

## The Young Victoria

Tema: 'Literary History', 'The Victorian Era', 'The British Empire'

Fag: Engelsk

Målgruppe: Gymnasiet



GK Films 2009 / Nordisk film (2017)

Manuskript: Julian Fellowes

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Spilletid: 101 min.

### Resumé:

England anno 1837. Den unge Victoria indsættes som dronning i en alder af 18 år, og vi ser hendes kamp for at undgå moderens og Lord Conroys indflydelse. I kulissen venter dog nye magtkampe. Skal hun lytte til Lord Melbourne eller følge sit hjerte og gifte sig med den tyske Albert?

## Faglig relevans/kompetenceområder

Filmen kan bruges i engelsk til at give et indblik i dronning Victorias betydning for England og det britiske imperium, eller som et perspektiv til det engelske samfund i den tidlige Victoriatid. i forbindelse med et emne om Victoriatiden, om det britiske imperium eller i et litteraturhistorisk emne.

Kapitelmærkningen til filmen beskæftiger sig med det victorianske samfund samt med lyd/billedsiden af filmen (filmanalyse).

Vejledningen nedenfor består af et gruppearbejde/ Web Quest som kan bruges i forbindelse med filmen eller uafhængigt af filmen.

## Ideer til undervisningen

### 1: Gruppearbejde

Vejledningen nedenfor kan bruges til gruppearbejde, som en introduktion til et emne om victoriatiden, eller til andre emner hvor victoriatiden er relevant. Gruppearbejdet er en 'Web Quest' hvor eleverne skal bruge linksamlingen nederst i vejledningen. Desuden kan de supplere med egne links, hvis tiden tillader det.

Hvis gruppearbejdet er differentieret, så hver gruppe har forskellige opgaver, kan elevernes besvarelse af opgaverne tilrettelægges som oplæg for hele klassen eller i matrixgrupper (evt. med krav om understøttende billeder og lig.).

Opgaverne i vejledninger er af meget forskellig karakter, så det motiverer elevernes forskellige interesser. Opgaverne i gruppearbejdet sigter mod at give eleverne en bred viden om victoriatiden, og man kan fint fravælge filmen, og stadig lave opgaverne. Opgaverne lægger op til flere af de faglige mål og kernestofområder i læreplanen for især STX A: 'væsentlige strømninger i britisk [...] litteraturhistorie', 'perspektivere tekster litteraturhistorisk, kulturelt, samfundsmæssigt og historisk', 'formidlingsbevidsthed i præsentation'.

## 2: Kapitelmærkning

Ud over de brede opgaver i vejledningen nedenfor (gruppearbejde), har filmen et kapitelsæt med arbejdsspørgsmål, der er direkte knyttet til filmen.

Arbejdsspørgsmålene sigter både på handlingen (personkarakteristik mm.) og på filmiske virkemidler. Der foreligger en vejledning i film analyse ('Film Analysis in English')

## Supplerende materialer

Følgende materiale om dronning Victoria og victoriatiden kan lånes på mitCFU

- 'Victoria'. Dramaserie i 8 dele <http://via.mitcfu.dk/TV0000106596>
- 'Den Victorianske nøgenhed' Dokumentar <http://via.mitcfu.dk/TV0000015610>
- 'Victoriatiden og efter' Dokumentar <http://via.mitcfu.dk/TV0000024999>
- 'Dronning Victorias børn' Dokumentar i 3 dele <http://via.mitcfu.dk/TV0000029167>

Se næste side for plan for gruppearbejde:

## Group Work – The Victorian Era

### Web Quest

Below are various tasks that will give you knowledge about the Victorian Era. Use the 'List of Links' below, but you may also find additional webpages with relevant information. Remember to make a critical analysis of your source.

### Prereading – everybody:

- Search the internet to find as much as you can on Queen Victoria (childhood, marriage, family etc.)

### Task 1: Kings and Queens and the Struggle for Power

- Explain the struggle for power at Queen Victoria's time (before she ascends the throne). Use the text below and search the internet.
- Find a royal family tree on the internet and focus on the Hannover family tree to illustrate this struggle of power. Use the link below.

### Task 2: 19th Century Morality

Kate Williams writes that she 'was taught only about the Victoria immortalised in the portraits of her later years - portly, matronly, never to be amused, the very embodiment of repressive 19th-century morality.' (From: <http://www.telegraph.co.uk/culture/donotmigrate/3560626/Queen-Victoria-the-original-peoples-princess.html>)

- Find out what the 'repressive 19th-century morality' is by searching the internet. Also, find paintings that illustrate this moral.
- The Victorian Era was a time of contradiction in terms, thus you cannot say that morality of the time was strict. Find examples and explain the contradictions in morality of this period. (see 'List of Links')
- Search the internet to find paintings as well that may illustrate these contradictions.

