

The Industrial Revolution



Part 1

iCHistory

The Industrial Revolution : unit key words starter.

Task : colour code or number the following words and images with their definitions.

Textile



Transport



Slum



Unsanitary



Urban



Toll



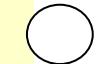
Pauper



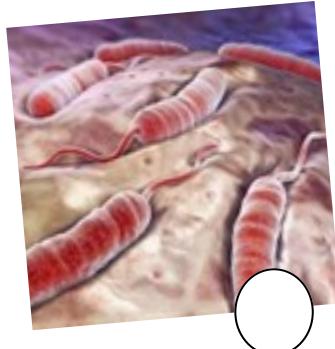
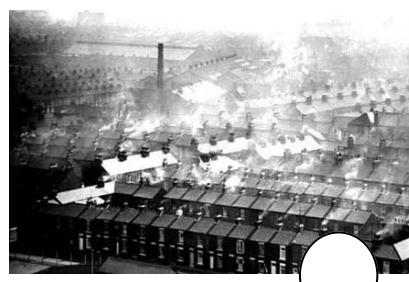
Cholera



Apprentice



Mill



Someone learning about a job



Dirty or unhygienic



A way to collect money



Moving people or goods from place to place



A disease found in water



A factory that makes textiles



A very poor person



A dirty, crowded place



Town or large city



Cloth or Fabric



The Industrial Revolution: unit key words.

 **Discover:** new vocabulary **Explore:** key word meanings **Skill:** language development.



Word	Definition	Translate / Similar
	A very poor, dirty, crowded place	A
	The way in which people live or work—relating to their safety or well-being	B
	To put time, money or effort into something	C
	A child who does not have a mother and father	D
	Work	E
	A type of factory that makes textiles	F
	To do with how clean something is	G
	To move people or good from one place to another	H
	A person who invents or creates new things - including jobs or factories	I
	To change something (usually for the better)	J
	To hit out or whip	K
	Support or money made available (by governments) for poor people	L
	To do with money	M
	To be tied / bound / contracted to someone as an apprentice or worker	N
	Fabric or cloth	O
	A type of payment or tax, usually on a road	P
	City or large town	Q
	A person who works for and learns from another (usually older) person	R
	A period of fast and significant change	S
	The manufacturing (making) of good in factories	T
	A very poor person	U
	A small area connected to a church	V
	A deadly disease found in drinking water	W
	For everyone or everything	X

Starter

Look at the images on the following page and decide ...

Which is the odd one out ?

Which is your favourite image?

Which is your least favourite?

Which one shows the oldest period of history?

Which shows the most recent time in history?

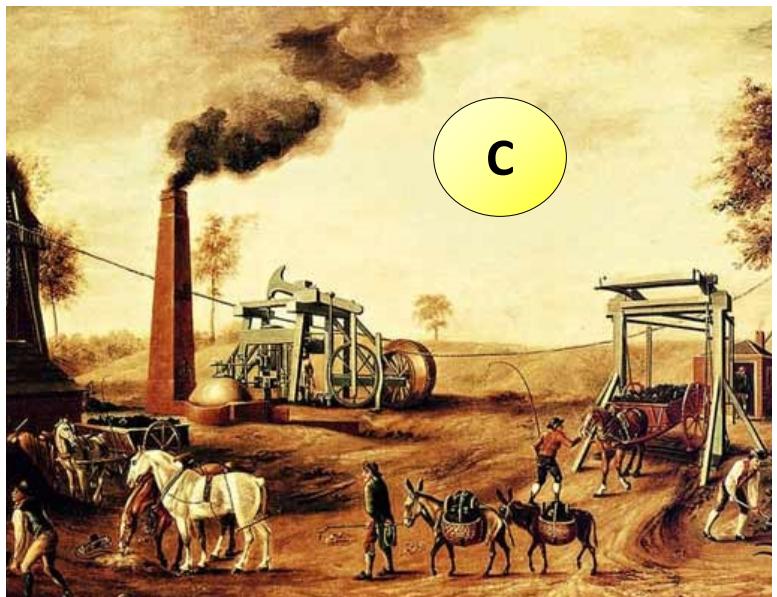
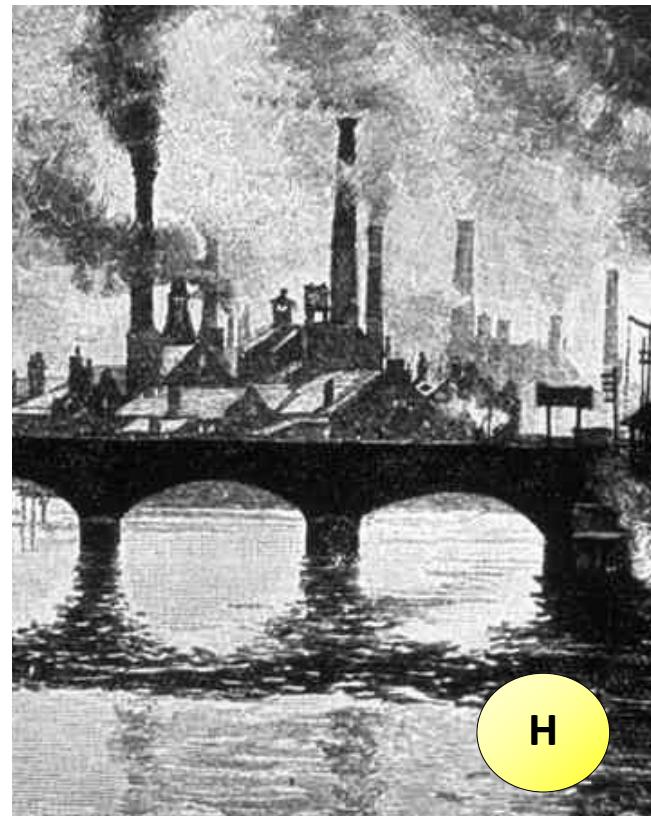
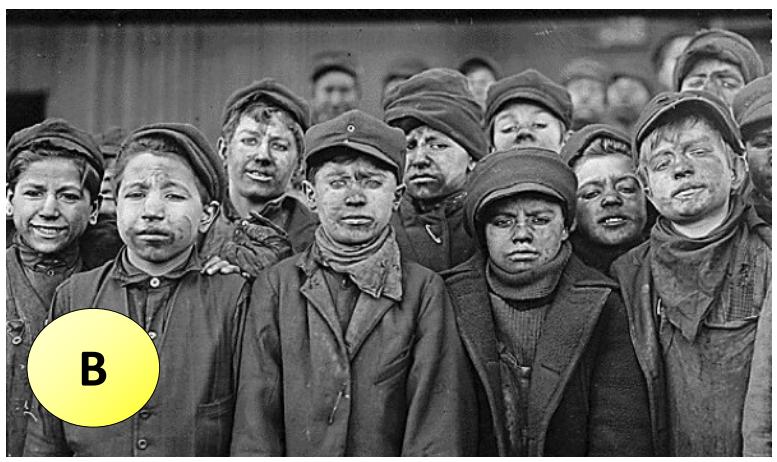
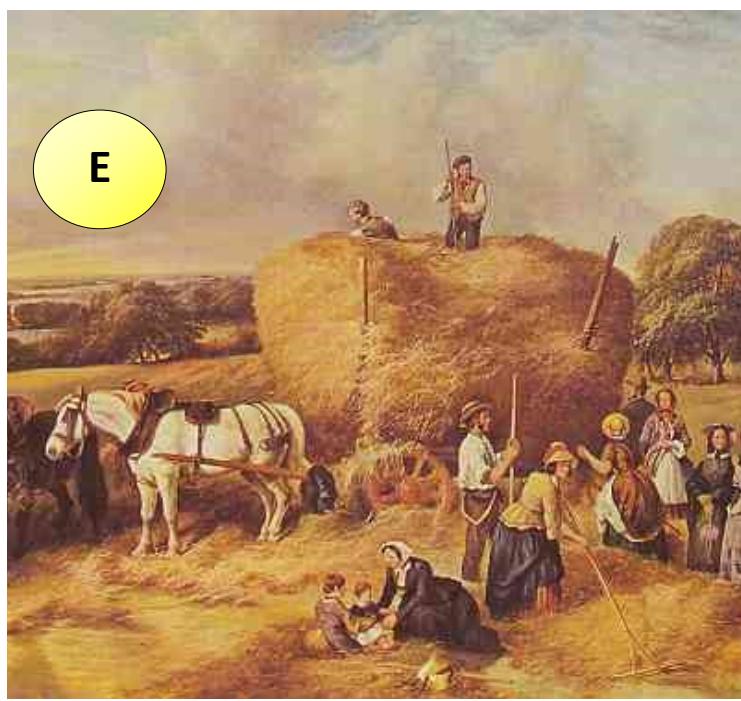
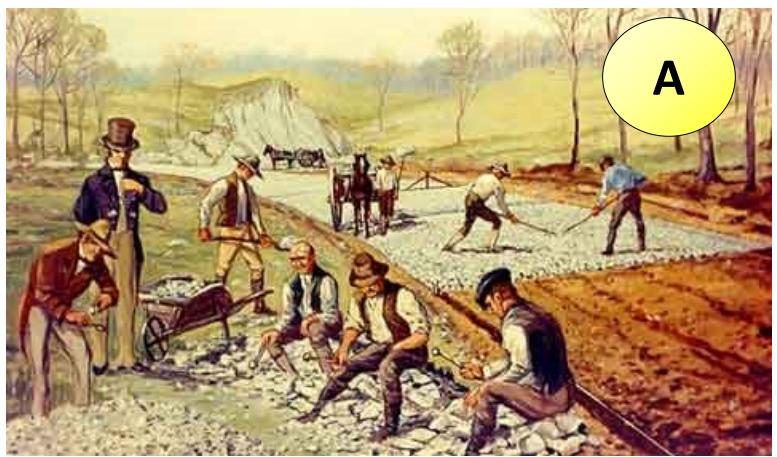
Which two images are the most similar?

