"/> Name of mapmaker
<input type="checkbox"/> Handwritten	<input type="checkbox"/> Title
<input type="checkbox"/> Date	<input type="checkbox"/> Legend (key)
<input type="checkbox"/> Relations	<input type="checkbox"/> Other
<input type="checkbox"/> Scale	
DATE OF MAP: _____	
CREATOR OF THE MAP: _____	
WHERE WAS THE MAP PRODUCED? _____	
MAP INFORMATION:	
A. List three things in this map that you think are important.	
1. _____	
2. _____	
3. _____	
B. Why do you think this map was drawn? _____	
C. What evidence in the map suggests why it was drawn? _____	
D. What information does this map add to the textbook's account of this event? _____	
E. Does this information in this map support or contradict information that you have read about this event? Explain. _____	
F. Write a question to the mapmaker that is left unanswered by this map. _____	



# Lecture Exercise 2: An Example

- Charles Booth's Poverty Maps (1886-1903)
- Socio-economic mapping of London
- Opportunity to see social, economic, environmental patterns at a city-wide scale, and at the micro (local) level
- Pockets of wealth, pockets of poverty
- Victorian perceptions of place, space, people



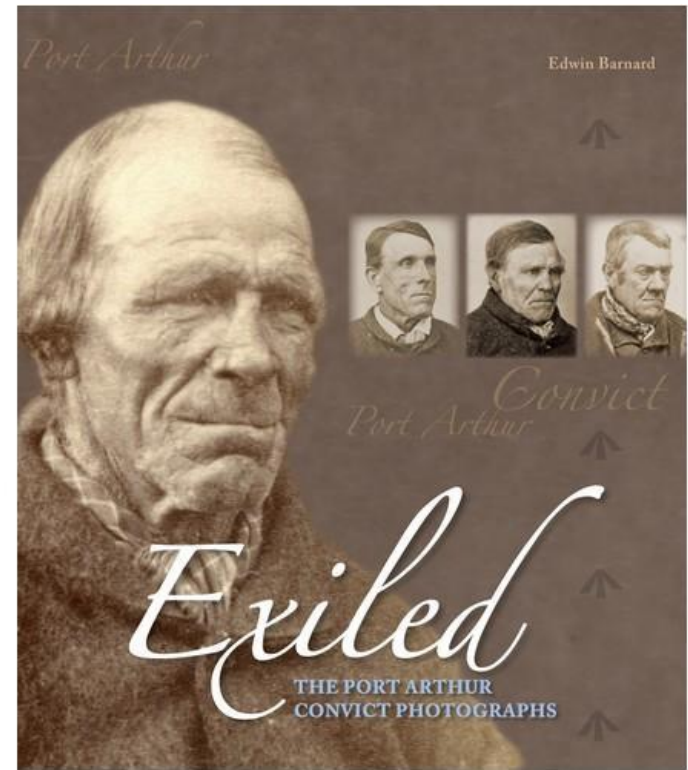
# Lecture Review Exercises

- Consisted of a variety of one page worksheets
- Designed to build on knowledge learnt from the lecture
- Principally centred on two map sources used together:
  1. Edward Stanford's Map of London (1862) – a copy of which is given to all students on a CD-Rom
  2. Charles Booth's Poverty Map (accessible via a weblink)
- Stanford's map allows students to see the physical environment of London, Booth to see the environment in a social and economic framework
- Additional sources used with the two maps, e.g. photos



# Lecture Review 1

- Follow-up to the lecture on crime and policing in the Victorian City
- Lecture design with to grant an overview of crime in Victorian Britain, establishing how crime fitted in with wider societal changes during the 1800s
- Lecture review exercise to be used alongside a lecture reading source (*Exiled: Port Arthur Convict Photographs*), and Booth's Poverty Map



## George White



*London Court Criminal Court, after hours in the Old Bailey. They prisoners, and in George White, died in the dockling the judge and the witness as they gave their evidence.*