### **Task 3: The Kensington System and Gender Roles**

- Search the internet to find out what 'The Kensington System' is.
- Search the internet to find out what was expected of men and women in the Victorian England

### **Task 4: Victorian Era Fashion**

- Search the internet for information on fashion for men, women, and children in the Victorian Era. Notice the differences of fashionable attire for different classes in society.
- Explain what the various garments are and find pictures that illustrates fashion for all of the groups mentioned above.

### **Task 5: Makeup and Beauty Tips and Tricks**

- Search the internet for beauty and makeup ideals of the Victorian Era.
- Search 'The Ugly-girl Papers' and give examples of beauty ideals and tips (See link below: e.g. chapter I or another one you find interesting). Connect this to morality of the Victorian Era (Chapter V).

The Ugly-girl Papers is a book on how to improve one's appearance. The book is a series of articles on women's beauty that ran in Harper's Bazar\* in the early 1870s. Evidently, the first few articles were so popular that the series was continued, and involved the questions and hints of readers. From the introduction: 'The science of the toilet is well-nigh as delicate as that of medicine; and as no prescription has yet proved a specific for disease, no recipe can reach all cases of complexion.' In other words, nothing is guaranteed; some women are just too ugly to be helped.'

\*Harper's Bazar is an American women's fashion magazine, first published in 1867.

Today it is commonly known as Bazaar

### **Task 6: The British Empire and the Empress of India**

- Search the internet for information on the development of the British Empire: Its rise and fall and the importance of India in the Empire. (See links below)

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- In the Victorian age, the British saw themselves as spreading culture and knowledge, not as occupiers of someone else's land. The text below describes an official ceremony to proclaim Queen Victoria as Empress of India in 1877. Analyze the attitude in the text.

## List of Links

### Prereading:

<https://www.hrp.org.uk/kensington-palace/history-and-stories/queen-victoria/#gs.nT0mowE> (Brief highlights on Queen Victoria. The Site is administered by Historic Royal Palaces an independent charity that looks after the Tower of London, Hampton Court Palace, the Banqueting House, Kensington Palace, Kew Palace and Hillsborough Castle)

### Task 1 Links

- Queen Victoria: the original people's princess: An extract from Kate William's book 'Becoming Queen':  
<http://www.telegraph.co.uk/culture/donotmigrate/3560626/Queen-Victoria-the-original-peoples-princess.html> (The Telegraph is a multimedia news brand that has existed more than 160 years).
- <https://www.britroyals.com/index.asp> (Site that covers the British royal family history).

### Task 2 Links

- <http://www.telegraph.co.uk/culture/donotmigrate/3560626/Queen-Victoria-the-original-peoples-princess.html>. (The Telegraph is a multimedia news brand that has existed more than 160 years).
- <http://www.victorian-era.org/victorian-era-morality.html> (Vaijayanti Joshi, MA in English Literature, is the author of the site).

### Task 3 Links

- [https://en.wikipedia.org/wiki/Kensington\\_System](https://en.wikipedia.org/wiki/Kensington_System) & <https://thebisleyboy.wordpress.com/2015/12/09/poor-young-victoria/> (Links on the Kensington System by Wikipedia and Erik DeFruscio (blogger studying Advertising and Marketing Communications at the Fashion Institute of Technology in NYC) respectively)
- <http://www.victorian-era.org/gender-roles-of-victorian-era.html> (Site on gender roles)

by Vaijayanti Joshi, MA in English Literature).

- <https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century> (British Library's site on gender and sexuality)

#### Task 4 Links

- <http://www.vam.ac.uk/page/0-9/19th-century-fashion/> (The Victoria and Albert museum's website on Victorian Fashion)
- <http://www.victorian-era.org/late-victorian-fashion-women-men-girls-boys.html> (Site on gender roles by Vaijayanti Joshi, MA in English Literature).

#### Task 5 Links

- <https://archive.org/stream/uglygirlpapersor00powerich#page/16/mode/2up> (The ugly-girl papers, or, Hints for the toilet by Powers, S.D., Mrs; Harper & Brothers (1874)).

#### Task 6 Links

- <https://ndla.no/en/node/93538?fag=71082> (Nasjonal digital læringsarena, an open digital learning platform.)
- [http://www.bbc.co.uk/history/british/victorians/overview\\_victorians\\_01.shtml#two](http://www.bbc.co.uk/history/british/victorians/overview_victorians_01.shtml#two) (BBC's site on British history)
- [https://www.washingtonpost.com/news/worldviews/wp/2015/09/08/map-the-rise-and-fall-of-the-british-empire/?utm\\_term=.c51b444eb408](https://www.washingtonpost.com/news/worldviews/wp/2015/09/08/map-the-rise-and-fall-of-the-british-empire/?utm_term=.c51b444eb408) (Active map that shows the rise and fall of the British Empire)
- [https://en.wikisource.org/wiki/Queen\\_Victoria%27s\\_Proclamation\\_as\\_Empress\\_of\\_India](https://en.wikisource.org/wiki/Queen_Victoria%27s_Proclamation_as_Empress_of_India) (Wikisource with Queen Victoria's Proclamation as Empress of India (1876))

