



The Industrial Revolution

Part 2

ichistory



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PowerPoint

Children in factories Conditions and Punishments

A Day in the Life of a Child Factory Worker



Task : use the skill of corroboration to find out the ‘average’ experience of a 19th century child worker.

Sources of Information	Starting Age	Start Time	Hours worked	Type of work	Breaks	Wages (Money)
The pay for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with women earning seven shillings (35p) and children three shillings (15p). For this reason, employers preferred to employ women and children. Many boys were sacked when they became an adult.						
“The smallest child in the factories were scavengers. They go under the machine, while it is going.....it is very dangerous when they first come, but they become used to it.”						
“We went to the mill at five in the morning. We worked until dinner and then to nine or ten at night; on Saturday it could be till eleven and often till twelve at night. We were sent to clean the machinery on the Sunday.”						
“In the evening I walked to Cromford and saw the children coming from their work. These children had been at work from 6 o’clock in the morning and it was now 7 o’clock in the evening.”						
“I began work at the mill in Bradford when I was nine years old.....we began at six in the morning and worked until nine at night. When business was brisk, we began at five and worked until ten in the evening						
“Very often the children are woken at four in the morning. The children are carried on the backs of the older children asleep to the mill, and they see no more of their parents till they go home at night and are sent to bed.”						
Many children worked 16 hour days under atrocious conditions, as their elders did. Ineffective parliamentary acts to regulate the work of workhouse children in factories and cotton mills to 12 hours per day had been passed						
The youngest children were usually employed as scavengers and piecers. Scavengers had to pick up the loose cotton from under the machinery. Children were expected to do this work while the machine was still working						
"A little girl about seven years old, who job as scavenger, was to collect incessantly from the factory floor, the flying fragments of cotton that might impede the work... while the hissing machinery passed over her, and when this is skillfully done, and the head, body, and the outstretched limbs carefully glued to the floor,						
normal shifts were usually 12-14 hours a day, with extra time required during busy periods. Workers were often required to clean their machines during their mealtimes						
Children as young as six years old during the industrial revolution worked hard hours for little or no pay. Children sometimes worked up to 19 hours a day, with a one-hour total break.						
The youngest children in the textile factories were usually employed as scavengers and piecers. Piecers had to lean over the spinning-machine to repair the broken threads.						
Using the information found in all the sources - Write down the most commonly seen or corroborated information .						

Determining The Usefulness of A Source Using NACHOS.



Discover: how to judge the usefulness of a source using 'NACHOS' **Explore:** how useful the source presented below is **Skill:** source analysis and evaluation.

		Useful: explain	Not Useful: explain
N	Nature of the source. This means source type. EG: Letter, speech, diary, book, poster, newspaper report.		
A	Author of the source. This is the who and when. Are they an expert. Is it a primary eyewitness or secondary information?		
C	Content of the source. This means what it tells us. Does it contain important info, is it factual, opinion or biased?		
H	Happening This is about context. What was happening when the source was made. Could this add or detract value?		
O	Omitted is about limitations of the source. What is left out and the things it cannot tell us.		
S	Special reason is about motive or why. Is it propaganda, persuasion or created for another specific purpose?		
Conclude: the source is / is not useful. Answer should always have a 'yes' element!		Useful : <input type="radio"/>	Not Useful : <input type="radio"/>

“I work at the silk mill. I am an overlooker and I have to superintend the children at the mill. Their strength goes towards the evening and they get tired. I have been compelled to urge them to work when I knew they could not bear it. I have been disgusted with myself. I felt myself degraded and reduced to the level of a slave-driver ”.

William Rastrick, interviewed in 1832.



How useful is source A ?

Intro : *Not useful / somewhat / very useful*

P1 : Content : does the **reliability** influence usefulness?

P2 : Origin Useful ?

P3 : Other reason ?

**What am I
THINKING ?**



A Punishment to Fit the Crime.

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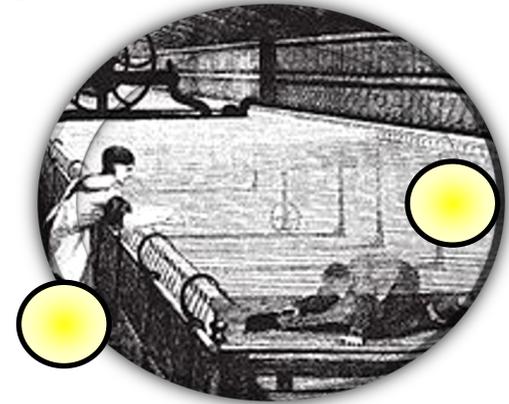
 **Discover:** the types of punishments used in factories **Explore :** the types of behaviors that led to these punishments **Skill:** empathy.

The children who worked in the mills or factories had few to no rights. Some of the children were orphans (they had no living parents) to take care of them. The work was long , difficult and dangerous and they were treated very harshly. Put yourself in the shoes of a factory owner - listed below are some types of behaviors you don't want to see in your factory - think about how you will punish the children for these 'crimes' .

Poor Behaviour or 'Crime'	My Punishment Suggestion - no repeats!	What actually happened in the mill / factory ?
1 : It has been a long day in the factory. One small boy is getting sleepy and finding it hard to concentrate on his work.		
2 : A young boy is not getting enough work done.		
3 : One of the older girls is seen talking to some of the 'lads' (boys) in the factory.		
4 : One of the smaller boys is seen sitting down next to his machine.		
5 : A girl accidently knocks over her food can over that is placed next to her machine.		
6 : Work begins at 5am—a boy arrives at the factory at 5:15am.		
7: Work begins at 5am— it is 6 AM and a boy has still not arrived. You are told he is still at home sleeping.		
8 : An older girl is heard telling other children she will run away and that they should do the same.		
9 : A small girl stops her machine because she feel sick and dizzy.		
10 : An 11 year old boy has been heard whistling while he works his machine.		

Children in Factories : working conditions.

 **Skill** : use the sources of information and your knowledge to answer the questions below.



What was a piecer's job ?

Label this job (P) on the image

What was a scavenger's job ?

Label this job (S) on the image

"The noise was what impressed me most. Clatter, rattle, bang, the swish of thrusting levers and the crowding of hundreds of men, women and children at their work. Long rows of huge spinning-frames, with thousands of whirling spindles, slid forward several feet, paused and then slid smoothly back again, continuing the process unceasingly hour after hour while cotton became yarn and yarn changed to weaving material. Often the threads on the spindles broke as they were stretched and twisted and spun. These broken ends had to be instantly repaired; the piecer ran forward and joined them swiftly, with a deft touch that is an art of its own."

John Clynes became a piecer at the age of 10.

How did John Clynes feel about the factory?

"At a meeting in Manchester a man claimed that a child in one mill walked twenty-four miles a day. I was surprised by this statement, therefore, when I went home, I went into my own factory, and with a clock before me, I watched a child at work, and having watched her for some time, I then calculated the distance she had to go in a day, and to my surprise, I found it nothing short of twenty miles."

John Fielder. Factory Owner:

How far did the child walk in a day?

Why was John Fielder surprised by this?



What was It like for the children working in factories?



Task : match the original witness accounts (top row) with the simplified statements below.

"I have seen my master, Luke Taylor, with a horse whip standing outside the mill when the children have come too late.....he lashed them all the way to the mill."

"This he found was strictly forbidden in cotton mills. His overlooker, Mr. Smith, told him he must keep on his legs. He did for six and a half hours without a break."

"In the evening I walked to Cromford and saw children coming from their work. They had been there from 6 o'clock in the morning and it was now 7 o'clock in the evening."

"But accidents frequently occur; and many are the flaxen locks, rudely torn from infant heads, in the process."

"None of the work in which children and young persons are engaged in mills require constant attention. It is scarcely possible for any employment to be lighter."

" I have conversed about the factories some to this: Manchester is occasioned not by the labour , but by the defective arrangements for cleanliness and ventilation.

"There was another girl called Mary.....she knocked her food can to the floor. The master, Mr. Newton, kicked her and caused her to wear away'."

A

B

C

D

E

F

G

The hair of children got caught in machines and was ripped out.

A child was killed after being attacked by someone in the factory.

Children who were late were hit with a whip.

Children worked for 13 hours.

The work was not too hard but factories were dirty and dangerous.

The work was not very hard.

Sitting during work hours was not allowed.



A factory reformer interviews factory owner Edward Baines.



Q : Good morning Mr Baines, let me get straight to the point. Do you really believe that the work in factories is easy for the children ?

A: _____

Q : Mr Baines, how long do the children work each day in your factory ?

A: _____

Q : Are the children who work in your factory punished in any way, if so how and what is this for ?

A: _____

Q : Don't you think that it is better not to have children as young as six working in your factory?

A: _____

Q : There was something else I wanted to ask you _____

A: _____

Q : Finally, Mr Baines, I have one more question _____

A: _____



'The scavengers, who have been said (in the Report of the Factory Committee) to be "constantly in a state of grief, always in terror, and every moment they have to spare stretched all their length upon the floor in a state of perspiration." I have seen scavengers idle (not working)for four minutes at a time, and certainly could not find that they displayed any of the symptoms of the condition described in the Report of the Factory Committee.'

E. C. Tufnell, one of the Factory Commissioners, wrote about the work of scavengers in 1834.

Who created this source: _____ their job, role or position: _____

Who is it for / audience: _____

When was it created : Year: _____ Century: _____ BCE CE Primary Secondary Tertiary

Where is the person who created the source from ? _____

What type of source is it: Letter / Speech / Diary / Other :

What is the content of the source. Summarise this in your own words rather than just copy out lines.

The MAIN point of the source is : _____

Furthermore it reveals : _____

Additionally it illustrates : _____

Finally it shows us : _____

Use the 5W indicators below to help decide if the source is reliable or unreliable / biased.