Monday 3 February 1840 marked the start of what promised to be a busy week at London Old Bailey. There were 211 prisoners to be tried, the floccenter laid the plans, but 'from an inspection of the calendar and a perusal of the depositions he did not think it was necessary to detain them long with any observations regarding the cases to be laid before them. The charges as presented were, with one exception, of the ordinary description, and the clerk of the court would attend and explain the law applicable in any case his assistance should be required.' Changes of an 'ordinary description' turned out to be mostly petty theft, interspersed with an occasional forgery, swindling, bigamy, fraud and counterfeiting to keep the prison from rocking off. Sixty-six of those tried during the February session were sentenced to transportation—16 females and 50 males. Of the women transported, eight were girls in their teens, the youngest of them 14; six were in their 20s; one was 33 and the oldest

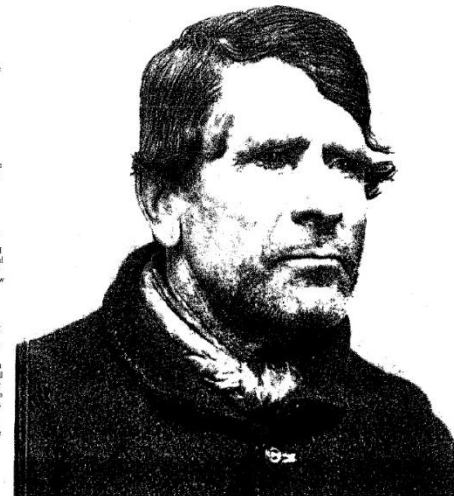
was 55. Ten of the women received seven-year sentences, four received 10 years, the remaining one 14 and 15 years respectively. Of the men and boys transported, 24 were in their teens, the youngest of them eleven; seventeen were in their 20s, three in their 30s, five in their 40s, and the oldest was 59. Thirty-three of the men received seven-year sentences, eleven received 10 years, three received 14 years, two received 15 years and three was one life sentence.

Nothing out of the ordinary Case number 99—that of 17-year-old George White 'indicted for stealing, on 30th January, 9 lbs 14 kilograms weight of pork, value 5s 3d, the goods of William Handbridge'—was heard on the Wednesday and proved to be nothing out of the ordinary.

'I am a pork butcher,' explained the aptly named Mr Handbridge when giving evidence, 'and I live in Lapswood-street. On the 30th of January, about ten minutes past six o'clock, I crossed the dock—I made inquiries, and looked about as well as I could, but could not see the next morning the officer brought it, and I took it to my man—I do not know the prisoner.'

Police constable Henry Lang took up the story. 'On the evening of 30th of January I saw the prisoner with something under his arm—I asked what he had got—he said a bit of pork, which he got from his master's at Ludgate-hill, and was going to Mrs. Downes in the Rookery—I took him, and next morning found the prosecutor.' George seems to have said nothing—although he might well have asked what it was that distinguished Mr Handbridge's bit of pork from all the others in London—and the jury duly found him guilty.

All that remained was for the judge to pronounce sentence: transportation for seven years. Already a long way from home, George was about to find himself as far from family and friends as was possible to be.





- The lecture dealt with matters associated with the transportation of convicts
- The lecture review enabled students to get a more human dimension of this element of Victorian crime and policing
- Students able to acquire information about persons transported to Australia, their lives, and where they lived

