

Senior History Curriculum + Methodology A
Assessment Task 3: History Lesson Plans (40%)
Jessica Anthony a1608587

Context

This sequence of lesson plans occurs at the start of a unit on the Industrial Revolution (1750-1914), a depth study as a part of the Year 9 Australian Curriculum. Students within this Year 9 class, at Loxton High School, are of a moderate to high ability level. There are several highly engaged and able students. For this reason, many of the activities provide the scope for students to extend themselves and apply their historical skills in different ways.

Overall aims and goals

The following lesson plans have the purpose of introducing Year 9 students to the Industrial Revolution, according to the criteria represented in the Australian Curriculum content descriptors. The lesson plans begin by examining the technological innovations and conditions that led to the Industrial Revolution in Britain, before specifically analysing key industries that experienced growth and progress between 1750 and 1914. Students will also be able to identify and discuss urbanisation, a mass population movement which is a key feature of the Industrial Revolution. The working life within industrial cities will then be examined and students will be encouraged to understand and empathise with the personal experiences of the revolution. The final lesson in the series begins to broaden the focus from Britain to its empire, and the global connections of the Industrial Revolution. In subsequent lessons, I would more closely examine these connections, as well as spending time specifically focussing on Australia and its experience of the Industrial Revolution.

Time management strategies

Clearly explain the learning objectives during the introductory section of the lesson, so that students know what they are working towards and can complete tasks more efficiently. The timed allocations listed will be followed as closely as possible. Any discrepancies in timing either way will be reflected upon after the class and subsequent lessons will be amended to include any key learning moments that were missed. A phone will be used in order to time the lesson and buzz quietly in my pocket when the plenary is due to occur, in order to ensure that the final learning moments do happen and the lesson is wrapped up effectively.

Lesson Plans

Lesson 1

<u>Unit Title:</u> Industrial Revolution (1750-1914)		<u>Grade Level:</u> Year 9
<u>Subject:</u> History		<u>Lesson Length:</u> 50 mins
<p><u>Knowledge Outcomes:</u></p> <ul style="list-style-type: none"> - The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017) - The short and long-term impacts of the Industrial Revolution including global changes in landscapes, transport and communication (ACDSEH082) 		
<p><u>Skill Outcomes:</u></p> <ul style="list-style-type: none"> - Use historical terms and concepts (ACHHS165) - Identify and locate relevant sources, using ICT and other methods (ACHHS168) - Identify the origin, purpose and context of primary and secondary sources (ACHHS169) - Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) 		
<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> - What was the Industrial Revolution? - What conditions or circumstances led to the Industrial Revolution? - How can I use sources that I find through research to learn about the Industrial Revolution? 		
Phase	Time	Activity
Starter	5 mins	<p>Introduce the topic of the Industrial Revolution. Explain its origin in Britain and that it gradually spread worldwide.</p> <p>Define Industrial Revolution as a class and add it to the glossary in the back of the book.</p> <p>Discuss how progress in industry, production and manufacturing in the 18th and 19th century may effect us today.</p>
Introduction	20 mins	<p>During this period we will answer the questions: What led to the Industrial Revolution? What conditions influenced the industrialisation of Britain?</p> <p>Students to conduct 10 minutes of individual online research and come up with five reasons for the Industrial Revolution in Britain. Each student lists one reason in front of the class, and then the class continues to add until all reasons are mentioned. As the reasons are discussed, create a Coggle mind map on the SMARTboard which will be distributed to the students following the lesson. Be sure to address all of the following: the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire.</p> <p>Add words in bold to glossary.</p>

Development	20 mins	Distribute scaffolded note-taking sheet for the video and discuss taking notes (Appendix 1). Watch the 'Why the Industrial Revolution Happened Here' video, which introduces the Industrial Revolution and suggests reasons for its origins in Britain. Watch until 9.15 of the video, and set the final ten minutes for homework.
Plenary	5 mins	After stopping the video, refer back to the Coggle mind map and identify any commonalities. Also acknowledge what the video has not mentioned yet. This is a relevant time for identifying the need for examining various sources rather than just relying upon one. Set homework. Take any questions about the lesson or for homework.

