



Three Storeys Three Stories

Self-Guided Virtual Tour & Student Worksheet

Teacher's Guide

This teacher's guide is built on top of the original Student Worksheet. It is meant to provide you with suggested answers, topics of discussion, and additional information that will help you to support your students as they take this self-guided virtual tour.

As the questions on this worksheet are designed to prompt discussion and reflection, the answers we provide cannot possibly cover any response that could be considered "correct". Rather, this guide can help you guide students in their reflections and conversations.

All text in red is exclusive to this Teacher's Guide.

Welcome to Dalnavert Museum!

How to use this worksheet:

This worksheet is meant to be used as a guide and activity companion to the Dalnavert Museum Virtual Tour, available at dalnavertmuseum.ca/virtual-tour

The numbers on this worksheet correspond to files in the **Online Learning Package**. Listen to these files when the worksheet prompts you to.

Dalnavert Museum Quick Facts

- Dalnavert House was built in 1895 on Treaty 1 land for Sir Hugh John Macdonald along with his wife Gertie, daughter Daisy, and son Jack.
- Sir Hugh John Macdonald was the police magistrate in Winnipeg and was briefly Premier of Manitoba. He was also the son of Canada's first Prime Minister, John A. Macdonald.
- In the 1970s, the building was in a state of disrepair and was slated to be demolished. Instead, a group saved the building, restored it to its original state, and turned it into a museum!



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Brainstorm: Let's think about Victorian literature.

What are some words that you associate with Victorian literature or history?

This could be anything – let students freely associate, get a sense of where their prior knowledge of Victorian history comes from.

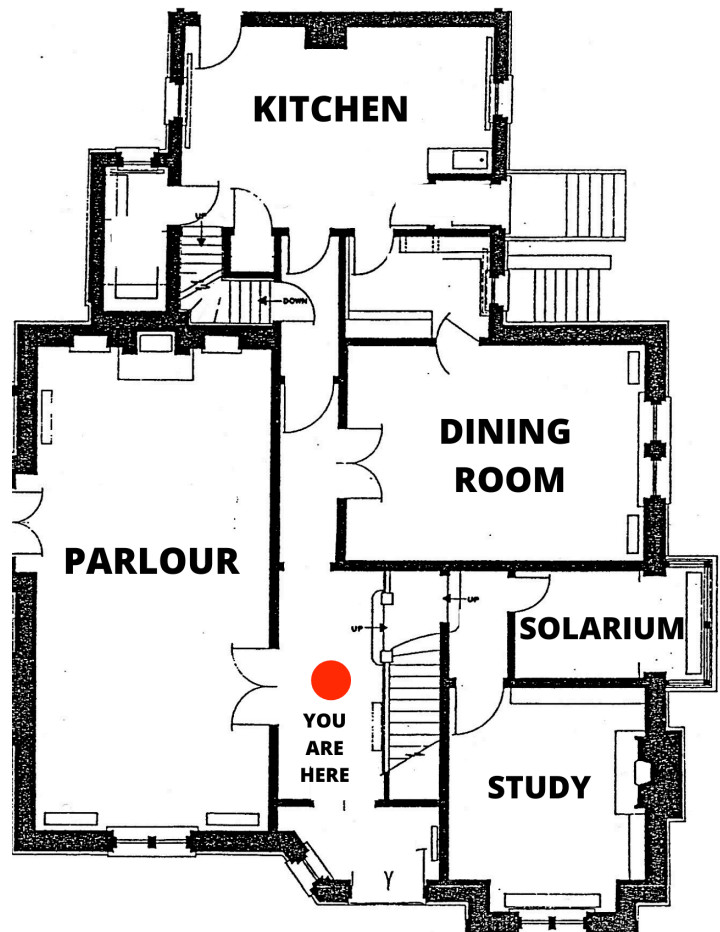
Virtual Reality (VR) Tour – Let's Begin!

(dalnavertmuseum.ca/virtual-tour)

During this self-guided tour, we will provide maps to help you find your way around, like the one here →

Red dots will help guide you to the correct area of the house. Here, a red dot shows the spot where the Virtual Reality tour begins.