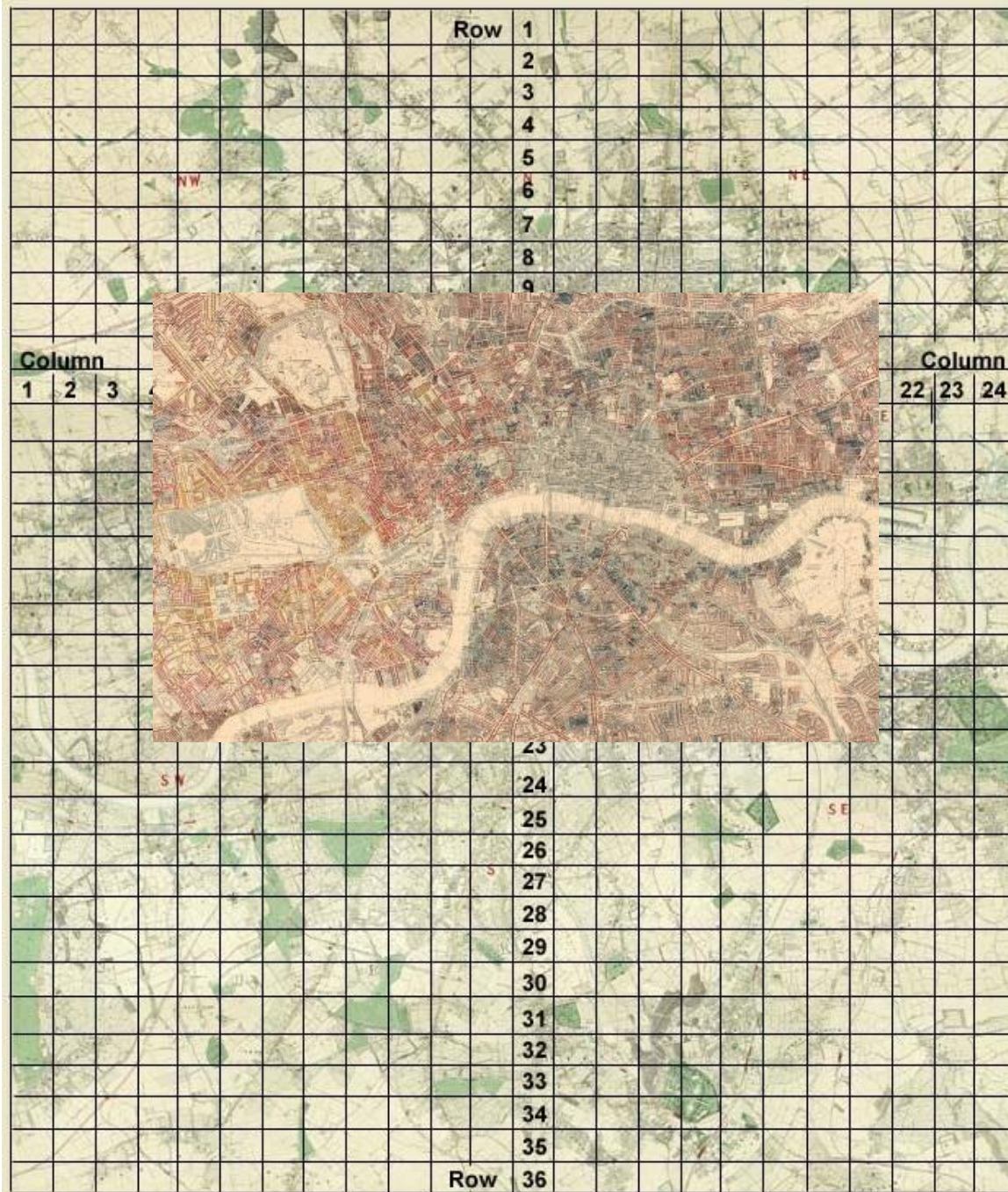


### Week 7 Lecture Review: Transported Prisoners Worksheet

This document is designed to allow you to 'bring to life' four individuals who lived in London and were transported to Tasmania (Australia) for their crimes. The document supplements the reading from the book *Exiled: The Port Arthur Convict Photographs*...