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## Text for task 6:

From: Indian History Sourcebook: Field Marshal Lord Roberts:

### **When Queen Victoria Became Empress of India, 1877**

[Tappan Introduction] THE PRINCE OF WALES, afterwards King Edward VII, paid a visit to India as a mark of honor to the native princes who had aided the English in their efforts to govern the land. This visit was followed by Queen Victoria's assumption of the title of Empress of India.

IN the autumn of 1876 preparations were commenced for the "Imperial Assemblage," which it was announced by the Viceroy would be held at Delhi on the first day of January, 1877, for the purpose of proclaiming to the Queen's subjects throughout India the assumption by Her Majesty of the title of "Empress of India." To this assemblage Lord Lytton further announced that he proposed "to invite the governors, lieutenant-governors, and heads of administration from all parts of the Queen's Indian dominions, as well as the princes, chiefs, and nobles in whose persons the antiquity of the past is associated with the prosperity of the present, and who so worthily contribute to the splendor and stability of this great empire."

Delhi was selected as the place where the meeting between the Queen's representative and the great nobles of India could most appropriately be held, and a committee was appointed to make the necessary arrangements. As a member of the committee I was deputed to proceed to Delhi, settle about the sites for the camps, and carry out all details in communication with the local authorities. The Viceroy impressed upon me that the assemblage was intended to emphasize the Proclamation Lord Canning issued eighteen years before, by which the Queen assumed the direct sovereignty of her Eastern possessions, and that he wished no trouble or expense to be spared in making the ceremony altogether worthy of such a great historical event.

I returned to Simla in October, when my wife and I accompanied the commander-in-chief on a very delightful march over the Jalauri Pass through the Kulu Valley to Chamba and Dalhousie. Our party consisted of the chief, his doctor (Bradshaw), Persian

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interpreter (Moore), General and Mrs. Lumsden, and ourselves. The first slight shower of snow had just fallen on the Jalauri Pass, and as we crossed over we disturbed a number of beautiful snow-pheasants and minals busily engaged in scratching it away to get at their food. The scenery on this march is very fine and varied; for the most part the timber and foliage are superb, and the valleys are very fertile and pretty, lying close under the snow-capped mountains. Having inspected the "Hill stations," we proceeded to Peshawar, where the Viceroy had arranged to hold a conference with the lieutenant-governor of the Punjab and the commissioner of Peshawar about frontier affairs.

Early in December I was back again at Delhi, where I found the arrangements for the several camps progressing most satisfactorily, and canvas cities rising up in every direction. I had previously chosen the site of the old cantonment for the camps of the Viceroy, the commander-in-chief, and the principal officials, while for the assemblage itself I had selected ground about three miles off.

The chiefs and princes were all settled in their several camps ready to meet the Viceroy, who, on his arrival, in a few graceful words welcomed them to Delhi, and thanked them for responding to his invitation. He then mounted with Lady Lytton, on a state elephant, and a procession was formed, which, I fancy, was about the most gorgeous and picturesque which has ever been seen, even in the East. The magnificence of the native princes' retinues can hardly be described; their elephant-housings were of cloth of gold, or scarlet-and-blue cloths embroidered in gold and silver. The howdahs were veritable thrones of the precious metals, shaded by the most brilliant canopies, and the war-elephants belonging to some of the Central India and Rajputana chiefs formed a very curious and interesting feature. Their tusks were tipped with steel; they wore shields on their foreheads, and breastplates of flashing steel; chain-mail armor hung down over their trunks and covered their backs and sides; and they were mounted by warriors clad in chainmail, and armed to the teeth. Delhi must have witnessed many splendid pageants, when the Rajput, the Moghul, and the Mahratta dynasties, each in its turn, was at the height of its glory; but never before had princes and chiefs of every race and creed come from all parts of Hindustan, vying with each other as to the magificence of their entourage, and met together with the same object, that of acknowledging and doing homage to one supreme ruler.



The next few days were spent by Lord Lytton in receiving the sixty-three ruling princes of India according to the strictest etiquette. Each prince, with his suite, was met at the entrance to the camp, and conducted up the street to the durbar tent by mounted officers, the salute to which he was entitled being fired while the procession moved on. He was then presented by the Foreign Secretary to the Viceroy, who placed him on a chair on his right, immediately below a full-length portrait of Her Majesty. A satin banner, richly embroidered with the chief's armorial bearings surmounted by the imperial crown, was next brought in by Highland soldiers and planted in front of the throne, when the Viceroy, leading the particular chief towards it, thus addressed him: "I present Your Highness with this banner as a personal gift from Her Majesty the Queen, in commemoration of her assumption of the title of Empress of India. Her Majesty trusts that it may never be unfurled without reminding you not only of the close union between the throne of England and your loyal and princely house, but also of the earnest desire of the paramount power to see your dynasty strong, prosperous, and permanent."