Which two images are the most different?

Give the date period that these images fit into

Can you separate the images into two categories?





Unit Starter Ticket

Which image is the odd one out ?	A B C D E F G H
Which is your favourite image?	A B C D E F G H
Which is your least favourite image ?	A B C D E F G H
Which image shows the oldest time history?	A B C D E F G H
Which shows the most recent time in history?	A B C D E F G H
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Which two images are the most different?	A B C D E F G H
Guess the date period these images fit into	----- to -----

Can you separate the images into two categories?

Category 1 heading	Images :
Category 2 heading	Images :

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Can you separate the images into two categories?

Category 1 heading	Images :
Category 2 heading	Images :

The Industrial Revolution

Name :

Class :

Discover : what life was like before the Industrial Revolution Explore : the positive / negative effects of the Industrial Revolution Skill : Knowledge.

Quickly

Labour

World

People

Faster

Change

Coal

Hungry

Steam

Watt

1750

Petrol

Killed

Inventors

The Industrial revolution was a time of great _____ for the _____. It was a period of time from around _____ to 1914 when new machines were used to replace human _____. Many things that exist today were made during the Industrial Revolution such as the car, assembly line and other ground breaking inventions. The Industrial Revolution changed the way people thought, behaved and things that no one ever dreamed of seemed possible. One of the earliest and most important inventions of the Industrial Revolution was the _____ engine, perfected by James _____. The _____ engine powered things like trains and other heavy machinery used in factories. Another thing created as a result of the Industrial Revolution was the assembly line which meant complicated things could be made much more _____ and then sold in larger quantities. The Industrial Revolution was when the _____ finally began to move into the future and more like the one we live in today. Not every change brought about by the Industrial Revolution can be thought about in a positive way. Factories needed workers, and often children were used as cheap employees. Many children were _____ during the Industrial Revolution, some as young as four years old; these children didn't have the motor skills or coordination to be working in factories. Eventually child labour laws were created to put restrictions on the use of child workers. Many similar laws are still in use today. This period of history also brought pollution and the use of fossil fuels such as _____. The effects of this are a major cause of the climate change we see today. If the Industrial Revolution never took place, we would still be stuck in our old ways. Factories would not exist, and our primary source of transportation would still be a horse and buggy. The Industrial Revolution changed the _____ as we know it; it changed lives, and took some. We can only give credit to the great _____ of that time that made the world we live in today a reality.

(Student Article - Caleb's Summary)

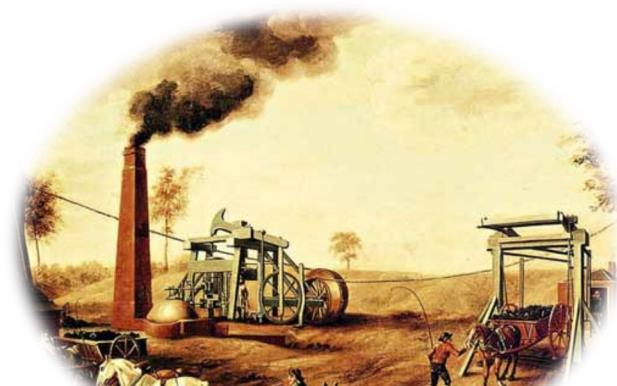
1: How has the Industrial Revolution helped cause climate change?

2: Give one positive (good) effect of the Industrial Revolution.

3: Give one negative (bad) effect of the Industrial Revolution.



Life Before



Signs of Change



Human Impact

Identifying Source Types

 **Discover** : examples of sources **Explore** : how to categorise these sources **Skill**: source investigation and evaluation

A source is anything that gives us information about history. It could be a letter, a picture, an audio clip a computer game, a book, a film, a diary or an object. There are three main types of historical source.

Primary (contemporary) , Secondary and Tertiary.

Original information that originates / c _____ from that time in history.

Information created / m _____ after that time in history , or, a copy.

Created later but includes some primary information .

For each of the sources below decide if they are: Primary (P) Secondary (S) or Tertiary (T)

1

3

5

7

9

11

2

4

6

8

10

12

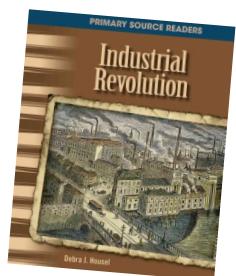


1 : Painting by S.Lowry

2: Queen Victoria Cartoon

3: Photograph

4 : Stephenson's Rocket



5 : Coronation Street

6 : Song

7: Canal Postcard

8 : School textbook



1	
2	
3	
10	

1	
2	
3	
10	

9: YouTube Clip

10 : Rocket Model

Rank reliability!

Rank usefulness!

THE CAUSES OF (or Factors Supporting) THE INDUSTRIAL REVOLUTION



This resource supports
the Causes
PowerPoint

The Causes of the Industrial Revolution



Starter: use the images to help guess the factors that helped cause the Industrial Revolution

Starter

1 My Guess M

Answer M

2 My Guess M

Answer M

3 My Guess M

Answer M

4 My Guess M

Answer M

5 My Guess M

Answer M

6 My Guess M

Answer M



6



2



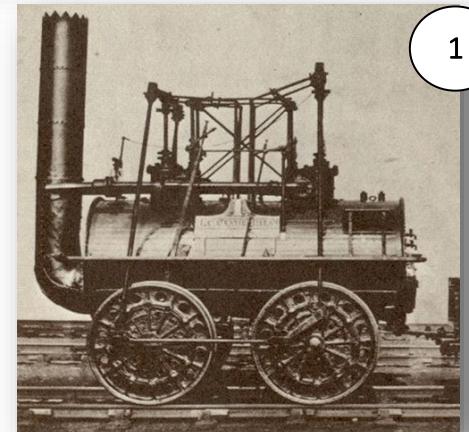
5



4



3



1

Causes of the Industrial Revolution

Rank Importance

Sum up : six causes / factors that helped the Industrial Revolution Explore : their relative importance Skill: knowledge and understanding.

1 : Machines

1712
Thomas Newcomen

1773
John Kay

1783
James Watt

1850
Henry Bessemer

2 : Manpower

Word	Best fit	Option
Manpower		Farming
Labour		Lived
Mortality		Workers
Agriculture		Make
Demand		Work
Survived		Death
Manufacture		Need for

3 : Mindset

Factors that helped generate a positive, 'can do' mindset.

1:

2:

3:

4 : Markets

List territories in the British Empire c 1750

5 : Materials

List activities that miners took part in when not down the coal mine—(from video link)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

6 : Money

By 1750, the British banking system was probably the most _____ in the world. London was a center for trade and finance. With a growth in the _____ and merchant classes, plus a healthy banking system, money was available for men with 'big _____' to loan and invest money into new technology and engineering projects. Groups such as the _____ also invested further money that helped industrial growth.

Causes of the Industrial Revolution

Rank Importance

Sum up : six causes / factors that helped the Industrial Revolution Explore : their relative importance Skill: knowledge and understanding.

1 : Machines

Take notes from the PPT slide and video link ...

2 : Manpower

Take notes from the PPT slide and video link ...

3 : Mindset

Take note from the PPT slide and video link ...

4 : Markets

Take note from the PPT slide and video link ...

5 : Materials

Take notes from the PPT slide and video link ...