Consider 1: Content 2: Provenance 3: Motive 4: Corroboration

C O N T E N T	Unreliable	What	Reliable	P R O V E N A N C E	Who	When	Where	M O T I V E	Why
	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Disrespectful	Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful	Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or of good standing? Could their 'audience' influence what is said or written?		Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time..	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national or regional bias!	Does the person have motive or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?		

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

1: The source content (what) may may not make the source reliable because : _____

Example : ' _____ ,

2 : The source provenance (origins) may may not make the source reliable because : _____

Example from the source : ' _____ ,

3: The source motive (why) may may not make the source reliable because : _____

4 : Any other ideas why the source may or may not be reliable. Is the source supported / corroborated?



"The infants, when first introduced to these abodes of torture, are put at stripping the full spools from the spinning jennies and replacing them with empty spools. They are put to work in a long room where there are about twenty machines. The spindles are apportioned to each child, and woe be to the child who shall be behind in doing its allotted work. The machine will be started and the poor child's fingers will be bruised and skinned with the revolving spools. While the children try to catch up to their comrades by doing their work with the speed of the machine running, the brutal overlooker will frequently beat them unmercifully, and I have frequently seen them strike the children, knocking them off their stools and sending them spinning several feet on the greasy floor."

Samuel Fielden was a social reformer who had worked in a textile factory in Lancashire. c 1877.

Who created this source: _____ their job, role or position: _____

Who is it for / audience: _____

When was it created : Year: _____ Century: _____ BCE CE Primary Secondary Tertiary

Where is the person who created the source from ? _____

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

1: The source content (what) may may not make the source reliable because : _____

Example : ' _____ ,

2 : The source provenance (origins) may may not make the source reliable because : _____

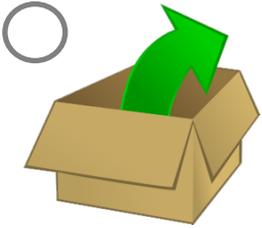
Example from the source : ' _____ ,

3: The source motive (why) may may not make the source reliable because : _____

4 : Any other ideas why the source may or may not be reliable. Is the source supported / corroborated?

The Dangers of Working in the Factories.

 **Task** : Insert similar words and create a 'eyewitness account' .







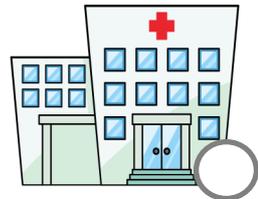
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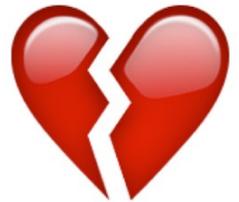


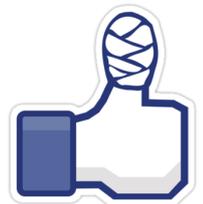
"When I was a **surgeon** (1) in the **infirmary** (2) , accidents were very common, through the children's hands and arms having being caught in the machinery; in many instances the muscles, and the skin is stripped down to the bone, and in some instances a finger or two might be lost. Last summer I visited Lever Street School. The number of children at that time in the school, who were employed in factories, was 106. The number of children who had received injuries from the machinery amounted to very nearly one half. There were forty-seven **injured** (3) in this way. I have seen a little boy, who works in the mill, he is not yet six years old, and I have seen him, when he had a few **coppers** (4) in his pocket, go to a beer shop, call for a glass of **ale** (5) , and drink as boldly as any full-grown man, cursing and swearing. A girl named Mary Richards, was caught by a machine. Mr Blincoe ran towards her, an agonized and helpless beholder of a scene of horror. He saw her whirled round and round with the shaft - he heard the bones of her arms, legs, thighs, successively **snap** (6) - at last, her mangled body was jammed in so fast, between the shafts and the floor, that the water being low and the wheels off the gear, it stopped the main shaft. When she was **extricated** (7) , every bone was found broken - her head dreadfully crushed. She was carried off **lifeless.** (8) "

Dr Michael Ward, Manchester, 1819 - Edited

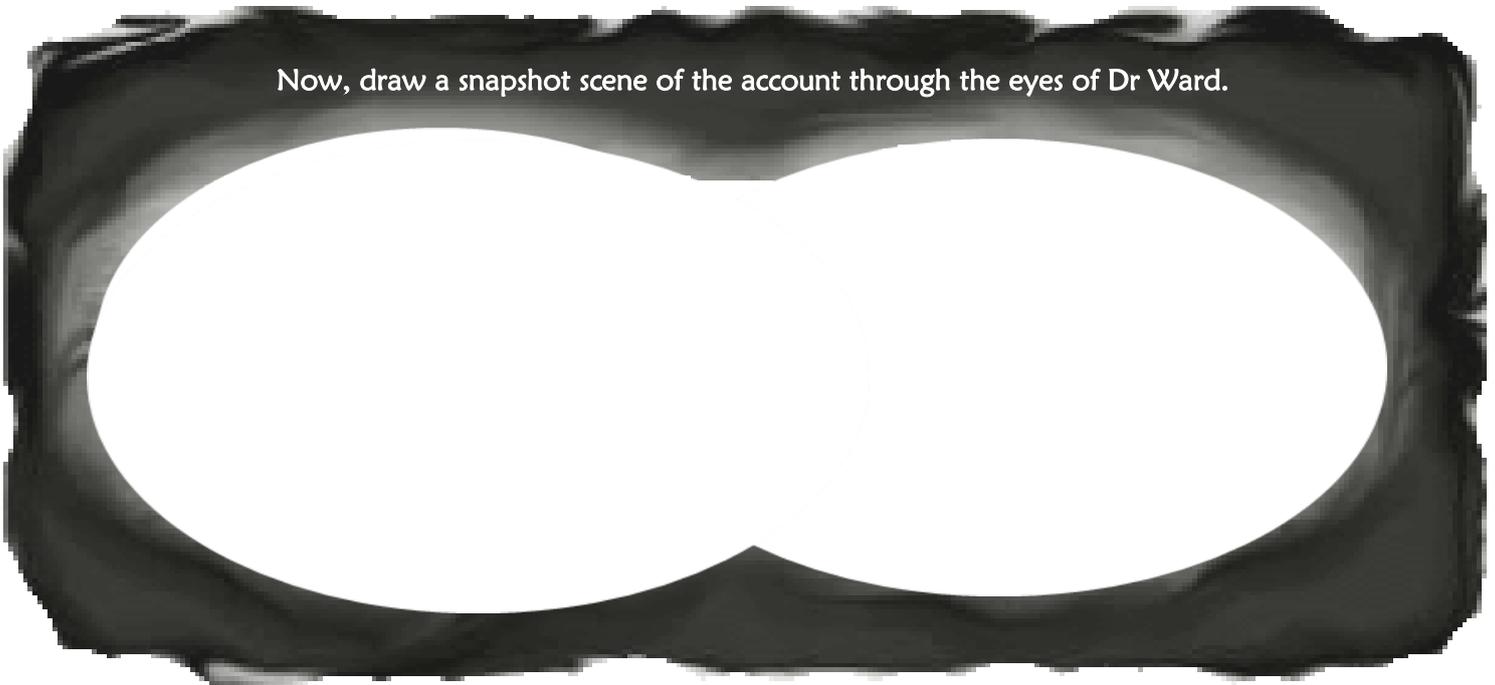








Now, draw a snapshot scene of the account through the eyes of Dr Ward.



Time to make a change - reforming the factories.

 **Task :** 'in pairs or groups', consider the problems and solutions to the conditions in factories.

Problems

Your Solutions

Young children
working in factories



Design a protest slogan on the
card below—you can do better
than '*Kids go Home*' !



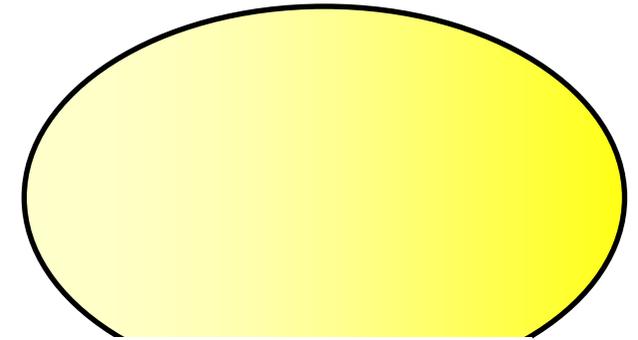
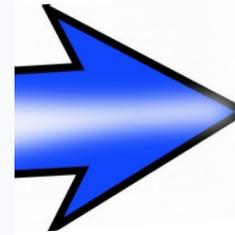
The Reformers - changing the factories

 **Task** : research and make brief notes about those who campaigned to reform the factories.



Reformer Number 1 : **Robert Owen**

- * _____
- * _____
- * _____
- * _____
- * _____

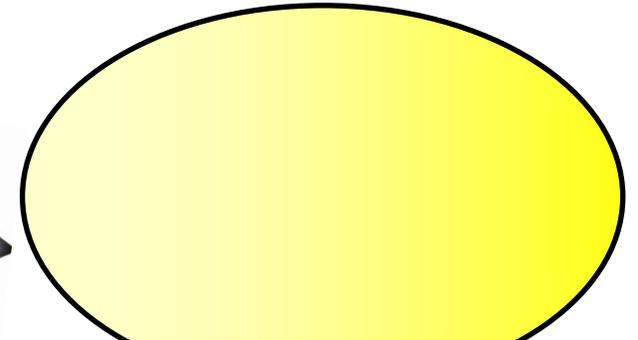
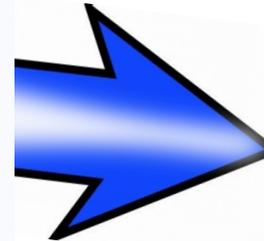


About - Trade Unions



Reformer Number 2 : **Michael Sadler**

- * _____
- * _____
- * _____
- * _____
- * _____

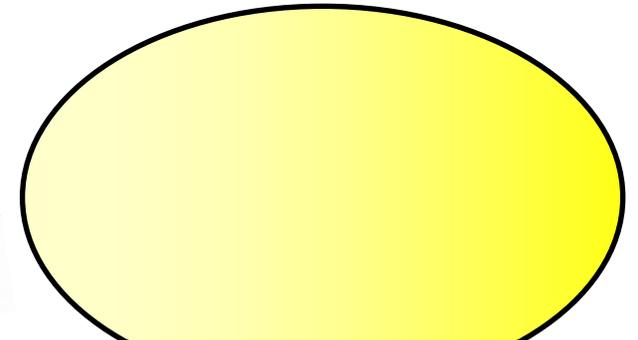
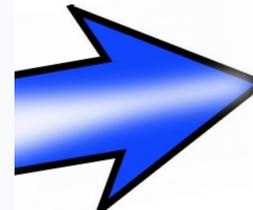


About - The Sadler Report



Reformer Number 3 : **Richard Oastler**

- * _____
- * _____
- * _____
- * _____
- * _____



About - 'Yorkshire Slavery'

The Sadler Committee Report – 1832.