Look for directions throughout this worksheet, written in italics.

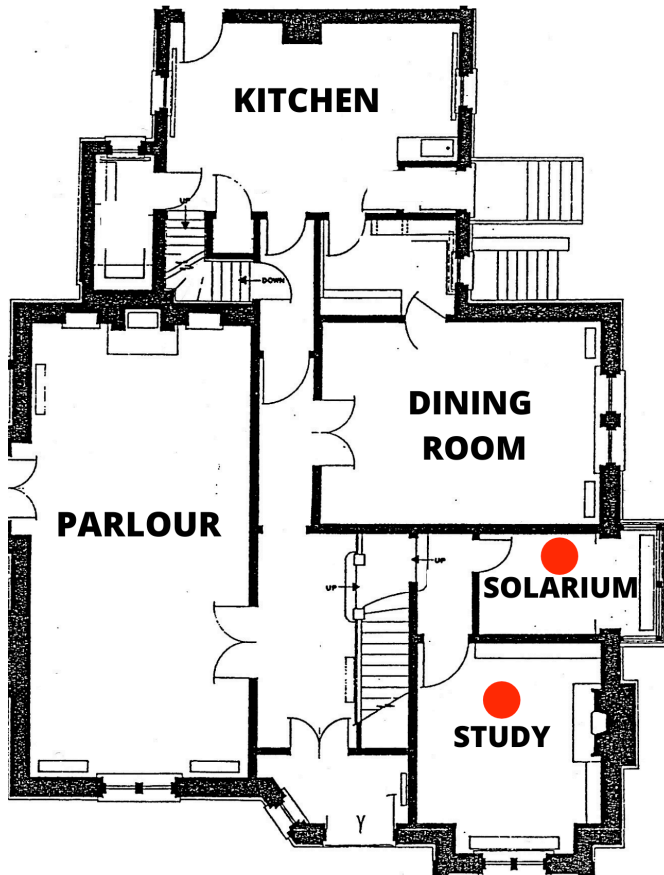


Press play to start the tour

We begin in the front vestibule and hallway of Dalnavert House. To your left is the parlour, and to your right is a staircase.



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Vestibule and Parlour

Take a look around the parlour (to your left). This is where the MacDonald's would have entertained their guests, and spent some of their leisure time. Notice the objects for different activities people would have done in

When you're done checking out the parlour, we're going to go across the hall to the solarium and study

Solarium and Study

The solarium and study were to your right when you begin the virtual tour, just across the hall from the parlour and past the staircase. Start by taking a look around these rooms. While you're looking around, think about what were they used for, and who in the family may have used them.



LISTEN: Audio #1

In this audio clip, we hear an excerpt from the story *North and South* by Elizabeth Gaskell. This clip describes a room not unlike Dalnavert's solarium. The story connects these surroundings specifically to the character of Margaret, using adjectives like "graceful" and "dainty".

Today, we understand that gender categories like *masculine* and *feminine* are not rigid. However, in the Victorian era, society was strictly divided by gender, a divide that we can see in the separate spaces built in Dalnavert for separate types of leisure activities.

The solarium and the study are spaces that show this division of genders, and the leisure activities that were considered acceptable for upper-class Victorians like the Macdonalds.



QUESTIONS

What are some of the activities that would have taken place in these two rooms?

Solarium:

Possible answers can include having tea, sewing or embroidery, tending plants/gardening, spending time with the pet bird (notice the canary in the cage!), spending time with friends or family members.

Study:

Reading, working, smoking cigars, photography (there's a camera in the corner close to the door), sitting by the fire, writing, reading, meetings/business meetings.

What are some features or characteristics in the solarium that we might associate with being traditionally feminine?

Soft colours, brightness and light, fabrics (satin, lace), florals (both in décor and the plants), leisure activities like sewing and gardening

What are some features or characteristics in the study that we might associate with being traditionally masculine?

Dark colours, heavy wood furniture, art depicting powerful men doing powerful things (Robert Harris' *Fathers of Confederation* hangs above the fireplace – read more about this painting here: https://www.ourcommons.ca/About/HistoryArtsArchitecture/fine_arts/historical/609-e.htm)

In which room would you like to spend more time, and why?