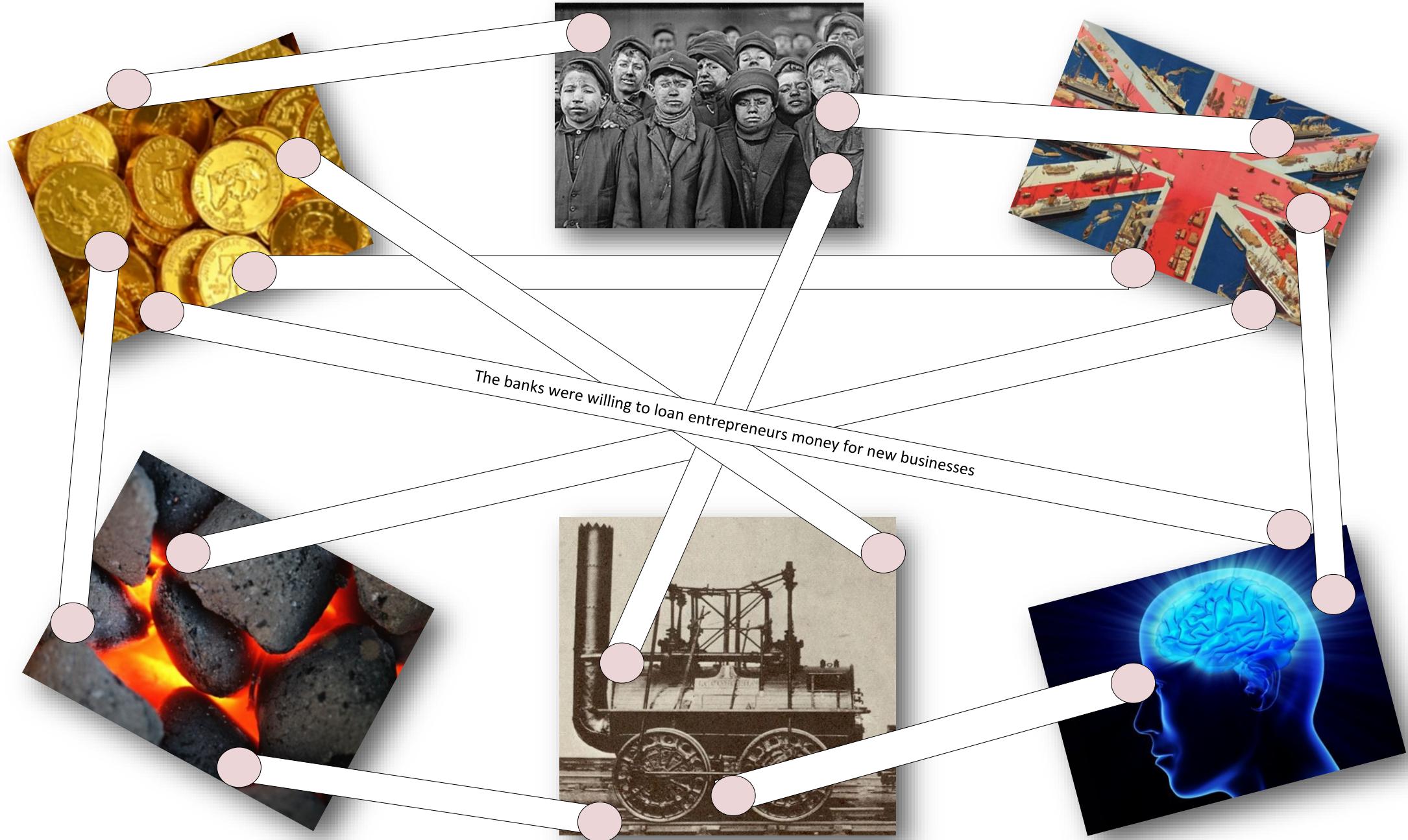
6 : Money

Take note from the PPT slide and video link ...

Connecting The Causes Of The Industrial Revolution



Task : make connections or links between the factors that contributed towards the Industrial Revolution.



Ranking The Causes Of The Industrial Revolution



Task : assign '60 credits of causation of the Industrial Revolution



Markets



Mindset



Materials



Machines



Money



Manpower

	Ranked Cause	Credits
1		
2		
3		
4		
5		
6		
	Total	60

Linking The Causes Of The Industrial Revolution



Task : make connections or links between the factors that contributed towards the Industrial Revolution



M ----- because _____



M ----- because _____



M ----- because _____



M ----- because _____



M ----- because _____



M ----- because _____

The Cartoon About Father Thames



Discover : how to identify main features of a cartoon Explore : how to interpret these features Skill: cartoon analysis and evaluation.

PUNCH, OR THE LONDON CHARIVARI.—JULY 3, 1852.



Message of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-

Explain what each of these features means / represents

-
-
-
-
-
-

Context: what historical event is this cartoon about?

Reliable or Not? (Circle a score below)

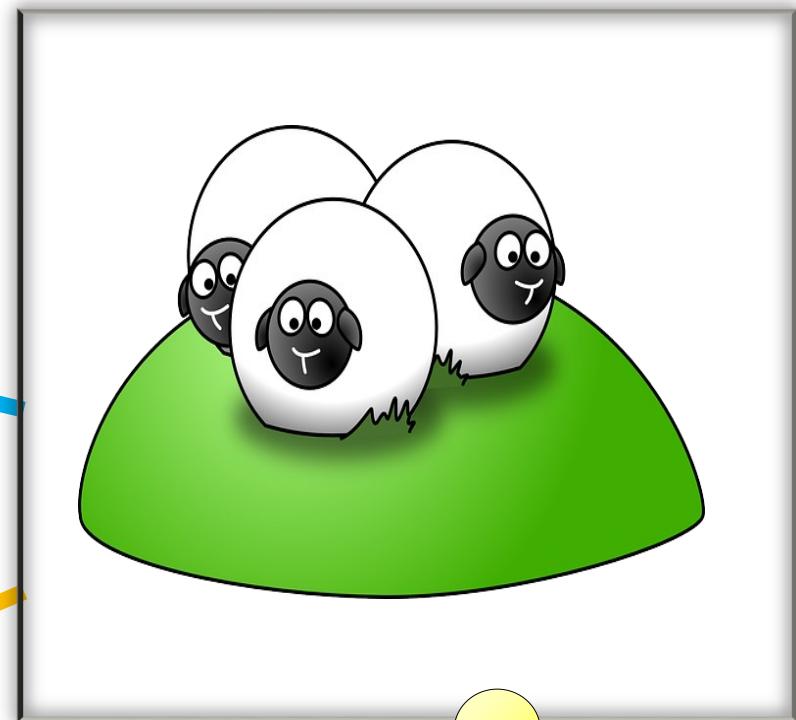
Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

ACTIVITY # 18 / 101 - FOLLOW ME

How it works : Complete after ranking activity?

- 1: Select 6 students - assign each, one of the causes of the Industrial Revolution. Allow them time to prepare an argument demonstrating why their cause was most important.
- 2 : Present a concise opening argument to the class.
- 3 : Students then join / follow their cause of choice.
- 4: Continue the debate allowing all students to contribute once they follow a cause.
- 5 : Students can switch at any time.
6. Wrap up and rank the outcome.

icHistory.com



Suggestions

Teacher to join / help the person with least followers

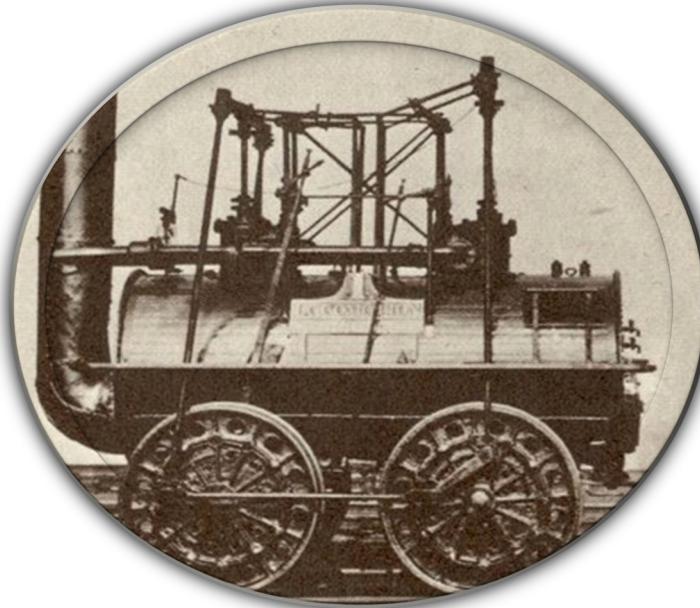
Skills

Persuasion
Debate
Listening

Adapt to

Any causes activity
Why the League of Nations failed

CAUSE



MACHINES

CAUSE



MANPOWER

CAUSE



MINDSET

CAUSE



MARKETS

CAUSE



MATERIALS

CAUSE



MONEY

WWW. ICHISTORY.COM

You are an entrepreneur !



Task : to decide if roads, rail or canals are the best investment to help grow your textile business.