As concerns over the conditions factories grew, Michael Sadler, the Tory Member of Parliament led an investigation into what was happening in them. In addition to inspecting the factories, witnesses were called to give evidence and recount their experiences. **The testimony of Mr. Matthew Crabtree is recorded below.**

What age are you?

Twenty-two.

XXXXXXXXXXXXXXXXXX

A blanket manufacturer

Have you ever been employed in a factory?

Yes

At what age did you first go to work in one?

Eight.

How long did you continue in that occupation?

Four years.

Will you state the hours of labour at the period when you first went to the factory, in ordinary times?

From 6 in the morning to 8 at night.

Fourteen hours?

Yes.

With what intervals for refreshment and rest?

An hour at noon.

When trade was brisk what were your hours?

From 5 in the morning to 9 in the evening.

Sixteen hours?

Yes.

With what intervals at dinner?

An hour.

How far did you live from the mill?

About two miles.

Was there any time allowed for you to get your breakfast in the mill?

No.

Did you take it before you left your home?

Generally.

During those long hours of labour could you be punctual; how did you awake?

I seldom did awake spontaneously; I was most generally awake or lifted out of bed, sometimes asleep, by my parents.

Were you always in time?

No.

What was the consequence if you had been too late?

I was most commonly beaten.

Severely?

Very severely, I thought.

In those mills is chastisement towards the latter part of the day going on perpetually?

Perpetually.

So that you can hardly be in a mill without hearing constant crying?

Never an hour, I believe.

What is the question?

The meaning of employed?

Another word for occupation?

Write a simpler version of this question

The meaning of this question?

The meaning of this question?

The meaning of punctual?

The meaning of punctual?

The meaning of this question?

Do you think that if the overlooker were naturally a humane person it would still be found necessary for him to beat the children, in order to keep up their attention and vigilance at the termination of those extraordinary days of labour?

Yes; the machine turns off a regular quantity of cardings, and of course, they must keep as regularly to their work the whole of the day; they must keep with the machine, and therefore however humane the slubber may be, as he must keep up with the machine or be found fault with, he spurs the children to keep up also by various means but that which he commonly resorts to is to strap them when they become drowsy.

Does he think the overlooker was cruel or inhumane ?

Why did the overlooker strap the children ?

At the time when you were beaten for not keeping up with your work, were you anxious to have done it if you possibly could?

Yes; the dread of being beaten if we could not keep up with our work was a sufficient impulse to keep us to it if we could.

When you got home at night after this labour, did you feel much fatigued?

Very much so

Had you any time to be with your parents, and to receive instruction from them?

No.

What did you do?

All that we did when we got home was to get the little bit of supper that was provided for us and go to bed immediately. If the supper had not been ready directly, we should have gone to sleep while it was preparing.

Did you not, as a child, feel it a very grievous hardship to be roused so soon in the morning?

I did.

Were the rest of the children similarly circumstanced?

Yes, all of them; but they were not all of them so far from their work as I was.

And if you had been too late you were under the apprehension of being cruelly beaten?

I generally was beaten when I happened to be too late; and when I got up in the morning the apprehension of that was so great, that I used to run, and cry all the way as I went to the mill.

How reliable is this source?

1 2 3 4 5 6 7 8 9 10

Give a reason the source could be reliable

Give a reason the source could be unreliable

How useful is this source?

1 2 3 4 5 6 7 8 9 10

Give a reason why the source is useful

Give a reason why the source is not useful

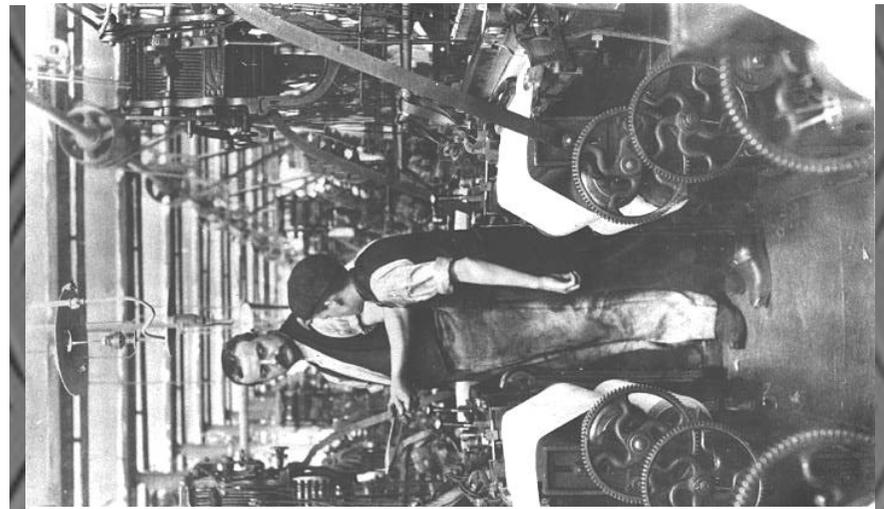
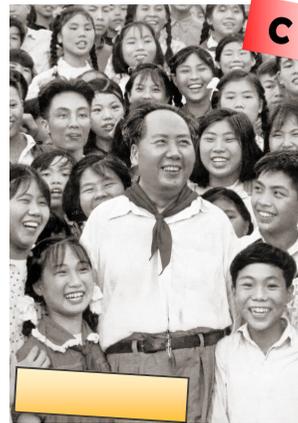
The Camera Never Lies !

Mission: to question the statement that 'the camera never lies'.

- Photographs can be used to influence people just as much as written information. Here's how:
- 1: Staged:** the people or objects in the photo are placed in an unusual way or unnatural pose or position.
 - 2: Selected :** the photograph has been chosen as it captures the subject in a positive / negative way.
 - 3: Doctored:** the photo has been changed / edited in some way after the image was taken.
 - 4: Omitted:** the photographer leaves out something very important.
 - 5: Snapshot :** a single photo only shows a split second in time, not what came before or after.
 - 6: Trick :** the photo is taken in a way that tries to trick the viewer, such as an optical illusion.
- (As always, consider **provenance** when available and look out for forms of **propaganda**.)



Task: for the photos below label what they are 'guilty' of using 1-6 above.



A factory in 1903 - Is this reliable evidence that conditions had improved?

Reasons the photo may be unreliable:

Reason the photo may be reliable:

Not reliable 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Very Reliable

Does Child Labour Still Exist ?

○ Which countries are these photographs taken in?

🎯 **Discover** : the nature of global child labour today **Explore** : ways we could help to stop child labour **Skill** : selection and deployment.



England :

Types / s of work : _____
 Youngest ages mentioned : _____
 Dangers of work: _____
 A point of note : _____
 The types of work do you do? : _____

India :

Type of work : _____
 Youngest ages mentioned : _____
 Dangers of work: _____
 A point of note : _____
 A way you could help stop this : _____



C _____

China :

One type of work : _____
 Youngest ages mentioned : _____
 Dangers : _____
 A point of note : _____
 A way you could help stop this : _____



T _____

West Africa :

One type of work : _____
 Youngest ages mentioned : _____
 Dangers : _____
 A point of note : _____
 A way you could help stop this : _____



P _____

Research Country : (_____)

One type of work : _____
 Youngest ages mentioned : _____
 Dangers : _____
 A point of note : _____
 A way you could help stop this : _____



Does Child Labour Still Exist ?

Sadly, the answer to this is “yes “. Even today, children all over the world have no other choice but to work long hours in terrible and dangerous conditions.

1: England.

Children under 16 are not allowed to work full time but you can employ them from the age of 13 in a part time role, for example to deliver newspapers, or help in a hair salon on a Saturday. Children can only work full time once they reach the minimum school leaving age, and then can work up to a maximum of 40 hours per week. School aged children aren't entitled to the National Minimum wage and they don't pay National Insurance. It is up to you what you pay someone under 16. Once someone reaches 16 they are entitled to at least £3.79 per hour (accurate as of June 2015). If a child is under 13, they can be employed in a performance role, for example, acting or modelling work. There are several rules when it comes to employing children. NOT in places such as industrial sites or factories, NOT during school hours, NOT before 7am or after 7pm, NOT for more than one hour before school starts, NOT for more than 4 hours without a break of at least an hour; NOT in pubs and betting shops, No work that may be harmful to their education, health or wellbeing, NOT without having a 2 week break from any work during the school holidays, During the school holidays 13-14 year olds can only work a maximum of 25 hours a week.



Article (edited) www.slatergordon.com

2: India.