To better understand the four individuals complete the table below, in so doing drawing information from the book *Exiled*, and the 1891 OS Map of London and Booth's Poverty Map [web link](#) (found on the CD-Rom distributed in tutorial 1). Although Booth's map and the OS map were composed many years after the convicts were transported it can provide an indication of the physical and social environments in which the four individuals lived, and maybe reasons as to why these persons were drawn into criminal activity. Their lives in Australia, both as convicts and free men, is documented in *Exiled*...

Subject	Convict Name			
	George White	William Burton	Michael Murphy	George Edicks
Place of residence (in London)		Manchester Square (boarding house near to)	Bermondsey	Smith Street, Chelsea
Location within the city				
Colour of the street/district on Booth's Poverty Map				
Description of street/district in <i>Exiled</i>				
Known activities prior to transportation				
Impression of person given in <i>Exiled</i> prior to transportation				





# Lecture Review Worksheet: Example 2



## Week 10 Lecture Review: 1891 OS Map and Booth Poverty Map Activity.

This document contains photos of particular streets and people in London. The photos are taken from the late-1850s and early-1900s.

Using the information provided in this document to supplement each photo, use the 1891 OS Map [\(link\)](#), and in conjunction the Booth Poverty Map [\(link\)](#) to identify the location of the streets, and the social quality of the roadway and its surroundings. Ideally, in using the pictures and maps in conjunction you not only see the face of the people of Victorian London, but can tie together a visual awareness of their surroundings, and through the classes of HISTORIC issues of context that affected how people lived and why the environment in which they live took the form that it did.

The process of 'reading' the pictures follows a simple process:

1. → Examine the photo.
2. → Go to the 1891 OS Map and in the search engine 'place name index' locate the street seen in the photo.
3. → Click on the place name in the picture. OS Map of the area will then appear. By clicking within the yellow circle on the map you can enlarge the scale, and so zoom in on the area.
4. → Open the Booth poverty map [\(link\)](#). Click on 'search'.
5. → Click on 'Parishes in 1891' or 'Landmarks in 1891'.
6. → Insert the name of the district (Parish) or an identified feature in the 1891 OS Map, e.g. Church name, local market, etc.
7. → Use the opened Booth map to identify elements of the social composition of the street and area identified in the photo.
8. → Complete the box to consolidate your knowledge of life in London.

Prof. Ian Morley  
March 12<sup>th</sup> 2012

Page Break



Photo 1, Boundary Street, Old Nichol.



Subject	Detail
Impression of environment and people shown in the photo.	
Colour of Street on Booth's Map.	
Location within London (e.g. central, suburban).	
Colour of surrounding district on Booth's Map.	
Evidence to suggest social class of people in the street area.	
Perception of the street area (if seen through Middle Class eyes).	



Photo 2, Bear Yard, Lincoln's Inn.



Subject	Detail
Impression of environment and people shown in the photo.	
Colour of Street on Booth's Map.	
Location within London (e.g. central, suburban).	
Colour of surrounding district on Booth's Map.	
Evidence to suggest social class of people in the street area.	
Perception of the street area (if seen through Middle Class eyes).	

# Using Google Earth to See the Past



## Week 11: Lecture Review Exercise

Use Google Earth alongside Charles Booth's Poverty Map from the 1890s as a means to examine the following suburban places in South London (places mentioned in HJ Dyos' book *Victorian Suburb*). Use Street View (within Google Earth) to move about in each of the roadways listed below so as to inspect the nature of the suburban houses in each locale.

Location	Date of Buildings	House/Architectural Features (floor levels, doorways, windows, building size, etc.)	Street Colour (shown on Booth's Poverty Map)
Glensall Terrace, Southwark	1843-5		
Trafalgar Avenue, Southwark	1852		
Vicarage Grove, Peckham	1866-8		
Oglander Road	1879		
Ivydale Road, Southwark	1900		

A Google map of South London, and the locations listed above, can be seen overleaf...