Ease of building railways

Easy **1 2 3 4 5 6 7 8 9 10** Hard

Cost of building railways

Cheap **1 2 3 4 5 6 7 8 9 10** Costly

Speed of railways

Very Slow **1 2 3 4 5 6 7 8 9 10** Very Fast

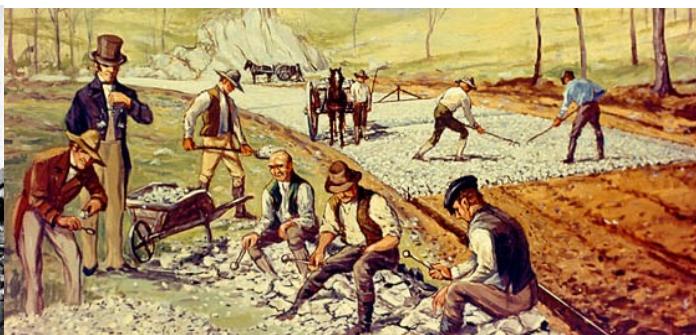
How much can be transported on railways ?

Very Little **1 2 3 4 5 6 7 8 9 10** A lot

How easy to maintain railways ?

Very Easy **1 2 3 4 5 6 7 8 9 10** Very Hard

One advantages of railways over roads and canals



Ease of building roads

Easy **1 2 3 4 5 6 7 8 9 10** Hard

Cost of building

Cheap **1 2 3 4 5 6 7 8 9 10** Costly

Speed of transport

Very Slow **1 2 3 4 5 6 7 8 9 10** Very Fast

How much can be transported ?

Very Little **1 2 3 4 5 6 7 8 9 10** A lot

How easy to maintain roads?

Very Easy **1 2 3 4 5 6 7 8 9 10** Very Hard

One advantages of roads over railways and canals



Ease of building Canals

Easy **1 2 3 4 5 6 7 8 9 10** Hard

Cost of building

Cheap **1 2 3 4 5 6 7 8 9 10** Costly

Speed of transport

Very Slow **1 2 3 4 5 6 7 8 9 10** Very Fast

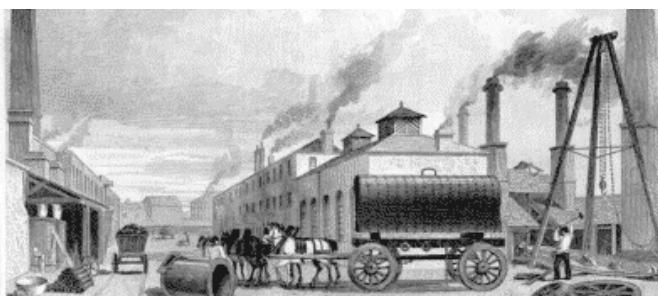
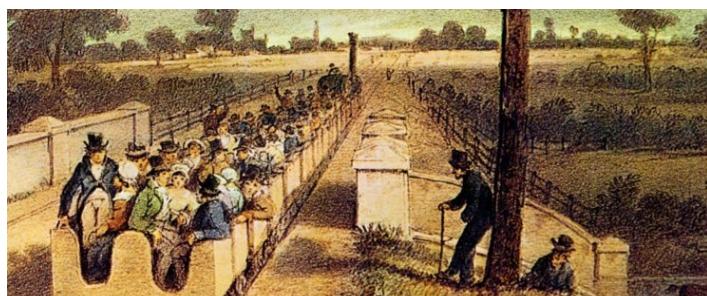
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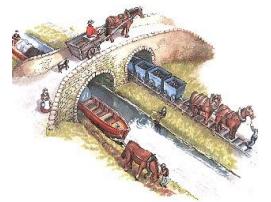
How easy to maintain canals?

Very Easy **1 2 3 4 5 6 7 8 9 10** Very Hard

One advantages of canals over roads over railways



You Are An Entrepreneur !



Task : to 'guess' or add sensible (or not) words to complete the statements.



Hi my name is _____

I live in the Victorian, England in the year _____ (1)

The ruler of the country is Queen _____ (2)

I live in a the northern town called B _____ (3), close to the city of M _____ (4)

I loaned some money from the _____ (5) to build a textile mill.

I am going to produce _____ (6) in my mill.

I am going to sell the product from my mill in _____ (7)

My friend has a pet cow, she likes to drink _____ (8)

It takes ___ days to travel the 200 miles fro Manchester to London. (9)

I need more money to build better _____ links to my factory. (10)

I am going to ask _____ for this money. (11)

I think the best way to move products from the mill is by building a _____ (12)

In the future I know I am going to be _____ ! (13)

ACTIVITY # 44 / 101 - TRANSPORTER

How it works ?

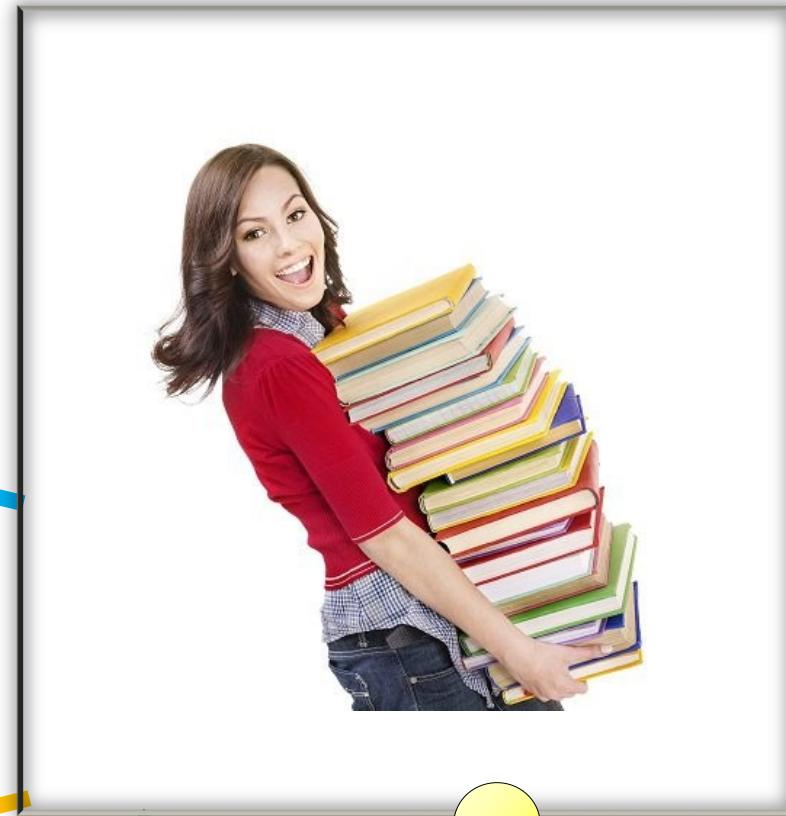
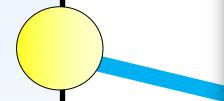
Aim: to introduce the concept of transport or the Transport Resolution.

Start: Ask a student, pair or small group to move a large pile of heavy textbooks from point A to B. Record this time.

Main 1: Small groups devise a better / quicker method to do the same task.

Main 2: Try out group methods and record fastest time.

Plenary: Explain that the industrial revolution also required a transport revolution. Why was this ?



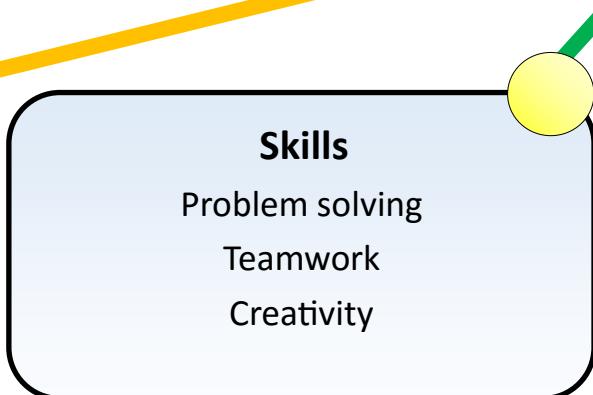
Suggestions

Take this activity outside



Skills

Problem solving
Teamwork
Creativity



Safety

Check ideas as they emerge for potential dangers and hazards.



The Transport (and communication) Revolutions

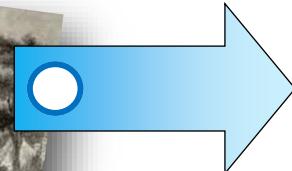
Name :

Class :



Mission : to complete the tasks outlined bellow!

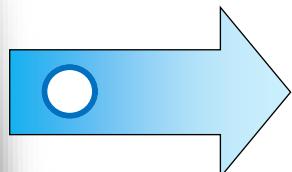
Task : 1 : colour code or label (1- 4) each of the four circles below. 2 : Read the sources provided 3 : Write a short summary of your findings / a few sentences about each in the space provided. 4 : Answer the questions asked.



Roads



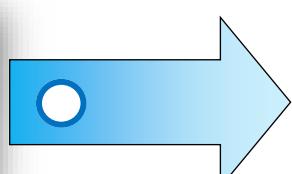
What can we learn from John Metcalf ?



Canals



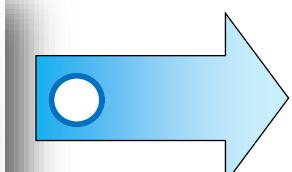
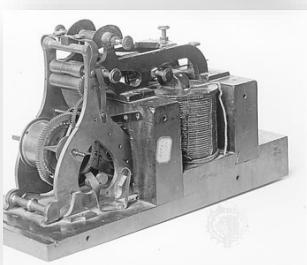
What advantages did canals have over roads ?