India is the home to a large number of child laborers with over 45 million in 2015. 400,000 of these children, are mostly girls between seven and 14 years of age, working for 14-16 hours a day in. While factories, sweatshops often get more media coverage, the bulk of child labor in India happens in the fields. Poverty and lack of social security are the main causes of child labour. Lack of quality universal education has also contributed to children dropping out of school and entering the labour force. A major concern is that the actual number of child labourers goes un-detected. Laws that are meant to protect children from hazardous labour are ineffective and not implemented correctly. A growing phenomenon is using children as domestic workers in urban areas. The conditions in which children work is completely unregulated and they are often made to work without food, and very low wages, resembling situations of slavery.

Article (edited) ChildIndia.org.



3: China.

Do you realise that the people who make our iPhones don't have iPhones because they can't afford them? Almost all of the major electronics manufacturers make their stuff in China and other countries that have labour practices that would be illegal elsewhere. The Chinese city of Shenzhen is where most of our "crap" is made. 30 years ago, Shenzhen was a little village on a river. Now it's a city of 13 million people — bigger than New York.

Foxconn, one of the companies that builds iPhones has a factory in Shenzhen that employs 430,000 people. One Foxconn worker Mike Daisey interviewed, outside factory gates manned by guards with guns, was a 13-year old girl. She polished the glass of thousands of new iPhones a day. The 13-year old said Foxconn doesn't really check ages. There are on-site inspections but before the inspectors arrive, Foxconn just replaces the young-looking workers with older ones. The official work day in China is 8 hours long, but the usual shift is 14-16 hours. Unions are illegal in China. Anyone found trying to unionize is sent to prison. Daisey interviews dozens of (former) workers. One worker talked about using "hexane," an iPhone screen cleaner. Hexane is also a poison that makes the hands of the workers shake uncontrollably. Some workers can no longer work because their hands have been destroyed by doing the same thing hundreds of thousands of times over many years. **Reported by NPR for 'This American Life'**.



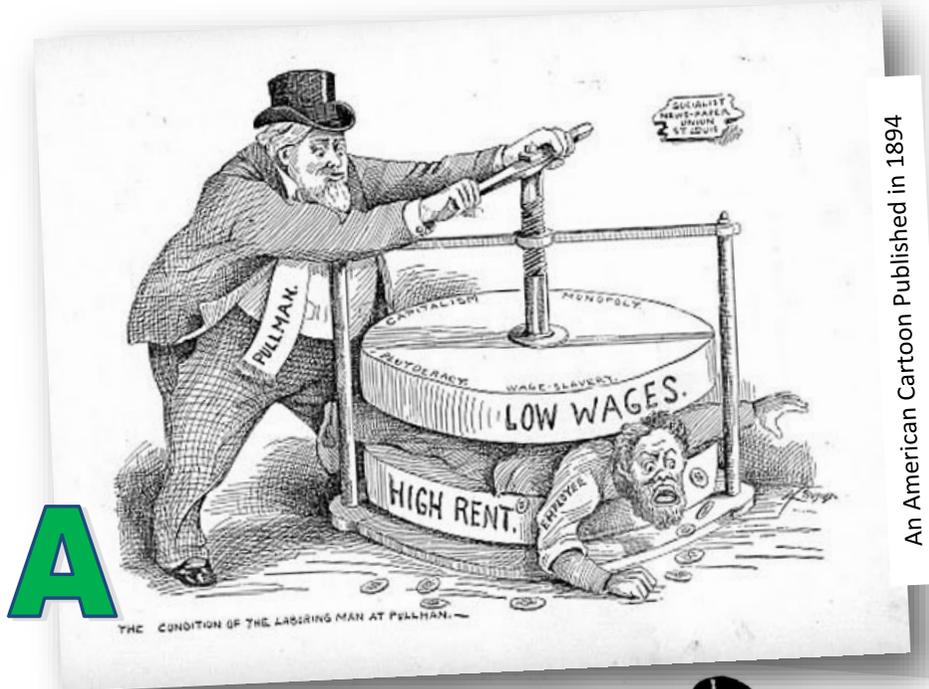
4: West Africa

In Western Africa, as the chocolate industry has grown over the years, so has the demand for cheap cocoa. As a result, they often use child labor to keep costs down. Some children end up on the cocoa farms because they need work and traffickers tell them that the job pays well. Other children are “sold” to traffickers or farm owners by their parents, who are often unaware of the dangerous work environment. Some, traffickers steal young children from small villages. Once they have been taken to the cocoa farms, the children may not see their families ever again. Most of the children laboring on cocoa farms are between the ages of 12 and 16, but reporters have found children as young as 5 on the cocoa farms. A child's workday typically begins at six in the morning and ends in the evening. Some of the children use chainsaws to clear the forests. The majority of children have scars on their hands, arms, legs or shoulders from the machetes and saws. The farm owners using child labor usually give the children with the cheapest food available, such as corn paste and bananas. In some cases, the children sleep on wooden planks in small windowless buildings with no access to clean water or sanitary bathrooms. Former cocoa slave Aly Diabate told reporters, *“The beatings were a part of my life. I had seen others who tried to escape. When they tried, they were severely beaten “*. Drissa, a recently freed slave who had never even tasted chocolate, experienced similar circumstances. When asked what he would tell people who eat chocolate made from slave labor, he replied that they enjoyed something that he suffered to make, adding, *“When people eat chocolate, they are eating my flesh”*.



Comparing Cartoon Sources .

Task : to compare two cartoons using the 'COP principle' - Content, Origin and Purpose Skill: cartoon analysis and evaluation.



How Similar Are Sources A and B ?

The sources are similar to a limited : some : large extent.

The **content** that is similar (bullet point) ...

The **content** that is not similar (bullet point) ...

The **origin** of the cartoons is / is not similar ...

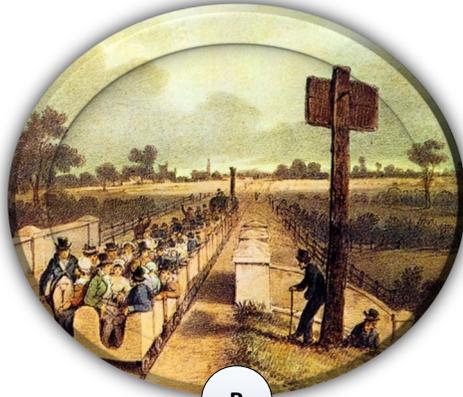
The **purpose** (main message) is / is not similar because ...

The Industrial Revolution - a summary

 **Task :** to sum up the Industrial Revolution using the text and images below.

The Industrial Revolution was period of fast technological change between 1750 and 1900

D



B

The Industrial Revolution set the world on a path to climate change

E

The growth of the banking sector and investment helped it happen

H

The Industrial Revolution brought in work, education and welfare reform

C

Inventors and entrepreneurs helped modernise how things were made

G



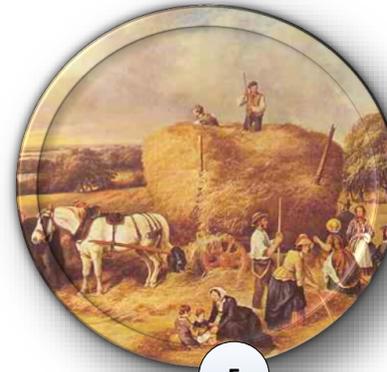
I

More and more people moved from the countryside to towns and cities

A



J



F

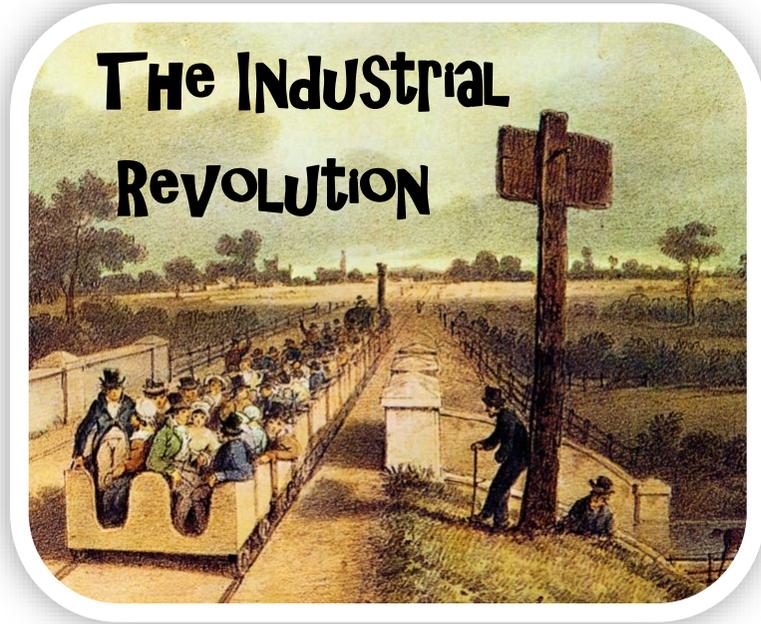
	I N T R O
	1 7 5 0
	C A U S E S
	W H A T H A P P E N E D
	E F F E C T S

The Industrial Revolution - Causes and Effects

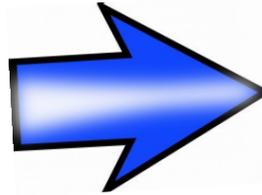
iPhone



Task : to research and sum up the causes and short / long term effects of the Industrial Revolution