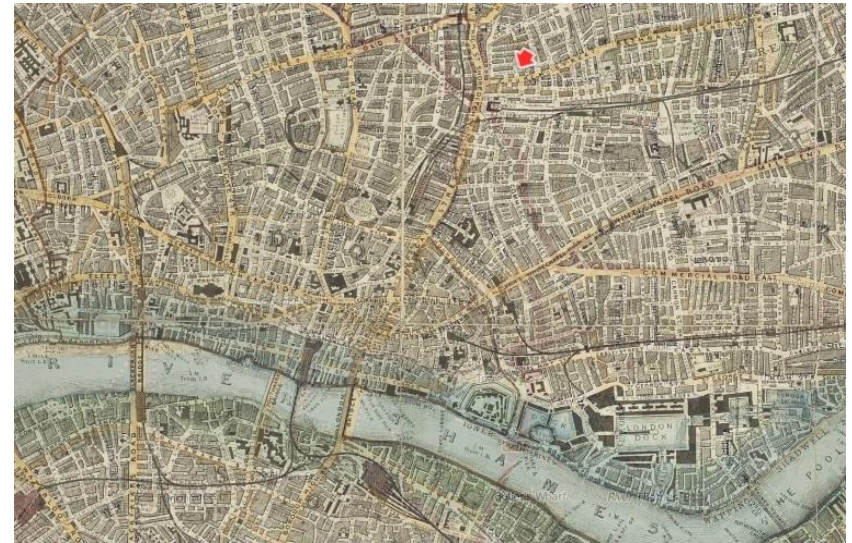
# Making History Tangible: The Old Nichol