Railways



Write a question of your own about the railways



Communications



Can you write the 'Morse Code' signal for your first name ?.

How, one wonders, did the roads of Britain manage to get into such an appalling (bad) state? Sadly, it was the result of 1,400 years of shameful neglect. During the Roman occupation of Britain, a fine network of roads had been built throughout the country, but even the work of the brilliant Roman engineers could not have possibly endured so many years of neglect.

Look and learn.



The Industrial Revolution brought factories, mines and machinery. Towns grew rapidly and with them came slums as well as elegant city centres. Steam trains and the Royal Mail made communication easier. There were massive advances in medicine and public health. Political and social reforms changed people's lives and at a personal level, there were lots of little developments from umbrellas to bicycles. [BBC History](#).



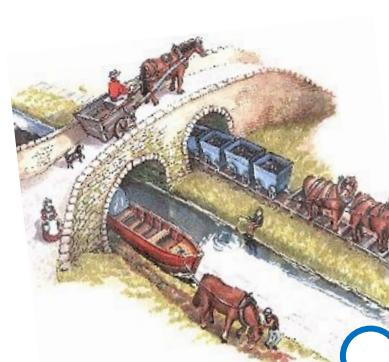
Stephenson's Rocket

The changes came in several stages. First Roads were improved, then Canals were built and finally the Railway was developed. Each change had an impact upon life in the country, each shortened travel times over longer distances and each enabled industrialists to seek new markets in previously out of reach areas of the country. Materials and goods could be shipped to and from factories, providing further impetus to the industrial age. [Schools History](#)

The first railway was the Stockton and Darlington Railway in 1825. George Stephenson built the (steam powered) Rocket train in 1829. Other achievements included the London Underground (1863) and the Forth Bridge (1890). There was a 'Railway Mania' in the 1840s. £3 billion was spent building railways between 1845 and 1900. In 1870, 423 million passengers travelled on 16,000 miles of line.

[BBC History](#).

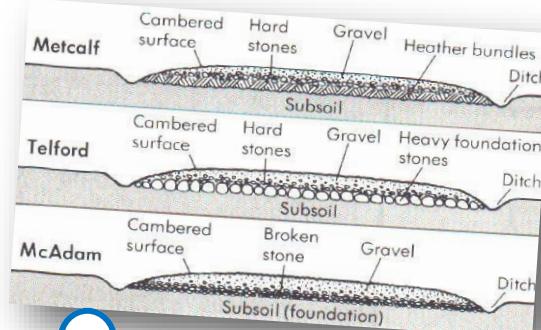
The Industrial Revolution also helped bring about a revolution in communication. In the 1830's, Samuel Morse helped to invent the telegraph. This worked by sending electrical signals over a wire laid between two places. In addition Samuel Morse developed a code (Morse Code) that matched a set of dots and dashes to each letter of the alphabet. This allowed complex messages to be sent easily across telegraph lines. In 1844, Morse sent his first message, from Washington, D.C. By 1866, a telegraph line had been laid across the Atlantic Ocean from the U.S. to Europe. Without the telegraph we may not be using phones or the internet today. [History.com \(adapted\)](#)



Canals were needed for the Industrial Revolution to move heavy produce which had to be moved. Roads simply could not handle such weights and the vehicles needed to move this produce did not exist. Canals were the answer to moving heavy objects large distances. [History Learning Site](#)

Daniel Defoe wrote road in 1772 :
"This is not passable, just in the summer after the Coal Carriages have beaten the way, the ground is a stiff clay, after rain, the water stands as in a dish, and horses sink in it up to their bellies." A journey was extremely dangerous, uncomfortable and required courage and determination.

When asked by a committee of enquiry about the state of the roads in his area, a Member of Parliament replied, "We travel in ditches, Sir!"



"They used to carry their coal upon horses' backs, but he (Abraham Darby) got roads made and laid with sleepers and trails, as they have in the north of England. And one wagon with three horses will bring as much as 20 horses used to bring on their backs. But this laying the road with wood caused a scarcity (of wood) and raised the price of it, so that of late years, the laying of the rails of cast iron was substituted, which through expensive, answers well for wear." [A letter to her friend - Mrs Asiah Darby, 1775](#)



Canals could make those who invested in them vast sums of money. In the 1790's so-called "canal mania" took place when people invested money into every canal project. Canals were good at moving fragile goods such as pottery and also heavy goods such as coal. They were actually faster than road carriages as once a horse got a barge moving it could keep it going at a decent pace. By 1840, there were nearly 4,500 miles of canals in Britain. [History Learning Site](#)



In 1765, John Metcalf engineered the first of Britain's really good roads. Interestingly, Metcalf had not seen a road since he was six years old as he had been blinded by smallpox. "Blind Jack" never allowed this blindness to stop him from achieving his aims. He was an excellent violinist, a fine athlete, and a great walker. Metcalf began his road-building career by improving three miles of road on the new Harrogate to Boroughbridge Turnpike. A very important contribution to Metcalf's new roads was made by John McAdam (1756-1836). He added a new surface to the roads. "The first operation in making a road," he said, "should be the reverse of digging a trench." Instead of a ditch McAdam created a raised roadway built up by thin layers of hard, dry stone which would then be packed down into a hard surface by the passing traffic. This very simple solution was to revolutionise roads not only in England but throughout the world.

What Were The Rebecca Riots ?

Discover : why the riots happened Explore : what happened and the effects of the riots Skill : source investigation and evaluation.



Daniel Defoe wrote about the roads in the Midlands in 1772 : "This road is not passable, just in the summer after the Coal Carriages have beaten the way, the ground is a stiff clay, after rain, the water stands as in a dish, and horses sink in it up to their bellies."

A road journey was an extremely dangerous, uncomfortable and required both courage and determination. Even if you did not mind the pain of the bumpy, jolting motion of the vehicle staggering over the uneven road, or the danger of overturning, forcing you to wade through deep slushy mud, you would still have to suffer the fear of being robbed or attacked by one of the many ruffian highwaymen in those days. **Look and Learn.**

The trigger for the disturbances was the hated toll gate system. Roads were especially bad in Wales. To fix the roads as elsewhere in Britain, turnpike trusts were established. A number of people (trustees) made up the trust and they improved the roads. In return they were allowed to put up toll gates and take money from road users. Farmers were hardest hit by this as they used the roads to transport lime to their farms to improve the soil. In 1839, a new gate was put up at Efailwen to catch farmers who were going around the toll gates. This was the last straw. Already there were too many toll gates; the market town of Carmarthen was like a fortress with twelve gates around it. The new gate was destroyed by a large crowd and when it was re-erected, a public meeting was announced 'for the purpose of considering the necessity of a toll-gate at Efailwen.' It concluded that there was no need and the gate was destroyed again. Throughout the outbreak there was much good humoured play-acting and a concern to show that there was justice and reason on the side of the rioters.

BBC History



Farmers had been hit badly by poor harvests in the years before the protests. New tolls were one of the biggest expenses a local farmer faced as the simplest of things, such as taking animals and crops to market and bringing fertilisers back for the fields using the roads. People finally decided enough was enough and gangs were formed to destroy the tollgates - The gangs became known as 'Rebecca and her daughters'. It is believed that they took their name from a passage in the Bible - 'And they blessed Rebekah and said unto her, Let thy seed possess the gate of those which hate them'. Usually at night, men dressed as women with blackened faces attacked the tollgates and destroyed them. A huge man, named Thomas Rees was the first 'Rebecca' -he destroyed the gates in Carmarthenshire.

www.historic-uk.com

When attacking the gates, the leader of this protest, Twn Carnabwth, wore women's clothes as a disguise - a person could be hung for rioting. Some say that the clothes were borrowed from a lady called Rebecca, hence the name Rebecca Riots. Others say the name came from a passage in the bible, "And they blessed rebekah, and said unto her, Thou art our sister. Be thou the mother of thousands of millions, and let thy seed possess the gates of those that hate them." Nobody is entirely sure which reason for the name is true, both could be right. The riots happened over the period 1839 to 1842 and stopped after two of the leaders were captured. They were found guilty and instead of being sentenced to death, they were sentenced to transportation - to Australia which was a 'prison island'. It is said that the men laughed when they were given this punishment.

www.schoolhistory.co.uk

By late 1843, the riots had all but stopped as the government has sent more soldiers to the area. In 1844 laws were passed to control the turnpike trusts. Many of the protestors also realised that the violence was getting out of control. Most of the hated tollgates disappeared from the roads of South Wales and only in 1966 were new tolls used the Severn Road Bridge. This toll can be considered as a tax on the English for the privilege of crossing the border into Wales, as there is no charge in the other direction for the Welsh crossing into England!

National Archives.

How far does source D support C

Point of support / corroboration

P1 :

P2 :

Point not supported / corroborated

P1 :

P2 :

Mostly supports Does not support

How reliable is source H ?