Once you're done looking at the solarium and study, go back out into the main hall where you entered and start walking down it – we'll be looking at the kitchen and dining room next!

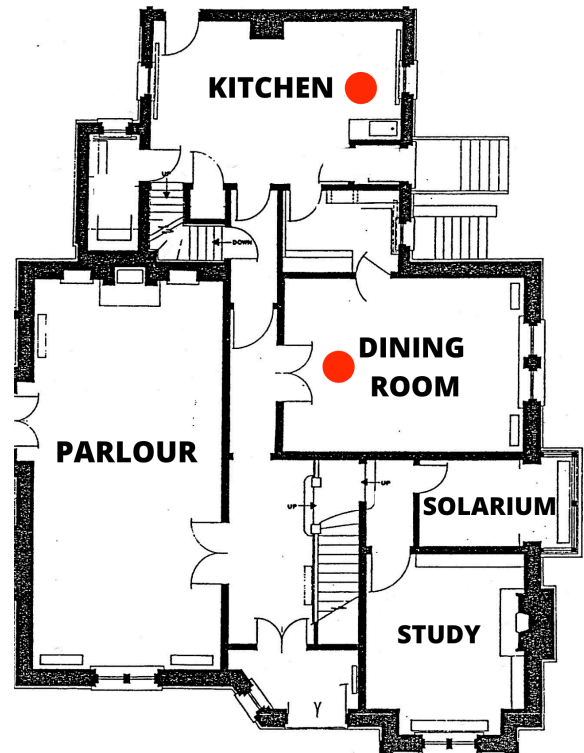


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Kitchen and Dining Room

Welcome to the kitchen and dining room area! We think of kitchens in contemporary homes as the heart of the house, a place where families gather, but this space was a place where servants worked and where servants, not the family who owned the house, ate and socialized. The family ate in the dining room, and these two rooms are distinctly different spaces from each other. While you're looking around, notice some of the differences between the finery of the dining room and the simplicity of the kitchen.

LISTEN: Audio #2



The passage we just listened to from Charles Dickens' *A Christmas Carol* describes the life of a working-class family in the early Victorian period—a family that prepared its own food and did not have servants. However, some things, like traditional foods cross class lines – like the Christmas pudding!

QUESTIONS

Can you find the Christmas pudding in the dining room? Where is it?

In the corner between the two doors going in and out of the dining room.

In the kitchen, can you spot three things you have in your own kitchen at home?

What are some things that show the class difference between the servant's space (kitchen) and family space (dining room)?

Differences in dining tables – the little table by the stove is where the servants of the house would have eaten, versus the finery of the big dining table where the family eats. Little things in the design of the spaces like wallpaper and doorknobs are more ornate/fancy in the dining room than the kitchen. The kitchen is where all the work happens and the dining room just requires people to sit and eat – the food is brought right to them. It's good to note here that the family would rarely enter the kitchen, and the maid and cook would **never eat in the dining room.**

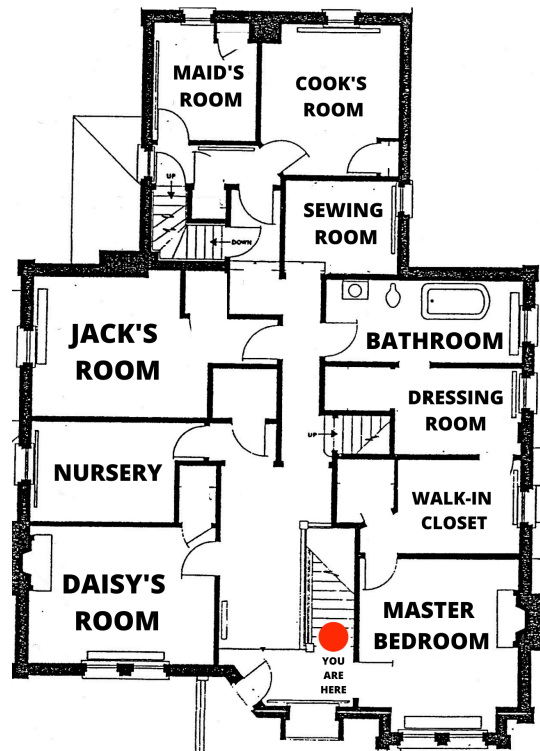


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Time to head upstairs! Go up the staircase by the entrance, where you started the VR tour.