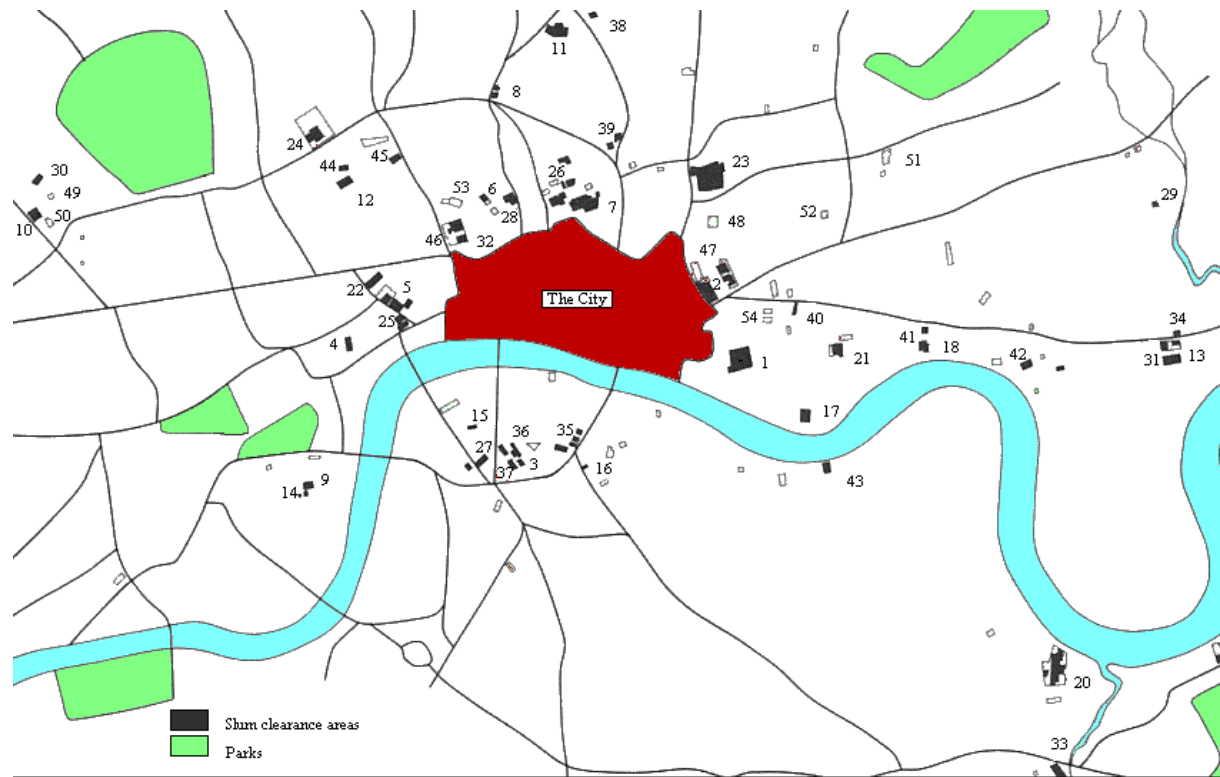
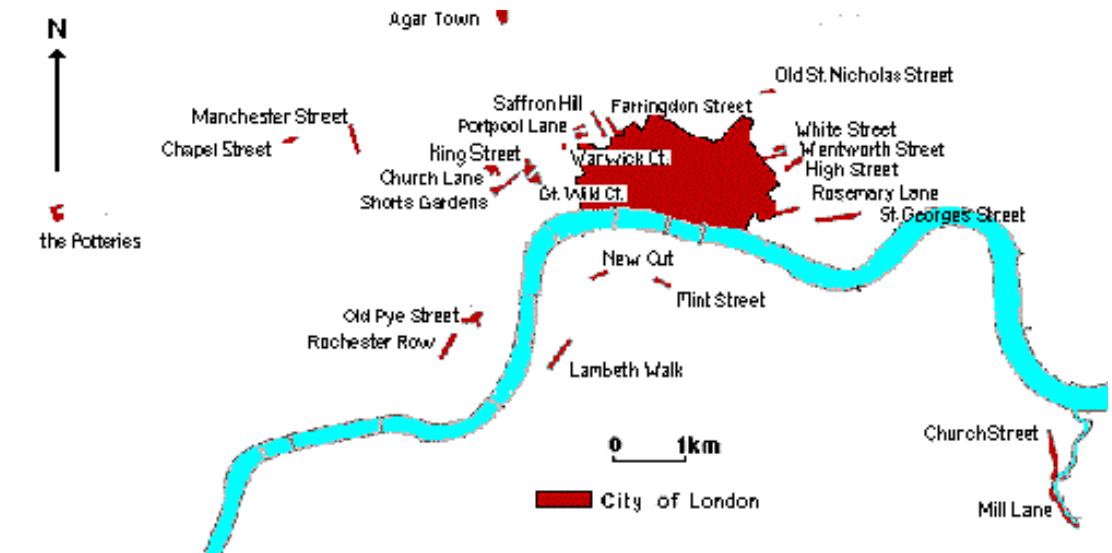
Photo 1. Boundary Street, Old Nichol.