Global Warming



4 Causes

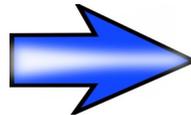
- *
- *
- *
- *

Mindset

Faster Travel



WW 1



Money

4 Short Term Effects

- *
- *
- *
- *

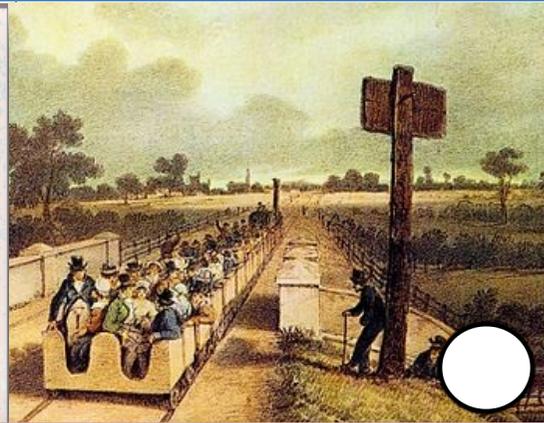
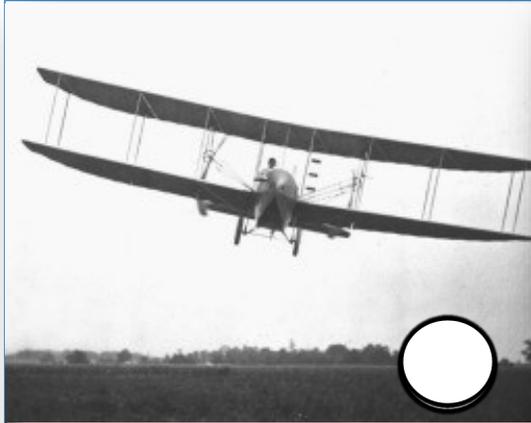
4 Long Term Effects

- *
- *
- *
- *

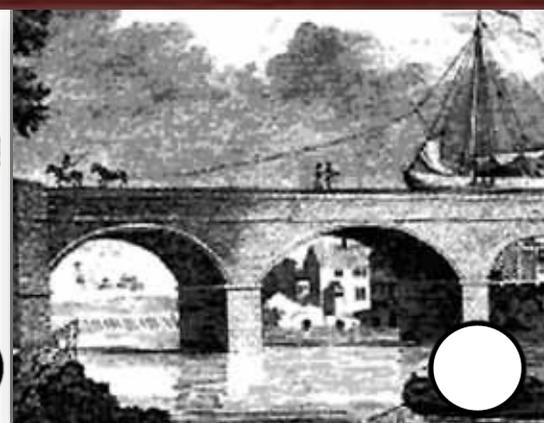
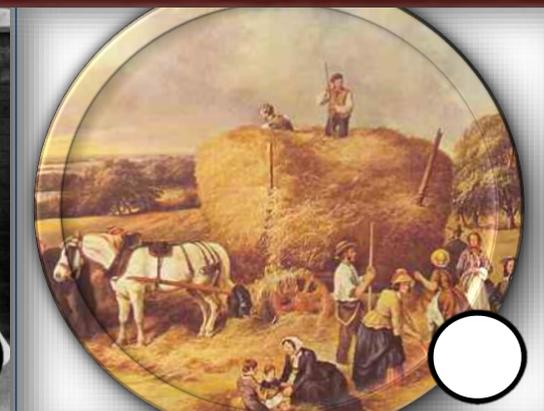
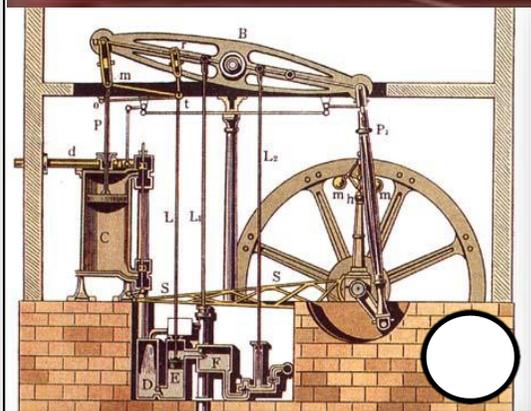
The Industrial Revolution Timeline

The Industrial Revolution Timeline

Starter : use the jumbled events list to identify the images and (try) to put them into chronological order 1-12



A --	J ----	S ...
B ----	K ---	T -
C ----	L	U ...
D ---	M --	V ----
E .	N ..	W ---
F ----	O ---	X ----
G ---	P ----	Y ----
H	Q ----	Z
I ..	R ---	0



Industrial Revolution Summary

Name :

Class :

 **Extension** : complete the questions relating to the events of the Industrial Revolution

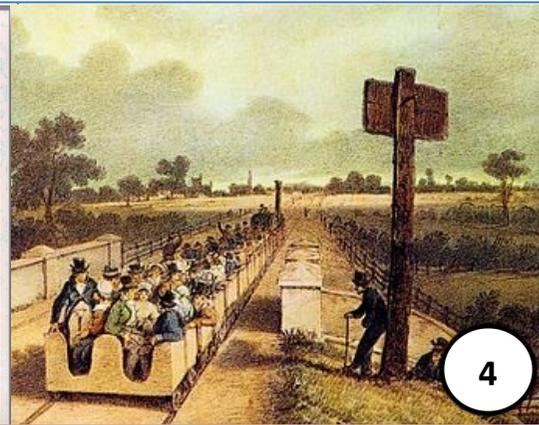
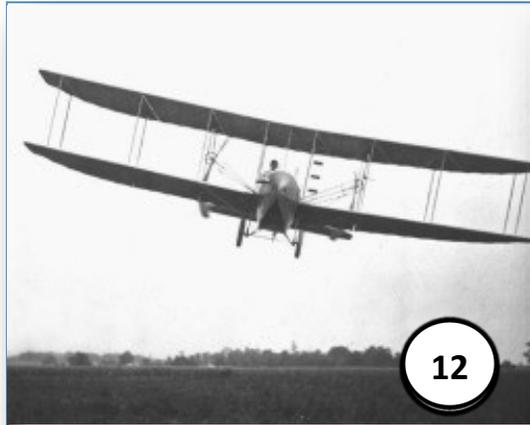
Clue

<p>Pre Industrial Revolution : 1750 Explain subsistence farming</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Bridgewater Canal : _ _ _ _ Which two cities were connected by the Bridgewater Canal ?</p> <p>1: _____</p> <p>2 : _____</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> <p>I V E L O P O R L</p> </div>	<p>Watt's Steam Engine : _ _ _ _ How did Watt's engine improve on Newcomen's earlier engine?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Liverpool to Manchester : _ _ _ _ What was this railway line the first to do ?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Factory Act : 1833 3 reforms</p> <p>1: _____</p> <p>2 : _____</p> <p>3 : _____</p>	<p>Morse Code Invented : _ _ _ _ Write your name using Morse code</p> <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 10px;"></div>	<p>Rebecca Riots : _ _ _ _ Why: _____</p> <p>_____</p> <p>What : _____</p> <p>_____</p> <p>Result : _____</p> <p>_____</p>	<p>Telephone Invented : _ _ _ _ What was the first thing said over the telephone?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>The Factory Act : 1847 2 reforms</p> <p>1: _____</p> <p>2 : _____</p> <p>Why was it hard to enforce ?</p> <p>_____</p> <p>_____</p>	<p>The Factory Act : 1880 Key details</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The First Flight : _ _ _ _ Names of the Wright brothers? 1 W _____</p> <p>O _____</p> <p>How long did the first powered flight last : _____</p> <p>_____</p>	<p>The Model T Ford : _ _ _ _ What was new about Henry Ford's method of making cars ?</p> <p>_____</p> <p>_____</p> <p>Ford said - "My customer can have his car painted any colour he wants as long as it is _____"</p>

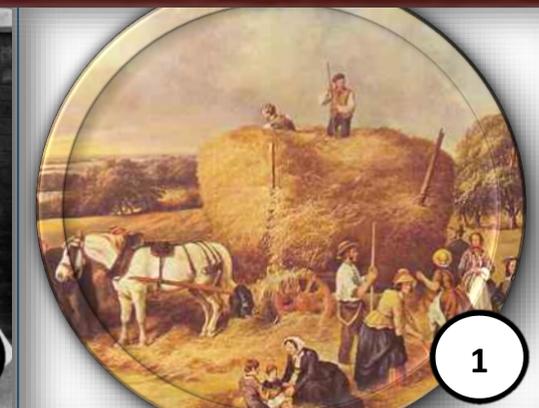
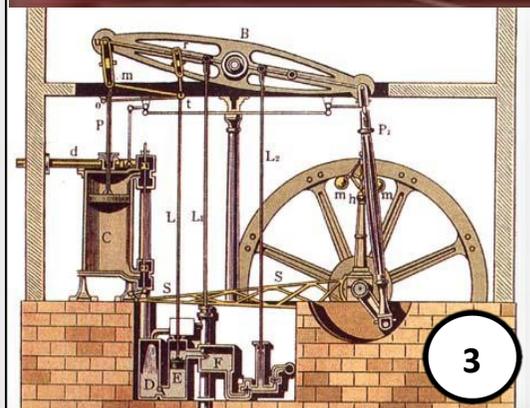
The Industrial Revolution Timeline

Ordered

🕒 **Starter** : use the jumbled events list to identify the images and (try) to put them into chronological order 1-12



A --	J ----	S ...
B ----	K ---	T -
C ----	L	U ...
D ---	M --	V ----
E .	N ..	W ---
F ----	O ---	X ----
G ---	P ----	Y ----
H	Q ----	Z (6)
I ..	R ---	0 ----



iCHiStORY

Puzzled About the Industrial Revolution?