Extra time/ Back up plan:

- If ICT is unavailable, use the library for research and create a mind map on the whiteboard that can be photographed. To make up for the video activity, complete the extra time activity listed below.
- Extra time: Choose one of the resources used in the research section of the class and scaffold the students in evaluating a source. Discuss classification (primary or secondary as well as type of source ie. video, poster, etc.), reliability, influence, etc.. Students will then have the opportunity to write dot points or a paragraph evaluating their own source.

Homework:

Watch the rest of the YouTube video (link will be emailed to students) and complete the note-taking sheet. Hand the note-taking sheet up at the beginning of the following lesson.

Teaching Strategies:

The continual creation of a glossary is a strategy we have been using across the subject. Each time we run into a key word, term, phrase or concept that is deemed necessary to know for future learning, it is discussed as a class, a definition is located and written in the back of the book to ensure whole class clarity.

Requiring individuals to conduct research that contributes to overall classroom knowledge.

Using the video as a teaching resource that varies the delivery of the lesson.

Requiring students to take notes, ensuring attention.

Differentiation:

During the research aspect of the lesson, higher ability students should be required to find resources that are not from Wikipedia or like websites. Instead, challenge them to find primary sources.

During the watching of the video and the note-taking, there is a section for students to critically evaluate what they are learning and want to learn during the unit. This encourages students to push their learning further, while scaffolding lower and middle ability students with accomplishing basic note-taking skills.

Resources:

- Coggle and SMARTboard
- whiteboard and whiteboard markers
- ICT access or library
- scaffolded note-taking sheet (Appendix 1)
- YouTube link set up (<https://www.youtube.com/watch?v=9VKhAei5DCE>)

Lesson 2

<u>Unit Title:</u> Industrial Revolution (1750-1914)	<u>Grade Level:</u> Year 9	
<u>Subject:</u> History	<u>Lesson Length:</u> 50 mins	
<u>Knowledge Outcomes:</u> <ul style="list-style-type: none">- The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017)- The short and long-term impacts of the Industrial Revolution including global changes in landscapes, transport and communication (ACDSEH082)		
<u>Skill Outcomes:</u> <ul style="list-style-type: none">- Use historical terms and concepts (ACHHS165)- Identify and select different kinds of questions about the past to form historical inquiry (ACHHS166)- Identify and locate relevant sources, using ICT and other methods (ACHHS168)- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)- Develop texts, particularly descriptions and discussions, that use evidence from a range of sources that are referenced (ACHHS174)		
<u>Key Questions:</u> <ul style="list-style-type: none">- What were the key industries involved in the Industrial Revolution?- How did the developments in these industries further develop other industries?- What was the effect of these industries for the population?		
Phase	Time	Activity
Starter	5 min	<p>Before class, write the key inquiry questions (listed below) that the students will be answering on the board.</p> <p>Introduce the activity for the day and allocate groups as well as role cards (Appendix 2). Each group will be responsible for researching a key industry. They will present their findings to the class for no longer than 3 minutes and create a fact sheet to distribute to the rest of the students online.</p>

Introduction	25 min	<p>Once students are seated in groups and have allocated roles according to the role cards, they may begin researching according to these key inquiry questions concerning one of the industries (textiles - cotton, coal, steam, transport):</p> <ul style="list-style-type: none"> - identify the industry, product and its usefulness - provide an image and explanation of how the product/machinery/etc. of that industry works - who were the main inventors or developers of the industry? - evaluate its effect on the population (who would have wanted to buy the product, what would they have used it for, how popular was it) - consider how the developments in this industry impacted other industries <p>When students are creating fact sheets, they must include links to all resources.</p>
Development	15 min	<p>Students are to share their findings and hand up a fact sheet to the teacher. Encourage students to ask questions after each presentations.</p>
Plenary	5 min	<p>On the board, draw a representation of each industry. Ask students to come up and draw a link between the industries that influenced or spurred developments in another, and discuss how this occurred.</p>