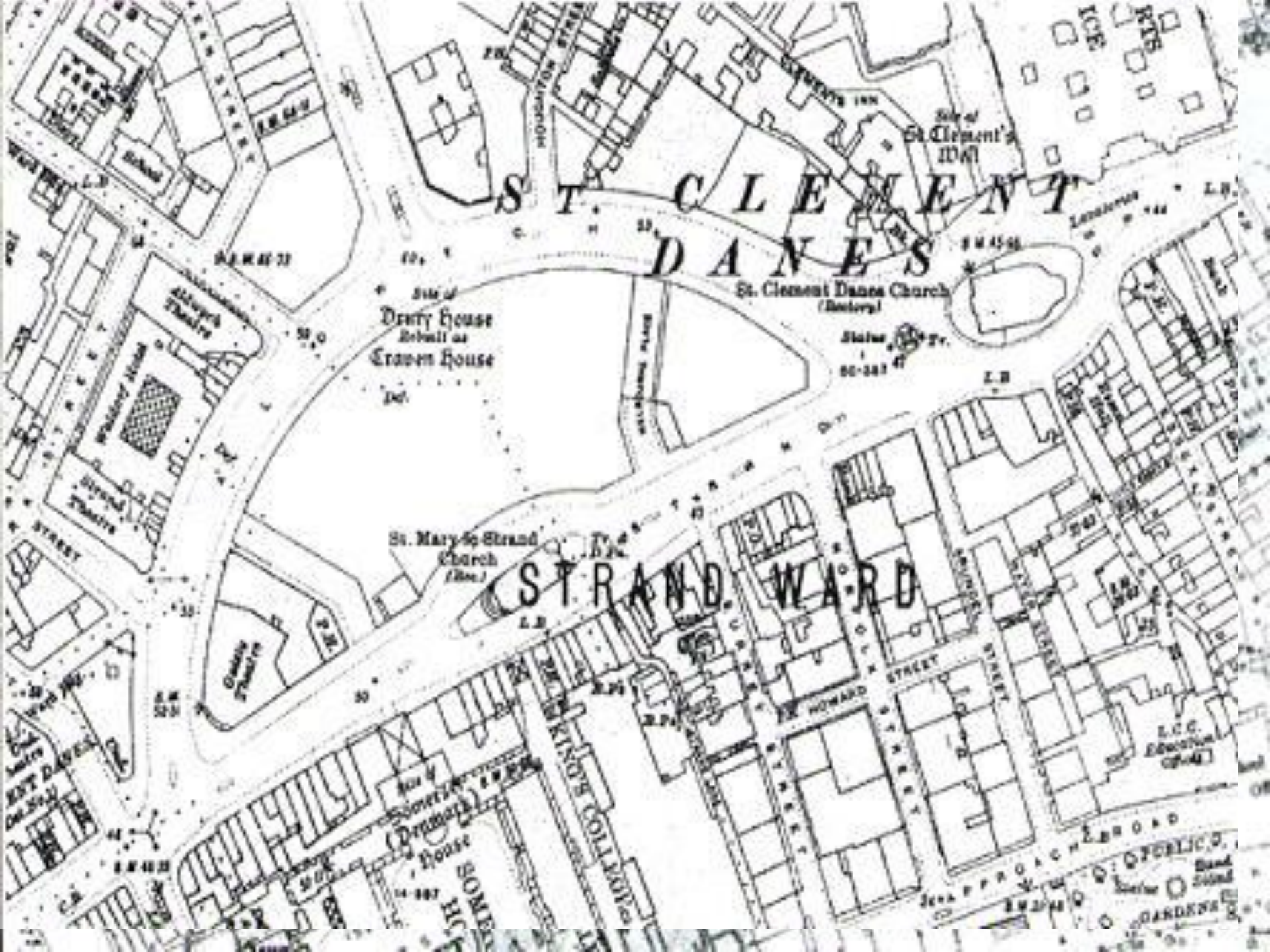
Subject	Details
Impression of environment and people shown in the photo	
Colour of Street on Booth's Map	
Location within London (e.g. central, suburban)	
Colour of surrounding district on Booth's Map	
Evidence to suggest social class of people in the street/area	
Perception of the street/area (if seen through Middle Class eyes)	



# Rookeries and Slum Clearances







ST. CLEMENT'S  
DANES

Drury House  
Rebuilt as  
Craven House

St. Clement Danes Church  
(Restory)

St. Mary of Strand  
Church  
(Rest.)

STRAND WARD

Waller's House  
Strand Theatre

Strand School

Somerset House  
(Dunmark)

E.C.C. Education Office

Sea Approach Road  
GARDENS



# Queen Victoria Memorial, London



# Conclusion

- The map is a primary source integral to the study of history
- In course HIST5507B it is used sparingly to demonstrate a range of matters (related to analysing how and why society had the form that it had)
- Valuable tool that supplements a range of other source types
- Utilised to make history touchable when used with other sources, e.g. photos, texts, etc.
- Students are receptive to map use: teaches new skills, aids broader grasp of history, permits deeper learning