The content (what) is / is not reliable because ..

The provenance (who) is / is not reliable

Mostly reliable Mostly unreliable

The Name 'Rebecca'

One possible reason for this name :

Another possible reason for this name :

Which reason is more likely based on corroboration between these sources.

Describe The Rebecca Riots

Why 1 :

Why (trigger) 2 :

What :

Effect 1 :

Effect 2 :



Reliable, Useful, Significant

It can sometimes be difficult or confusing to tell the difference between **reliability**, **usefulness** and **significance**. The following activity should help. **Task 1** : look at the list of words and put them into the ‘best fit bag’. **Task 2** : write a definition for reliable, useful and significance.

Task 3 : Score source A for each category out of 10.

Source A

Most important, however, 19th-century Britain experienced political unrest as the industrialization and urbanization of the country created a need for social and political change. There were increasing demands for improved social welfare, education, labour rights, political rights and equality, as well as for the abolition of the slave trade and changes in the electoral system. As a result, the slave trade was abolished in 1807 and the Great Reform Act was passed by Parliament in 1832. After this Reform Act, manufacturing cities such as Birmingham and Manchester could be represented in Parliament for the first time, thereby substantially changing the character of parliamentary politics.

British Museum Article .

True
Important
World Changing
Meaningful
Consequence
Effective
Informative
Helpful
Revealing
Insightful
Influential
Trustworthy
Honest
Accurate
Factual



Reliable =

10



Useful =

10



Significance =

10

Reliable, Useful, Significant

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British Museum Article .

TRUSTWORTHY

HONEST

ACCURATE

FACTUAL

TRUE

HELPFUL

REVEALING

EFFECTIVE

INFORMATIVE

INSIGHTFUL

IMPORTANT

WORLD CHANGING

MEANINGFUL

CONSEQUENCE

INFLUENTIAL



RELIABLE =

10

USEFUL =

10

SIGNIFICANCE =

10

Urban Conditions During the Industrial Revolution

Discover: what it was like to live in an urban area. Explore: impacts on health and the environment. Skills: source analysis / evaluation.



What was it like to live in an industrial town or city ?

There is no doubt that the Industrial Revolution brought about a great amount of progress in terms of technology and invention. Yet, apart from these positive changes the Industrial Revolution also brought a number of problems, some of which can still be felt in the world today. Use the following sources to develop your knowledge about the factors shown below.

1 : Housing / Street Design

2 : Health and Hygiene

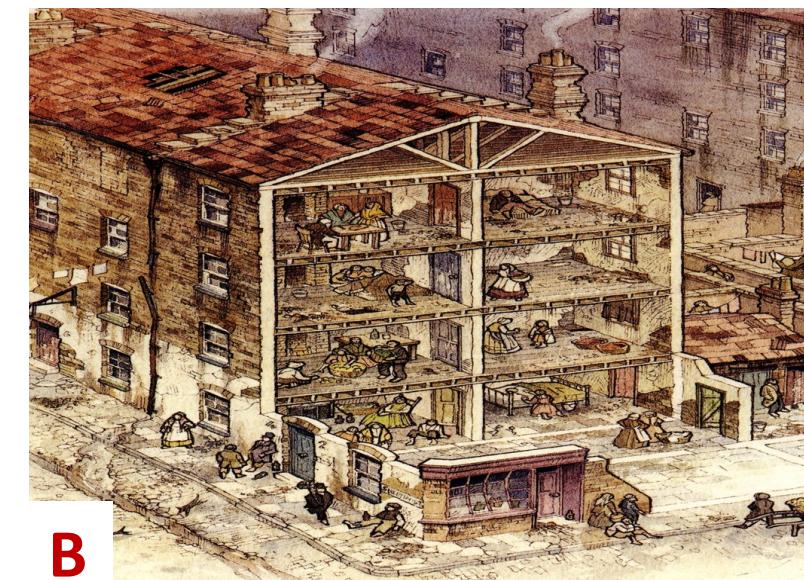
3 : Environmental Impact

4 : Other Effects

Cholera was a disease commonly caught during the Industrial Revolution. Cholera is caused by a bacteria called "Vibrio Cholerae". It affects the intestines. People caught cholera when they drank water or ate food containing the bacteria. Living conditions during the Industrial Revolution were unsanitary so people were infected when they drank the dirty water from water pumps. Symptoms of cholera include diarrhea, vomiting and dehydration and appear within a few hours to five days. If not properly treated a person would die within several days.

[Industrial Revolution.wordpress.com](http://Industrial%20Revolution.wordpress.com)

A



B

With the ___(1)___ of the Industrial Revolution, technology developed rapidly. With so many new factories burning (___2___), industrial pollution increased. Effects of the smoke included health (breathing and lung problems), soil pollution and the Industrial Revolution started the path towards climate (___3___) that is impacting the world today.

conserveenergy.org

C



The dwellings (1) of the laboring manufacturers (2) are in narrow streets, blocked up from light and air, crowded together because every inch of land is of such value that room for light and air cannot be afforded them. Here in Manchester, a great proportion (3) of the poor lodge (4) in cellars, damp (5) and dark, where every kind of filth (6) is left to accumulate.

Robert Southey c,1880

D



F

None of these homes was built with a bathroom, toilet or running water. You either washed in a tin bath in the home with the water being collected from a local pump or you simply did not wash. Many didn't wash as it was simply easier not to. There would be a courtyard between each row of terraced housing. Waste of all sorts from the homes was thrown into the courtyard and so-called night-men would collect this at night and dispose of it. Sanitation and hygiene barely existed and throughout the eighteenth and nineteenth centuries the great fear was a cholera, typhus or typhoid epidemic. Toilets would have been nothing more than cesspits. When these were filled they had to be emptied and what was collected was loaded onto a cart before being dumped in a local river. This work was also done by the night-men. Local laws stated that their work had to be done at night as the stench created by emptying the cesspits was too great to be tolerated during the day. A block of 40 houses would have possibly 6 toilets for all persons. It is estimated that on average 9 people lived in one house, which would mean that 6 toilets served 360 people! Another problem was that it was the responsibility of the landlord of the house to pay to have cesspits emptied and they were never too enthusiastic to do this. One cesspit cost £1 to empty. As the average rent was 2 shillings a week, this equalled 5 weeks rent. No-one in local authority enforced the law and as a result, courtyards could literally flood with sewage. [History Learning Site.co.uk](http://HistoryLearningSite.co.uk)

G



H

'Every room in these horrible streets houses a family, often two. In one room we found a father, mother, three children, and four pigs! In another room we found a man ill with small-pox, his wife just recovering from her eighth baby, and the children running about half naked and covered with dirt. Here are seven people living in one underground kitchen, and a little dead child lying in the same room. Elsewhere is a poor widow, her three children, and a child who has been dead for thirteen days.

Writer, Arthur Morrison, Tales of Mean Streets, Book - 1878 .

Fresh water supplies were also very difficult to get in the poor areas. With no running water supplies, the best people could hope for was to leave a bucket out and collect rainwater. Some areas were lucky enough to have access to a well with a pump but there was always the chance that the well water could have been contaminated with sewage from a leaking cesspit. Those who lived near a river could use river water. However, this is where night-men emptied their carts full of sewage and where general rubbish was dumped. Any water collected would have been diluted sewage.

Historylearningsite.co.uk

I

The irregular cramming together of dwellings in ways which defy all rational plan. They are crowded literally one upon the other. At the end of the court passage is a privy (1) without a door, so dirty that the inhabitants (2) can pass into and out of the court only by passing through foul pools of stagnant urine and excrement.(3) "

Friedrich Engels

J



L

K

'The smoke from houses and factories and stinking fumes filled the streets so badly that at times you could not see your hand in front of your face. The fogs were called 'pea soupers' because of their greenish colour. Gangs of thieves seemed to be let loose. They escaped detection by darting into the fog.'

Provenance Unknown.

M

John Snow was a doctor who helped find the reason for the source of a cholera outbreak in 1854. At this time many people believed cholera was an airborne disease. However, Snow did not accept this 'miasma' (bad air) theory, arguing that Cholera entered the body through the mouth. Snow was able to prove his idea in August 1854, when a cholera outbreak occurred in Soho, London. After careful investigation, including plotting cases of cholera on a map of the area, Snow found that a water pump in Broadwick Street was the cause of the outbreak. He had the pump stopped and the cases of cholera stopped. However, Snow's 'germ' theory of disease was not widely accepted until the 1860s

BBC History.

O



N

These cities needed cheap homes as the revolution continued to grow. There were few building regulations then and those that did exist were frequently ignored. Builders had a freehand to build as they wished. Profit became the main motivator for builders. They knew that those coming to the cities needed a job and somewhere to live. Therefore, a house was put up quickly and cheaply – and as many were built as was possible. The Industrial Revolution saw the start of what were known as **back-to-back** or **end to end** terraced housing. These had no garden and the only part of the building not connected to another house would be the front (and only) entrance (unless you were lucky enough to live in the end of the terrace). In Nottingham, out of a total of 11,000 homes in the 1840's, 7,000 were back-to-back.



