

## Information for Taught Museum Session:

### Remarkable Victorian Women

Children will handle objects and tour the Museums with two visitors from the past – the fossil hunter, Mary Anning, and the explorer, Mary Kingsley – learning about their lives and why they are examples of remarkable Victorian women.

Key stage: 2

#### National Curriculum Subject Areas:

Science 2 Life processes and living things 5b; History 2 Knowledge, skills and understanding 1, 2a-c, 3, 4a, Breadth of study 1 | a; Geography 2 Knowledge and understanding of places 3, Breadth of Study 6

**Length of session:** 1 hour 45 minutes.

**Maximum group size:** 30 (split in to two groups for the Tours).

#### Session Outline

**Welcome to the Museums and introduction** A Museum Education Officer encourages children to think about the Victorians' interest in the world and the part women played in making new discoveries. (10 minutes)

**Tours of the Museums** The Marys present themselves as visitors from the past who have come to see where some of the objects they collected are now displayed. As they tour the collections, they recount stories from their lives and comment on the objects. They also lead children in a practical object-handling activity (fossil specimens with Mary Anning, West African artefacts with Mary Kingsley). (80 minutes: 40 minutes with each Mary)

**Plenary** A Museum Education Officer concludes by asking children what they have learnt about the two Marys and by encouraging them to think about the effects their discoveries and adventures had on society. (15 minutes)

#### Learning Outcomes

That the role of women in Victorian Britain differed from their role today but that some Victorian women were exceptional.

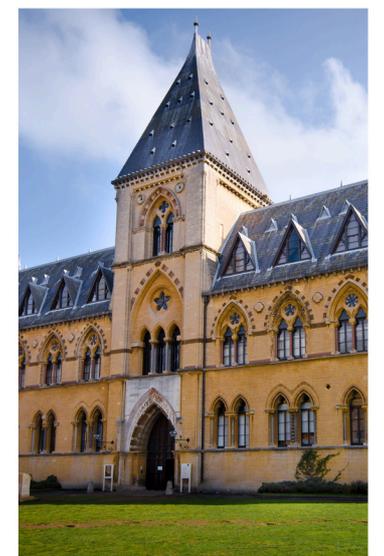
That the Victorians' discovery and exploration of different times and places changed their understanding of the world.

That the Victorians contributed greatly to museum collections.

That our understanding of science and culture has changed over time.

#### Learning skills used:

Close observation  
Analytical observation  
Sorting  
Comparison  
Speaking and Listening  
Discussion



*"Mary Kingsley was so adventurous [and] Mary Anning found lots of things but didn't get credit for it."* Year 5 child

*"The sessions delivered in role were excellent ... and managed to combine History, Natural History & Social/Political questions effectively."* Year 5 teacher

## Suggested pre-visit activities:

Read a book about Mary Anning or Mary Kingsley. There are quite a few, but we suggest:

- 'Some True Stories of Mary Anning' by Jo Draper
- 'Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis' by Laurence Anholt and Sheila Moxley
- 'Uncommon Traveler: Mary Kingsley in Africa' by Don Brown

Find pictures of Mary Anning and Mary Kingsley on the internet or in books. How would you describe the women? What do the pictures tell us?

Find out what fossils are and how they form. Learn more at:  
<http://www.oum.ox.ac.uk/thezone/fossils/index.htm>

Find out what sorts of animals live in West Africa.

## Suggested post-visit activities:

Write a tongue twister or poem about one of the Marys ("She sells seashells..." was supposedly inspired by Mary Anning).

Write a newspaper article reporting one of the Marys' discoveries or adventures.

Write and illustrate a postcard from one of the Marys to a friend:

- describing life in Lyme Regis / West Africa
- describing how she felt after one of her discoveries / adventures
- describing a typical day in her life.

Research and design a travel brochure for either the Jurassic Coast or West Africa.

Write about one of the Marys from somebody else's point of view. (What do you think other people thought of the women?)

Create tableaux to depict scenes from the Marys' lives.

## For further information or to book this session, please contact:

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