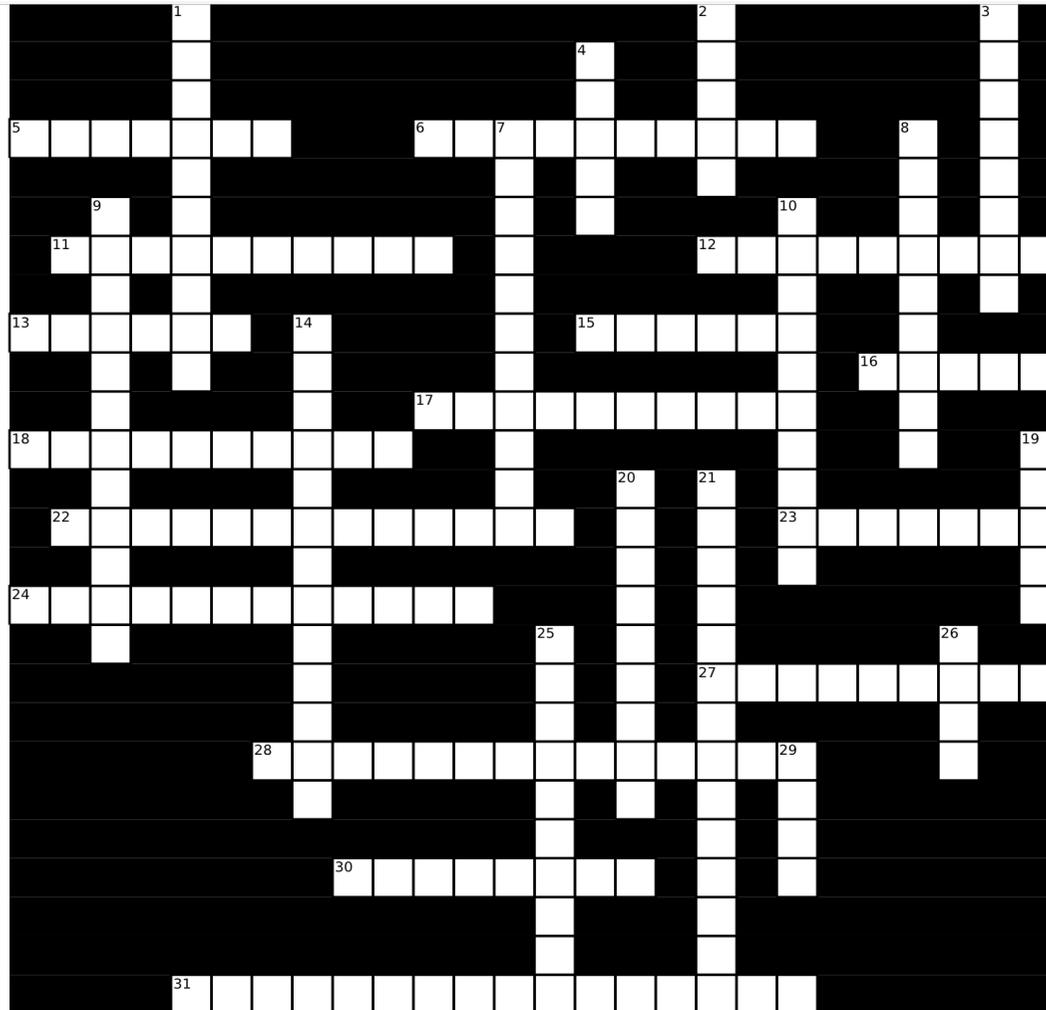
 **Task :** unit review and revision !

Across

- 5 A global cause of the Industrial Revolution.
- 6 Dirty.
- 11 A time of great change.
- 12 They cleaned under the machines.
- 13 They fixed broken thread in the mills.
- 15 The name of this famous train. (**A**)
- 16 A way to pay for roads.
- 17 Factory boss or supervisor.
- 18 A punishment for being late.
- 22 Led a report on factory reform . (**B**)
- 23 A dangerous killer. (**C**)
- 24 People who work for themselves.
- 27 A punishment used to keep kids working.
- 28 Wilbur and Orville.
- 30 What's this ? (**D**)
- 31 Linked Liverpool to Manchester.

Down

- 1 This guy. (**E**)
- 2 The opposite of rural.
- 3 B and E are examples of this.
- 4 Investors used this to help start the Ind Rev.
- 7 This type of lifestyle. (**F**)
- 8 Moving people or things from place to place.
- 9 The fight to break the tolls.
- 10 Laws to improve working conditions.
- 14 Help or support for poor people.
- 19 Henry Ford's favourite colour.
- 20 Built this (**G**) Better than H
- 21 Built this (**H**)
- 25 Works under and learns from another.
- 26 A factory the produces textiles.
- 29 A dirty , overcrowded, urban place .



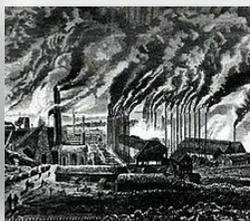
A



B



C



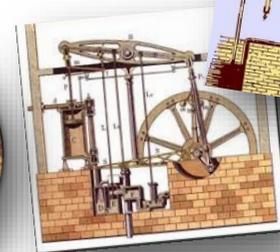
D



E



F

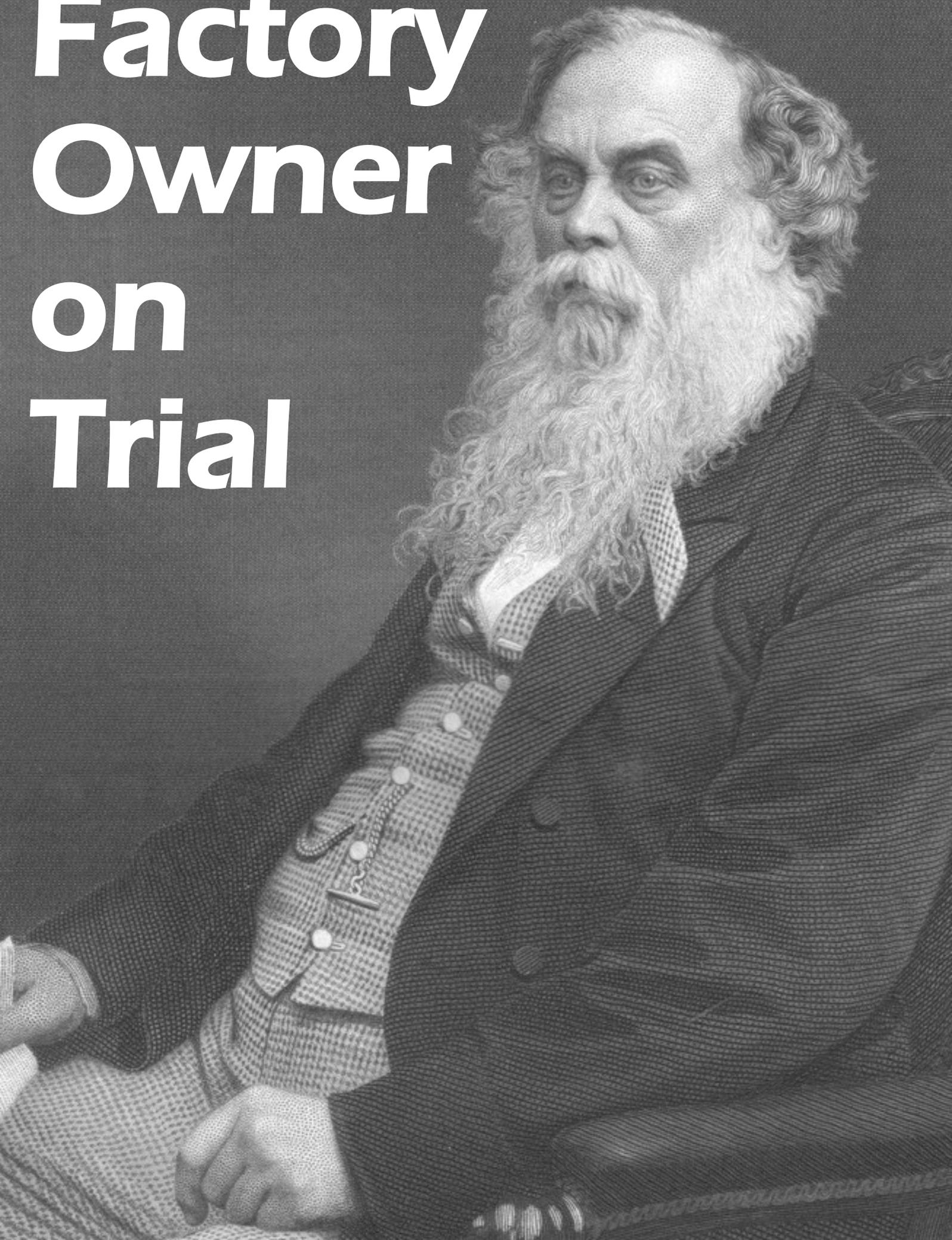


G



H

Factory Owner on Trial



Factory Owner On Trial



Mission: to decide if Titus Salt is guilty of harming Britain's children

The year is 1834 and the British economy is booming as a result of the Industrial Revolution. Key to this economic growth, appears to be the use of children and the roles they perform in the factories. You are going to turn the classroom into a courtroom and debate the pros and cons (for and against) of child labour.

Titus Salt is accused of harming the children of our nation ... how will the jury rule?



The Judge

The Jury



Prosecuting	The Trial	Defending
Lawyer 1	1: Opening Statements	Lawyer 1
Robert Blincoe	2: What's the work like ?	John Clynes
Sarah Goulding	3: Rewards and benefits	Joseph Smith
Richard Oastler	4: The Economic Importance	Adam Smith
Michael Sadler	5: Safety in the factories	Samuel Greg
Robert Owen	6 : What Else Would They Do ?	Titus Salt
Caroline Thompson	7 : The Reforms	Richard Arkwright
Whole Team	8: Debate : Ban ALL child labour (then and now)	Whole Team
Lawyer 2	9: Closing Statements	Lawyer 2

The Roles Explained

Judge (Teacher?)