P

'The Silent Highwayman' Published , London, 1858.



R

The Cartoon About Father THAMES



Discover : how to identify main features of a cartoon Explore : how to interpret these features Skill: cartoon analysis and evaluation.



FATHER THAMES INTRODUCING HIS OFFSPRING TO THE FAIR CITY OF LONDON.

Message of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-

Explain what each of these features means / represents

-
-
-
-
-
-

Context: what historical event is this cartoon about?

Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

Urban Conditions During the Industrial Revolution

Task: study the sources provided to complete the tasks outlined below.



Compare

Question

Guess

Vocab

Choose

Biased?

List

Type

Seeing

Housing



Health



Environment



Other



A

Complete the following sentences after reading Source A



A common disease that often killed people during the Industrial Revolution was ...

The cause of this disease was ..

Two symptoms of the disease are ... and

B

Housing



Health



Environment



Other



What was this type of housing called (3 possible answers) Read source P to help you answer this.

1:

2:

3:

C

Housing



Health



Environment



Other



Guess the missing words from source C - (Clue ... all of them begin with C!)

1: C

2 : C

3 : C

D

Housing



Health



Environment



Other



Add a similar or simpler word to the ones underlined in the source.

1: H

4 : L

2 : W

5 : W

3 : M

6 : D

E

Housing



Health



Environment



Other



Interpret (explain) the meaning or message of this image.

F

Housing



Health



Environment



Other



Interpret (explain) the meaning or message of this image.



?



Compare

Question

Guess

Vocab

Choose

Biased?

List

Type

Seeing

G

Housing



Health



Environment



Other



List as many causes of poor health or sanitation mentioned in source G

I

Housing

Health

Environment

Other

Other



Find 3 things mentioned in source I that are corroborated (supported) in source G

1:

2:

3:

J

Housing



Health



Environment



Other



Find the meaning for the words mentioned in the source.

K

Housing



Health



Environment



Other



Reasons why this source may contain bias - remember the 5 w's

1:

2:

3:

L

Housing



Health



Environment



Other



Describe 3 important or interesting things you can see happening in this image.

1:

2:

3:

M

Housing



Health



Environment



Other



What things mentioned in source M are / are not corroborated (supported) in source H

Corroborated =

Not corroborated =

N

Housing



Health



Environment



Other



Describe what you can see and answer the questions.

What is this ? This is a ...

One problem with this is -

Another problem with this is -



?



Compare

Question

Guess

Vocab

Mathlete

Biased?

List

Type

Seeing

Housing



Health



Environment



Other



O

Study source O.

?

Q - What was the 'miasma theory' ?

A -

Q - Why do you think most people believed in the 'miasma theory' at this time?

A -

Q - What was the source of the cholera outbreak discovered by John Snow ?

A -

P

Housing



Health



Environment



Other



What percentage of houses in Nottingham were back to back houses ?

A -

Q

Housing



Health



Environment



Other



Compare source O with source R .

Q - Note something in source Q that is corroborated in source R .

A -

Q - Note something in source Q that is not corroborated in source R.

A -

Q - What is the message of source Q ?

A -

Q - Source Q was drawn / published after 1854 - how do we know this ?

A -



What was it like to live in an urban area during the Industrial Revolution?

Introduction: 1: Use a full sentence to answer the question in a 'thesis statement' EG; What was it like to live in an urban area during the Industrial Revolution? 2: Outline the three main ideas why they did or did not.

Points

Examples

to support your main point

Explain

the examples you have used

Evidence

A "quote" or statistic?

Link back to the ?

Importance of examples used

Firstly, primarily

1 : _____

Furthermore....

Also, secondly,

2 : _____

Furthermore....

Finally, in addition.

3 : _____

Furthermore....

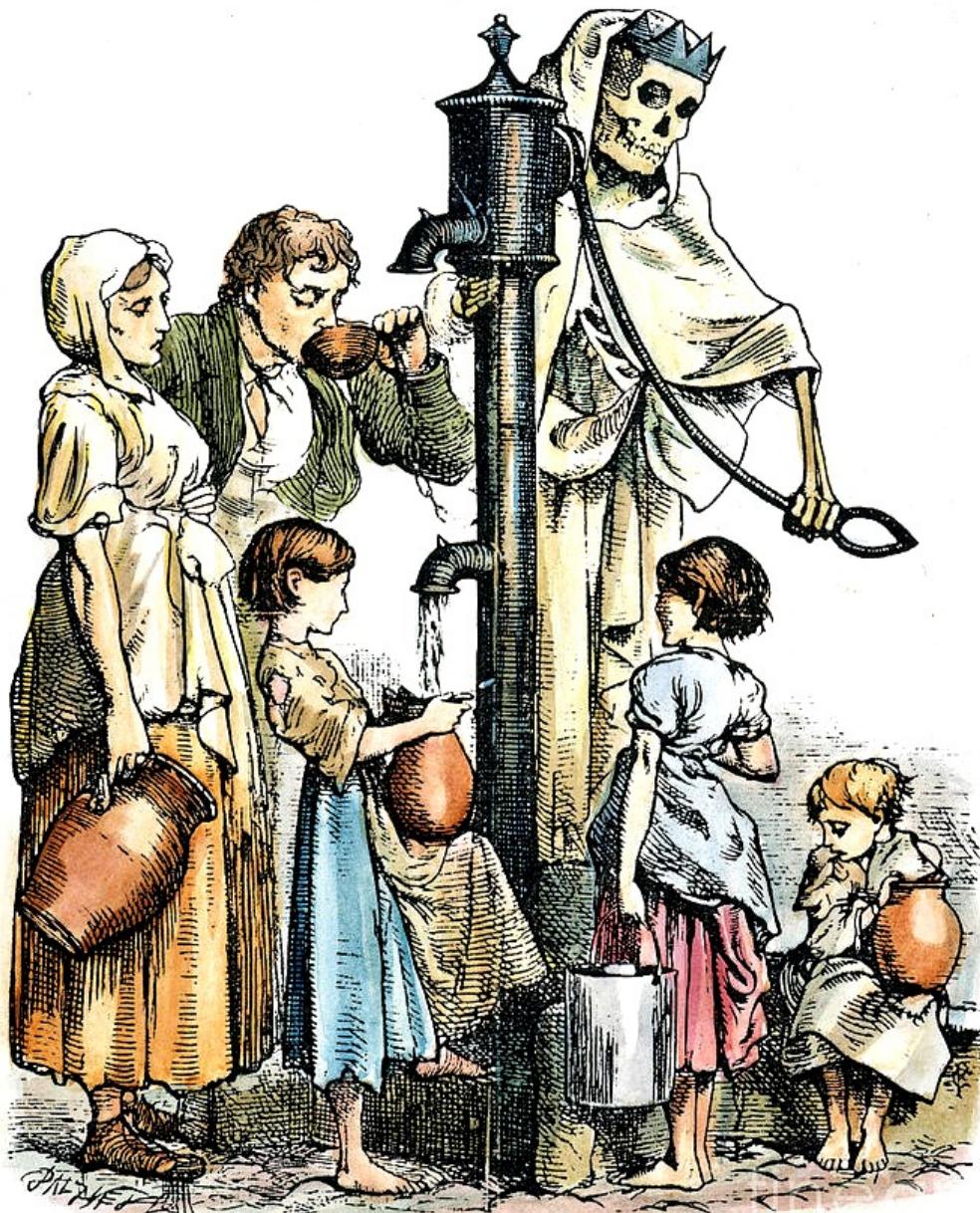


Conclusion: 1 : Outline the most important point 2 : Are there any connections between reasons ?

The Cartoon About the Skeleton And the Children



Discover : how to identify main features of a cartoon Explore : how to interpret these features Skill : cartoon analysis and evaluation.



DEATH'S DISPENSARY.

OPEN TO THE POOR, GRATIS, BY PERMISSION OF THE PARISH.

Message of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-

Explain what each of these features means / represents

-
-
-
-
-
-

Context: what historical event is this cartoon about?