His Excellency then placed round the chief's neck a crimson ribbon, to which was attached a very handsome gold medal with the Queen's head engraved on it, adding: "I further decorate you, by command of Her Majesty. May this medal be long worn by yourself and long kept as an heirloom in your family in remembrance of the auspicious date it bears."

The first of January, 1877, saw the Queen proclaimed Empress of India. The ceremony was most imposing, and in every way successful. Three tented pavilions had been constructed on an open plain. The throne-pavilion in the center was a very graceful erection, brilliant in hangings and banners of red, blue, and white satin magnificently embroidered in gold with appropriate emblems. It was hexagonal in shape, and rather more than two hundred feet in circumference. In front of this was the pavilion for the ruling chiefs and high European officials, in the form of a semicircle eight hundred feet long. The canopy was of Star of India blue-and-white satin embroidered in gold, each pillar being surmounted by an imperial crown. Behind the throne was the stand for the spectators, also in the form of a semicircle divided in the middle, and likewise canopied

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in brilliant colors. Between these twoblocks was the entrance to the area.

Each chief and high official sat beneath his own banner, which was planted immediately behind his chair, and they were all mixed up as much as possible to avoid questions of precedence, the result being the most wonderful mass of color, produced from the intermingling of British uniforms and plumes with gorgeous Eastern costumes, set off by a blaze of diamonds and other precious stones.

All the British troops brought to Delhi for the occasion were paraded to the north, and the troops and retainers belonging to the native chiefs to the south, of the pavilion. Guards of honor were drawn up on either side of the throne, and at each opening by which the ruling chiefs were to enter the pavilion.

The guests being all seated, a flourish of trumpets by the heralds exactly at noon announced the arrival of the Viceroy. The military bands played a march, and Lord Lytton, accompanied by Lady Lytton, their daughters, and his staff, proceeded to the pavilion. His Excellency took his seat upon the throne, arrayed in his robes as Grand Master of the Star of India, the National Anthem was played, the guards of honor presented arms while the whole of the vast assemblage rose as one man. The chief herald was then commanded to read the proclamation. A flourish of trumpets was again sounded, and Her Majesty was proclaimed Empress of India.

When the chief herald had ceased reading, the royal standard was hoisted, and a salute of one hundred and one salvos of artillery was fired, with a feu-de-joie from the long line of troops. This was too much for the elephants. As the feu-de-joie approached nearer and nearer to them, they became more and more alarmed, and at last scampered off, dispersing the crowd in every direction. When it ceased, they were quieted and brought back by their mahouts, only to start off again when the firing recommenced; but, as it was a perfectly bare plain, without anything for the great creatures to come in contact with, there was no harm done beyond a severe shaking to their riders. As the sound of the last salvo died away, the Viceroy addressed the assemblage. When he had ceased speaking, the assembly again rose en masse and joined the troops in giving several ringing cheers.

His Highness the Maharaja Sindhia then spoke as follows: "Shah in Shah Padishah. May God bless you. The princes of India bless you, and pray that your sovereignty and power may remain steadfast forever "

Sir Salar Jung rose in behalf of the boy Nizam and said: "I am desired by His Highness the Nizam to request Your Excellency to convey to Her Majesty, on the part of himself and the chiefs of India, the expression of their hearty congratulations on the assumption of the title of Empress of India, and to assure the Queen that they pray for her, and for the enduring prosperity of her Empire, both in India and England."

The Maharajas of Udaipur and Jaipur, in the name of the United Chiefs of Rajputana, begged that a telegram might be sent to the Queen, conveying their dutiful and loyal congratulations; and the Maharaja of Kashmir expressed his gratification at the tenor of the Viceroy's speech, and declared that he should henceforth consider himself secure under the shadow of Her Majesty's protecting care.

It is difficult to overrate the political importance of this great gathering. It was looked upon by most of the ruling chiefs as the result of the Prince of Wales's visit, and rejoiced in as an evidence of Her Majesty's increased interest in, and appreciation of, the vast Empire of India with its many different races and peoples.

*Source:*

*From: Eva March Tappan, ed., The World's Story: A History of the World in Story, Song and Art, (Boston: Houghton Mifflin, 1914), Vol. II: India, Persia, Mesopotamia, and Palestine, pp. 184-190. Scanned by Jerome S. Arkenberg, Cal. State Fullerton. The text has been modernized by Prof. Arkenberg.*

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