You control the trial and ask each witness their name and role. Encourage teams to communicate silently using slips of paper during the trial. Check lawyers don't use any dirty tricks!



Jury

Your role is to listen carefully. You will make the decision as to which team gave the most persuasive and dramatic argument. Lookout for any lies that may be told during the trial!



Lawyers : choose 2 per team ?

Your role is to question your witnesses and cross examine those from the opposing team. You can prepare your own witnesses before the trial and raise **OBJECTIONS** if the opposing lawyer is asking unfair questions or going off topic. Don't forget your suit !



Witnesses

Learn about your character and prepare answers carefully. Be ready to answer questions (truthfully and dramatically) from your own AND the opposing team's lawyers. Bring evidence for the jury, extra points for props or costumes!



Prosecution Witnesses



2. Robert Blincoe

You have worked as a scavenger in a textile mill since the age of 7.



Work with your lawyers on these types of questions

- 1: What is your role in the factory ?
- 2: What time do you start / finish work ?
- 3: Is the work easy or hard , do you find it tiring ?
- 4: Are you given breaks or time to rest and eat ?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

4. Richard Oastler

You are a factory reformer and will try to argue that children were not needed to keep the factories running and making large profits.



Work with you lawyers on these types of questions:

- 1: What percentage of factory workers are children?
- 2: What would happen if child labour was made illegal?
- 3: Do you have any ideas how child workers could be replaced?
- 4: What did you mean by 'Yorkshire Slavery' ?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

6. Robert Owen

You are a factory owner and reformer.



Work with you lawyers on these types of questions:

- 1: Do you employ children in your factory?
- 2 : What would our children be doing if not working in factories?
- 3 : Isn't the money the children earn important to them and their families?
- 4: Think up another question and work on your answer with your lawyer.

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

3. Sarah Goulding

You have worked in a factory since the age of 8. Research some of the type of jobs that children did and be ready to say a little about this.



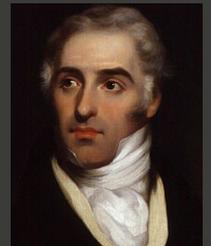
Work with your lawyers on these type of questions:

- 1: What do you receive in return for your work?
- 2: Do you think this is fair reward for the work you do?
- 3: Are you punished in any way?
- 4: Have you seen any other children punished in the factory ?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

5. Micheal Sadler

You are a reformer and have spent lots of time inspecting the conditions in factories.



Work with your lawyers on these type of questions:

- 1: Are you in a good position to explain the dangers posed to children in our factories?
- 2: What dangers have you seen for children in factories?
- 3: What percentage of children are injured in factories?
- 4: Have you seen any accidents involving children yourself?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

7. Caroline Thompson

You have worked in a textile factory since you were six years old.



Work with you lawyers on these types of questions:

- 1: What is your job in the factory?
- 2 :What do you know about the 1833 Factory Act?
- 3: What do you think about these reforms?
- 4: Has the factory owner followed these new rules?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

Defence Witnesses



2. John Clynes

You have worked as a piecer in a textile mill since the age of 11.



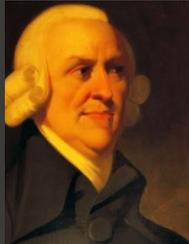
Work with your lawyers on these types of questions

- 1: What is your role in the factory ?
- 2: What time do you start / finish work ?
- 3: Is the work easy or hard , is the work interesting?
- 4: Are you given breaks or time to rest and eat ?
- 5 : These new factories are magnificent aren't they?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

4. Adam Smith

You are a factory owner and will try to argue that children were needed keep the factories running and making large profits.



Work with you lawyers on these types of questions:

- 1: What percentage of factory workers are children?
- 2: What would happen if child labour was made illegal?
- 3: Do you have any ideas how child workers could be replaced?
- 4: Think up another question and work with your lawyer

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

6. Titus Salt

You are the factory owner on trial. You must defend yourself passionately and persuade the jury that life in the factories is not as bad as the prosecution says.



Work with you lawyers on these types of questions:

- 1: Do you employ children in your factory?
- 2 : What would the children be doing if not working in your factory?
- 3 : Isn't the money the children earn important to them and their families?
- 4: Think up another question and work on your answer with your lawyer.

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

3. Joseph Smith

You are an overlooker and responsible for keeping the factory running and the children working.



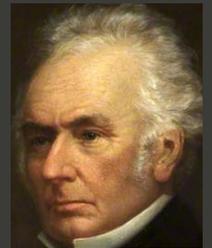
Work with your lawyers on these type of questions:

- 1: Are the children well rewarded for their work ?
- 2: What other benefits do the children get
- 3: Do you punish the children in any way?
- 4: What happens if children are not punished ?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

5. Samuel Greg

You are a factory owner, merchant and entrepreneur.



Work with your lawyers on these type of questions:

- 1: Are you in a good position to explain the dangers posed to children in our factories?
- 2: What dangers have you seen for children in factories?
- 3: What percentage of children are injured in factories?
- 4: What measures have you taken to reduce the dangers to our children ?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

7. Rich'd Arkwright

You are an inventor, entrepreneur and factory owner .



Work with you lawyers on these types of questions:

- 1: Do you employ children in your factory?
- 2 :What do you know about the 1833 Factory Act?
- 3: What do you think about these reforms?
- 4: Are these reforms enough and have they made life safer for our children?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

Team Lawyers



To do

Work with my witnesses and prepare answers

To do

Prepare evidence to show the jury

To do

Prepare to cross examine opposing witnesses

To do

Write and practise opening and closing statements

Opening statement notes:

My witness notes:

Opposing Witness Notes:

1

1

2

2

3

3

4

4

5

5

6

6

Closing statement notes:

Keep cross examination short and stay on topic!

Don't Forget

To raise objections during the trial

Don't Forget

The phrase "no further questions"

Don't Forget

To pitch to the jury not to the judge.

Check

Evidence?
Witness Props?
Briefcase?

Team Jury

Team Jury To Do List ...

- 1 : Select a presiding juror who will deliver the final verdict.
- 2 : Decide how you will reach a verdict ; vote, rounds won, high score, other?
- 3 : What happens in the event of a hung jury?
- 4 : Write out the meanings of the words posted to the right.
- 5 : Create a plan to turn the classroom into a courtroom- include places for the judge, jury, lawyers , a witness stand and witness chairs.
- 6 : Find the answers to trial questions below.

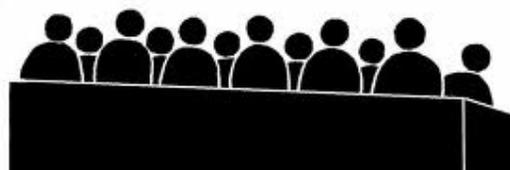


During the trial you must listen very carefully. You should put your opinions about child labour to one side and judge only on what you see and hear during the trial. You should also be looking out for witnesses who may be telling lies or giving information that is not correct. Give a lower score for shaky testimony or lies. Find out the answers to the questions outlined below so you can judge if witnesses answer accurately and are credible. You may award two 'dramatic' bonus points per round for teams that play their parts well and / or bring props to or wear costumes during the trial. Similarly, reward participation bonus in the debate round for teams that have more people debating.

You must be comfortable that witnesses are not committing perjury. Find out the answers questions below before the trial starts.

	1-Opening Statements	2 : What's the work like?	3 : Rewards and Benefits	4 : Factory Safety	5 : Economic Importance	6 : What else would they do?	7 : The Reforms	8 : Debate Round	9 : Closing statements	10 : Total
Check Prosecuting questions	✗	On average, how many hours did children work each day c1833	How much were children paid for each day they worked c 1833?	What percentage of factory workers were children c1833	What percentage of children were injured in factories c1833?	Did Robert Owen employ children in his factory?	What did the 1833 Factory Act say?	✗	✗	✗
Check Defending Questions	✗	On average, much time was given for breaks?	One reason why children were 'strapped' ?	Were there any other options besides using child workers?	Why didn't most factory owners make their factories safer?	What else could children do if not working in factories ?	How were many factory owners able to ignore the new laws ?	✗	✗	✗
Prosecution Score	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 + participation : 10	: 10 Dramatic bonus : 2	116
Defence Score	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 + participation : 10	: 10 Dramatic bonus : 2	116

Prosecuting Round Won Defending Rounds Won



Mr. Titus Salt is accused harming the children of Britain
How does the jury rule?
Guilty
Not Guilty

The Sadler Committee Report – 1832.

As concerns over the conditions factories grew, Michael Sadler, the Tory Member of Parliament led an investigation into what was happening in them. In addition to inspecting the factories, witnesses were called to give evidence and recount their experiences. **The testimony of Mr. Matthew Crabtree is recorded below.**

What age are you?

Twenty-two.

XXXXXXXXXXXXXXXXXX

A blanket manufacturer

Have you ever been employed in a factory?

Yes

At what age did you first go to work in one?

Eight.

How long did you continue in that occupation?

Four years.

Will you state the hours of labour at the period when you first went to the factory, in ordinary times?

From 6 in the morning to 8 at night.

Fourteen hours?

Yes.

With what intervals for refreshment and rest?

An hour at noon.

When trade was brisk what were your hours?

From 5 in the morning to 9 in the evening.

Sixteen hours?

Yes.

With what intervals at dinner?

An hour.

How far did you live from the mill?

About two miles.

Was there any time allowed for you to get your breakfast in the mill?

No.

Did you take it before you left your home?

Generally.

During those long hours of labour could you be punctual; how did you awake?

I seldom did awake spontaneously; I was most generally awake or lifted out of bed, sometimes asleep, by my parents.

Were you always in time?

No.

What was the consequence if you had been too late?

I was most commonly beaten.

Severely?

Very severely, I thought.

In those mills is chastisement towards the latter part of the day going on perpetually?

Perpetually.