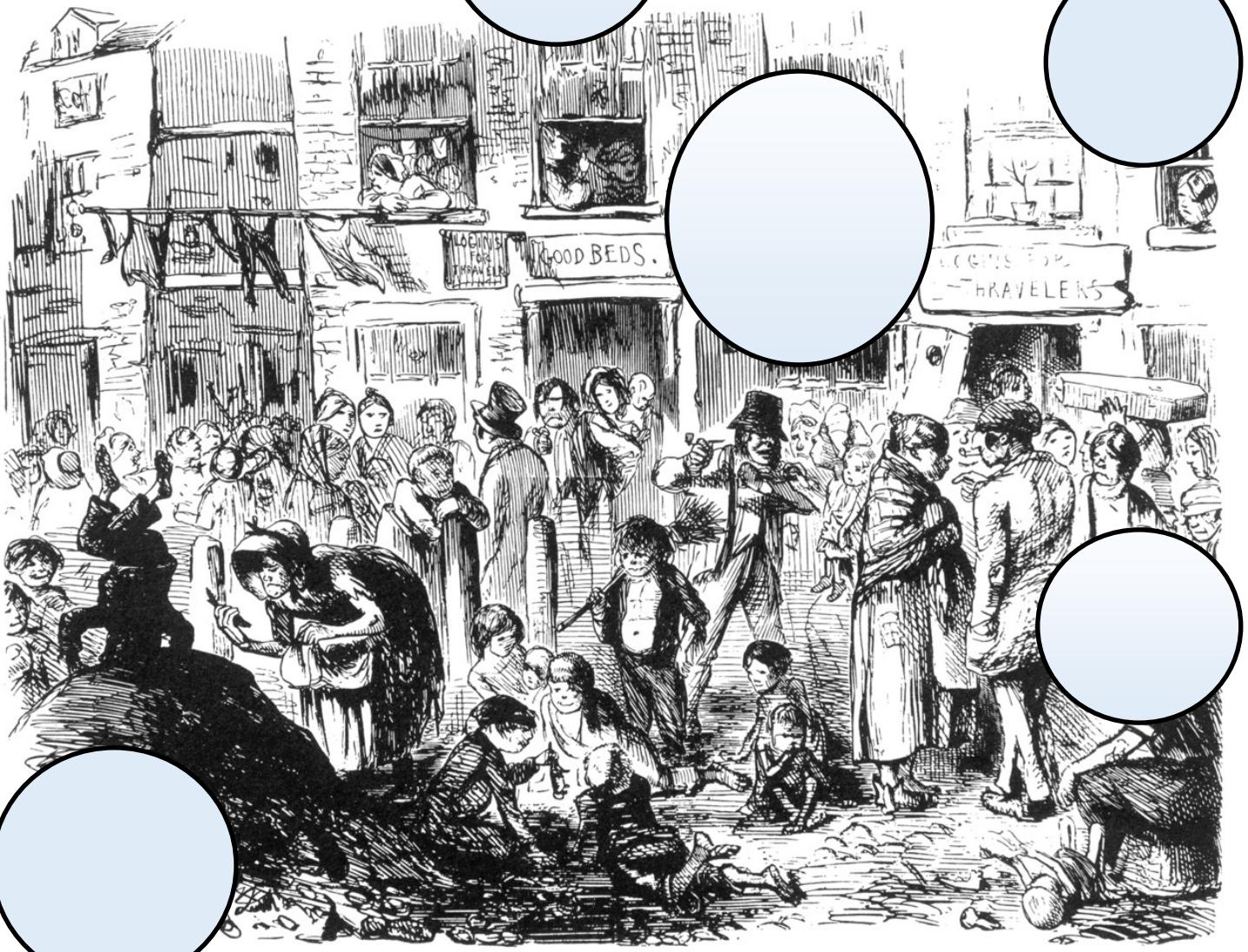
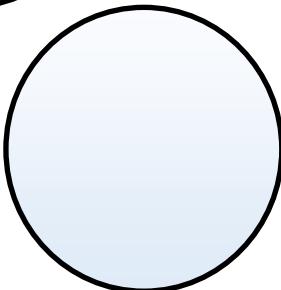
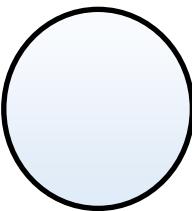
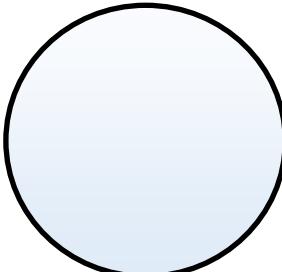
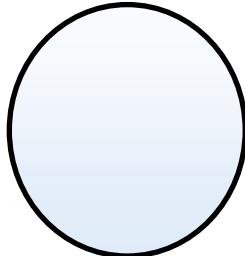
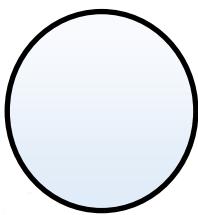
Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

A Court for King Cholera



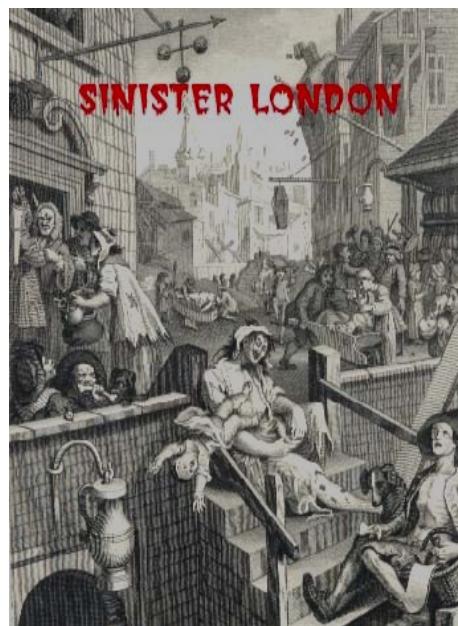
Task : list as many possible causes of sickness or disease from the images below.



A COURT FOR KING CHOLERA.

Why was London a Good Place to Kill in 1888?

Discover: urban / social conditions in East End London Explore: how these conditions helped Jack the Ripper .



'The smoke from houses and factories and stinking fumes filled the streets so badly that at times you could not see your hand in front of your face. The fogs were called 'pea soupers' because of their greenish colour. Gangs of thieves seemed to be let loose. They escaped detection by darting into the fog.'

Provenance Unknown.

A

'My informant said he demanded that the police force should be strengthened to create order on the streets at night. He warned that murder would happen again if matters were left as they were. Then came another murder. The main streets of Whitechapel are connected by a network of narrow, dark lanes and the fog was of a dingy yellow. Each corner containing headquarters of infamy. The sites and sounds are an apocalypse of evil'

B

From a newspaper article published after the murders of Polly Nichols and Annie Chapman.

'The East End of London was a very poor place. Some nine hundred thousand people lived in this slum. Here, the cattle and sheep would be herded through the streets of Whitechapel to the slaughterhouses nearby where they were butchered and killed, bleating with fear and pain. The streets were covered with blood and excrement. Rubbish and liquid sewage gave the area a horrible smell'

Writer, Arthur Morrison, Tales of Mean Streets, 1896.

C

Every room in these horrible streets houses a family, often two. In one room we found a father, mother, three children, and four pigs! In another room we found a man ill with small-pox, his wife just recovering from her eighth baby, and the children running about half naked and covered with dirt. Here are seven people living in one underground kitchen, and a little dead child lying in the same room. Elsewhere is a poor widow, her three children, and a child who has been dead for thirteen days.

Writer, Arthur Morrison, Tales of Mean Streets, 1896.

F



There were over 200 lodging houses in Whitechapel, accommodating almost 9,000 people. The sleeping rooms were long rooms with rows of beds, often with vermin (rats) and insects. If a woman had not earned enough money that day to pay for a bed for the night, she would have to find someone who would let her sleep with him in return for sexual favours. Or, she slept on the street. Prostitution was one of the easiest ways for a single woman or widow to get money. The police said that in 1888 there were some 1,200 prostitutes in Whitechapel, not including the women who sometimes got extra money by prostitution.

www.casebook.org/victorian_london/

D

For many women their only escape from their terrible lives was drink, and they quickly became alcoholics.

Internet site. Jack the Ripper casebook , 2003.

How far does source D support F?

Points of support or corroboration

P1:

P2:

Points not supported or corroborated

P1:

P2:

Mostly supports Does not support

How useful is source B to a historian?

The content is / is not useful...

The origin is / is not useful ...

The purpose is /is not useful :

Mostly Useful Not Useful

How reliable is source C?

The content is / is not reliable ..

The origin is / is not reliable ...

The purpose is / is not reliable ...

Mostly reliable Mostly unreliable

Quick Fire Questions

Which source is the most useful? :

Which source is the least useful ? :

Why was London a good place to kill ?

1:

2:

3:

4:

5::



H

The Industrial Revolution

(Part 1 of 2)

Full Pack Contents : Key Unit Vocabulary, Life Before the Industrial Revolution, The Causes of the Industrial Revolution, The Transport Revolution, Industrial Inventions, The Rebecca Riots, Life in London's East End, The Communication Revolution, Children in Factories, Working Conditions, Punishments, Injuries, The Reformers, The Sadler Committee, The Factory Acts, Child Labour Today, Review Timelines, Review PowerPoint Quiz, Review Crossword Puzzle.

Investigation : What Were Living Conditions Like in Urban Areas?

Activity : Factory Owner on Trial

Skills : Literacy, Extended Writing, Questioning Photographic evidence, Corroboration, Identifying Source Types, Source Analysis, Source Comparison and Evaluation.



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www.facebook.comicHistorymember/