Extra time/ Back up plan:

- If there is no access to ICT, students are to conduct research in the library or with textbooks and create fact sheets which can be photocopied and distributed.
- If there is extra time, students may play this relevant interactive ICT game: http://www.bbc.co.uk/history/british/victorians/launch_gms_cotton_millionaire.shtml

Teaching Strategies:

Research-based group work is used in order to foster team building and share research skills and resources. The diagram on the board at the end provides a visual representation of the links discussed during class.

Differentiation:

The different roles allocated for the group work enables students to either sit within their comfort zones or try something new. Having roles requires that all students participate in the activity, regardless of the ability level. High achieving students have the opportunity to consider a new role and challenge themselves.

Resources:

- ICT resources for research
- or library and textbook access
- whiteboard
- whiteboard markers
- role cards

Lesson 3

<u>Unit Title:</u> Industrial Revolution (1750-1914)		<u>Grade Level:</u> Year 9
<u>Subject:</u> History		<u>Lesson Length:</u> 50 mins
<u>Knowledge Outcomes:</u> <ul style="list-style-type: none"> - The population movements and changing settlement patterns during this period (ACDSEH080) - The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017) 		
<u>Skill Outcomes:</u> <ul style="list-style-type: none"> - Use historical terms and concepts (ACHHS165) - Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) - Identify and locate relevant sources, using ICT and other methods (ACHHS168) - Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) - Develop texts, particularly descriptions and discussions, that use evidence from a range of sources that are referenced (ACHHS174) 		
<u>Key Questions:</u> <ul style="list-style-type: none"> - What caused urbanisation during the Industrial Revolution? - How did population movements and changing settlement patterns evolve? 		
Phase	Time	Activity
Starter	5 min	<p><i>This lesson follows a teaching strategy that follows inquiry based learning. Details at base of Lesson Plan.</i></p> <p>Ask a question to <u>engage</u> and <u>'tune in'</u> students. "Why do people live in cities?" Students spend two minutes jotting down a response so that everyone has something contributed. Take several answers.</p>
Introduction	25 min	<p>Examine and <u>hypothesise</u>. Provide students with resources: summary of Agricultural Revolution (Appendix 3) and British population figures resource (Appendix 4). Direct students to use the evidence and develop some hypotheses to answer: "What are some of the reasons that people living during the Industrial Revolution may have moved to emerging cities?" Students must produce three hypotheses that include: briefly, a description of the individual, their prior living/working situation, how this has changed, why they are moving to the city.</p> <p>Students share their best hypothesis. List common factors on the board.</p>

Development	10 min	<p>Students have consolidated a <u>structure for inquiry</u> and have begun the process. The key inquiry questions are (and can be listed on the board): What was agricultural life like? Why did population figures and settlement patterns change so dramatically? What was the drawcard of life in industrial centres? What was life like in these new industrial cities? (The last question will be answered in the following lesson.)</p> <p>View this video (http://study.com/academy/lesson/migration-from-rural-to-urban-settings-in-europe-and-the-us-history-and-effects.html) until 3 minute mark in order to <u>critically examine (secondary evidence)</u>. Students are to take notes in order to answer the above questions.</p>
Plenary	10 min	<p>Students are to <u>reach a conclusion</u> by discussing their notes in answer to the inquiry questions with their neighbour in pairs.</p> <p>Discuss any key questions or conclusions from students.</p> <p>As a conclusion to the lesson, in order to <u>reflect and apply</u>, identify a definition for urbanisation and add to the glossary in back of book.</p>

Extra time/ Back up plan:

- If extra time, continue to reflect upon and apply the conclusions reached by constructing a role play. Students are to act as the farmers, workers, employers in industrial centres. Use different areas of the classroom as different cities or rural areas in Britain. Using the hypotheses developed earlier in the lesson, and using the consolidated knowledge, act out various migrations.
- If ICT failure, spend more time discussing the hypotheses and forming the students' knowledge on the subject. Then, use the extra time plan to fill in the rest of the lesson and further consolidate what has been learnt.