Second Storey

The second storey is where the family lived their private lives. They would not have received guests or visitors up here. **Take time to explore the rooms of the second story of the house in the virtual reality tour. Notice how the themes of both gender and class show up in some of the rooms.**



On the first storey, we looked at traditionally 'masculine' and 'feminine' elements of two rooms, the study and the solarium. On the second floor, the gender divisions in the family's private space may be less obvious. However, that doesn't mean that gender norms don't exist in these rooms!

On the first storey, we also looked at class divisions. In Dalnavert, servants both lived and worked in the house. However, similarly to the division of workers and family members in the dining room and kitchen, their living spaces were also separated.

Explore the whole second storey.



QUESTIONS

The questions for the second storey are meant to be more open-ended – students can recognize elements of gender and class divisions that we saw on the first floor. Examples of “why” answers could include colours, fabrics, patterns, quality and design, of artifacts and décor in the rooms. They could also use leisure/play objects or clothing to identify these differences.

Can you find a room that you think is more feminine?

Why?

Can you find a room that you think is more masculine?

Why?

Can you find a room that would have been occupied by a family member?

Can you find a room that would have been occupied by a servant?

What are some of the differences between these two rooms? What are some things that show class differences?

NOTES:

- an interesting part of the design of the house that isn't really visible on the virtual reality tour is that to go from the family's living quarters (the front part of the house) to the servant's quarters (in the back part), you need to physically step down one single step. In this way, the fact that the maid and servant are part of a lower class than the family is emphasized in the actual architecture of the house
- the servants would not have been able to use the state-of-the-art bathroom on the second floor. Instead, they kept chamber pots in their rooms.

Once you're done exploring the second storey, take the staircase up to the attic.



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The Attic

In many middle-class homes of the Victorian period, this space would have been used as a space where young children and their nanny or nurse spend both days and nights— a place where children would have slept, eaten most of their meals, played and studied. In the case of the Macdonald family, it was used as a storage space.

LISTEN: Audio #3

Attics are often used in literature to symbolize certain moods – loneliness, isolation, or things that are meant to be hidden away.

In *A Little Princess* by Frances Hodgson Burnett, we learn about a child who is living in an attic, following her father's death.

QUESTIONS

What moods, memories, or associations do you have with attics, either from stories or from real life?

This could be anything – let students freely associate.

How does the setting of an attic reflect the main character's mood in this clip?

Dark, dreary, miserable, sad... there are lots of ways the description of the attic space in this clip could also describe how the young main character might feel after losing her father.

What is a way the theme of gender or class shows itself in this clip from *A Little Princess*?

This is tricky and won't necessarily have immediately obvious answers – that's okay.

Students can use this opportunity to reflect on what we've discussed on the whole tour, and how those ideas can relate to that clip.

Attics are often places where we "hide away" things we don't want to see, such as weakness (or things that were perceived as weakness in the Victorian era) of things like femininity or poverty could be included in this, and we see that with the young orphaned girl being placed in the attic in *A Little Princess*.



Wrapping Up

Middle- and upper-class nineteenth-century homes divided their inhabitants along class lines and gender. In this tour, and with these stories, you've been able to see some of the ways that Dalnavert House divided these categories of people.

REFLECTION

In what ways are the spaces in this home different from how we organize our homes now?
In what ways might they be similar?

This could be anything – encourage students to think about rooms that they felt particularly connected to in answering this question.

Congratulations, you're reached the end of the Virtual Tour!



For fun and free activities, visit us virtually at dalnavertmuseum.ca.

Follow us @dalnavertmuseum.

Dalnavert Museum is located in the heart of downtown Winnipeg.

Come visit in-person at 61 Carleton Street.



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