So that you can hardly be in a mill without hearing constant crying?

Never an hour, I believe.

What is the question?

The meaning of employed?

Another word for occupation?

Write a simpler version of this question

The meaning of this question?

The meaning of this question?

The meaning of punctual?

The meaning of punctual?

The meaning of this question?

Do you think that if the overlooker were naturally a humane person it would still be found necessary for him to beat the children, in order to keep up their attention and vigilance at the termination of those extraordinary days of labour?

Yes; the machine turns off a regular quantity of cardings, and of course, they must keep as regularly to their work the whole of the day; they must keep with the machine, and therefore however humane the slubber may be, as he must keep up with the machine or be found fault with, he spurs the children to keep up also by various means but that which he commonly resorts to is to strap them when they become drowsy.

Does he think the overlooker was cruel or inhumane ?

Why did the overlooker strap the children ?

At the time when you were beaten for not keeping up with your work, were you anxious to have done it if you possibly could?

Yes; the dread of being beaten if we could not keep up with our work was a sufficient impulse to keep us to it if we could.

When you got home at night after this labour, did you feel much fatigued?

Very much so

Had you any time to be with your parents, and to receive instruction from them?

No.

What did you do?

All that we did when we got home was to get the little bit of supper that was provided for us and go to bed immediately. If the supper had not been ready directly, we should have gone to sleep while it was preparing.

Did you not, as a child, feel it a very grievous hardship to be roused so soon in the morning?

I did.

Were the rest of the children similarly circumstanced?

Yes, all of them; but they were not all of them so far from their work as I was.

And if you had been too late you were under the apprehension of being cruelly beaten?

I generally was beaten when I happened to be too late; and when I got up in the morning the apprehension of that was so great, that I used to run, and cry all the way as I went to the mill.

How reliable is this source?

1 2 3 4 5 6 7 8 9 10

Give a reason the source could be reliable

Give a reason the source could be unreliable

How useful is this source?

1 2 3 4 5 6 7 8 9 10

Give a reason why the source is useful

Give a reason why the source is not useful

Place Cards



Cut + Fold

Encourage lawyers to raise objections.
Encourage witnesses to use 'post its' / scraps of paper to communicate with their lawyers quietly during the trial.
Remind lawyers to end with 'no further questions'.
Remind witnesses and lawyers to pitch to the jury not the judge.
Let the trial flow whenever possible.

Judge



'Your Honour'



Remember to put your opinions about Haig to one side before the trial begins.
Give scores based only on what you see and hear during the trial.
Use post its / scrap paper to quietly communicate with other jury members during the trial.
Don't discuss the trial with witnesses or lawyers in our out of the courtroom.
Ensure the other jury members are focussed and listening carefully.
Take the jury out of the class / courtroom when deliberating the final verdict.
Leave a dramatic pause when reading out the final verdict!

Head Juror



Remember to put your opinions about child labour to one side before the trial begins.
Give scores based only on what you see and hear during the trial.
Use post its / scrap paper to quietly communicate with other jury members during the trial.
Don't discuss the trial with witnesses or lawyers in our out of the courtroom.
Ensure the other jury members are focussed and listening carefully.

Jury Member



Remember to put your opinions about child labour to one side before the trial begins.
Give scores based only on what you see and hear during the trial.
Use post its / scrap paper to quietly communicate with other jury members during the trial.
Don't discuss the trial with witnesses or lawyers in our out of the courtroom.
Ensure the other jury members are focussed and listening carefully.

Jury Member



Defence Lawyer



Remember to raise objections if opposing lawyers go off topic or 'harass' your witness.

Look for faults / lies with testimony of opposing witnesses.

Question errors during your cross-examination.

Keep questions reasonably short and simple.

Your main role during the debate round is to encourage others to speak out. Don't forget to end your questioning with the phrase 'no further questions'; Show any evidence provided by witnesses to the jury.

Defence Lawyer



Remember to raise objections if opposing lawyers go off topic or 'harass' your witness.

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Prosecution Lawyer



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Prosecution Lawyer



R. Blincoe

Child Worker



S. Goulding

Child Worker



R. Oastler

Reformer



M. Sadler

Reformer



R. Owen

Reformer



C. Thompson

Child Worker



J. Clynes

Child Worker



J. Smith

Overlooker



A. Smith

Factory Owner



S. Greg

Factory Owner



T. Salt

Factory Owner



R. Arkwright

Factory Owner



The Industrial Revolution

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, Source Analysis, Source Comparison and Evaluation.



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www.facebook.com/icHistorymember/

Puzzled About the Industrial Revolution?

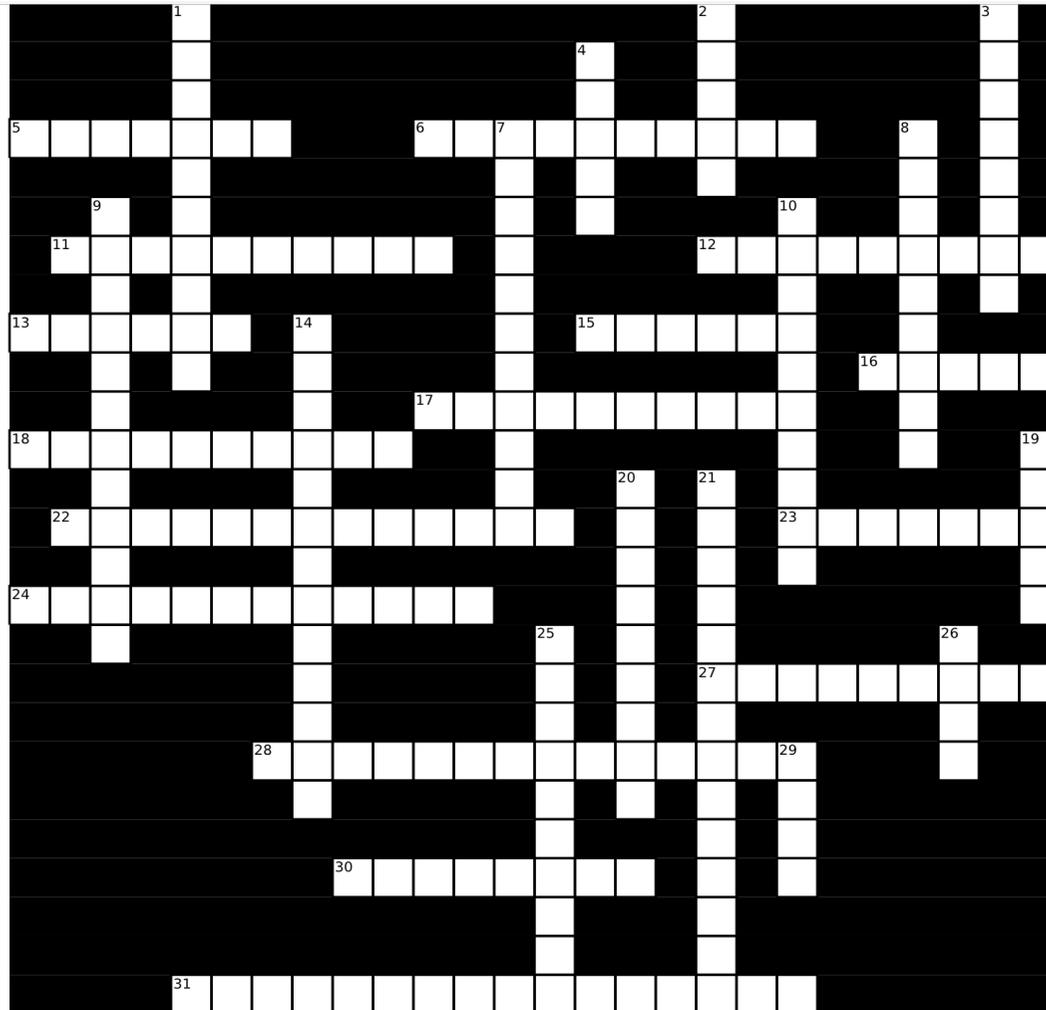
 **Task :** unit review and revision !

Across

- 5 A global cause of the Industrial Revolution.
- 6 Dirty.
- 11 A time of great change.
- 12 They cleaned under the machines.
- 13 They fixed broken thread in the mills.
- 15 The name of this famous train. (**A**)
- 16 A way to pay for roads.
- 17 Factory boss or supervisor.
- 18 A punishment for being late.
- 22 Led a report on factory reform . (**B**)
- 23 A dangerous killer. (**C**)
- 24 People who work for themselves.
- 27 A punishment used to keep kids working.
- 28 Wilbur and Orville.
- 30 What's this ? (**D**)
- 31 Linked Liverpool to Manchester.

Down

- 1 This guy. (**E**)
- 2 The opposite of rural.
- 3 B and E are examples of this.
- 4 Investors used this to help start the Ind Rev.
- 7 This type of lifestyle. (**F**)
- 8 Moving people or things from place to place.
- 9 The fight to break the tolls.
- 10 Laws to improve working conditions.
- 14 Help or support for poor people.
- 19 Henry Ford's favourite colour.
- 20 Built this (**G**) Better than H
- 21 Built this (**H**)
- 25 Works under and learns from another.
- 26 A factory the produces textiles.
- 29 A dirty , overcrowded, urban place .



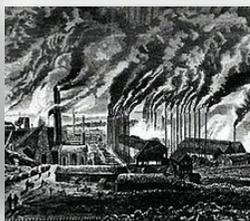
A



B



C



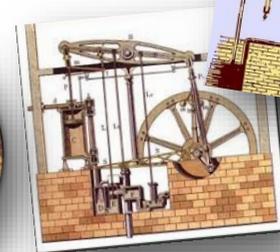
D



E



F



G



H

The Industrial Revolution

(Part 2 of 2)

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