Teaching Strategies: This inquiry based lesson plan is adopted from the following resource: http://www.htav.asn.au/sitebuilder/teachers/knowledge/asset/files/80/historyinquiry-learningstrategies_darnold.ppt. It structures the lesson in such a way that the learning can be identified and measured in progressive stages, a motivator for the student.

Differentiation:

Individual task work enables students to work at their own level and to input as much detail as they would like, particularly in the hypothesis task. Students with low ability level are still able to complete the task easily with the content readily provided.

Resources:

- Agricultural Revolution summary sheet
- population figures sheet
- white board and white board markers
- YouTube video link established

Lesson 4

<u>Unit Title:</u> Industrial Revolution (1750-1914)	<u>Grade Level:</u> Year 9	
<u>Subject:</u> History	<u>Lesson Length:</u> 50 mins	
<u>Knowledge Outcomes:</u> <ul style="list-style-type: none">- The population movements and changing settlement patterns during this period (ACDSEH080)- The experiences of men, women and children during the Industrial Revolution and their changing way of life (ACDSEH081)		
<u>Skill Outcomes:</u> <ul style="list-style-type: none">- Use historical terms and concepts (ACHHS165)- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)- Identify and analyse the perspectives of people from the past (ACHHS171)- Develop texts, particularly descriptions and discussions, that use evidence from a range of sources that are referenced (ACHHS174)		
<u>Key Questions:</u> <ul style="list-style-type: none">- What was it like to live during the Industrial Revolution?- What did social structures look like?- What changed socially during the Industrial Revolution?- What was working life like?		
Phase	Time	Activity
Starter	5 min	Introduce the task for the day and show students to the directed activities that need to be completed throughout the course of the lesson.

Introduction & Development	40 min	<p>The following tasks are listed on a document on the SMARTboard for students to use as a reference point. It will also be emailed to students so they have easy access to the links provided.</p> <p>Urbanisation + the quality of working life</p> <ul style="list-style-type: none"> - Watch this video 'Urban Slums' (https://www.youtube.com/watch?v=SrrXUN7S_Ys) - Write dot points about anything you think is important. - Write a paragraph from the perspective of a child living and working in the city during the Industrial Revolution. <p>Class Systems</p> <ul style="list-style-type: none"> - Consider the printed PowerPoint resource (Appendix 5). - Create a hierarchical flowchart describing the emerging classes. - Use a brief description for each hierarchy. - Extension: Find an image to pair with each class and add to hierarchy. <p>Labour Laws</p> <ul style="list-style-type: none"> - Visit this link: http://www.nationalarchives.gov.uk/education/resources/1833-factory-act/. (Printed version in Appendix 6) - Read the information at the top of the page. - Complete question 2. - Extension: complete questions 1, 3 and 4. <p>Extension: Read William Blake's 'London' (http://www.poetryfoundation.org/poem/172929) - printed version in Appendix 7.</p> <p>Write a paragraph in response to the poem.</p> <p>Consider questions such as: What does the poem tell you about the effect of industrialisation? Which other historical events are referenced? Who is mentioned? What kind of emotions are evoked? What effect did the poem have on you?</p>
Plenary	5 min	As students are completing tasks, circulate in order to assist and answer any questions. Identify any key questions at the conclusion of the lesson.
<u>Homework:</u> Complete the tasks for homework. Email any questions to the teacher.		

Extra time/ Back up plan:

- If ICT failure, have all of the resources (except for the video) printed and available for students.
- If in need of extra activities, the extension activities can be completed by all students. Students who have completed the extensions activities can assist their peers. If still in need of a further activity, discuss William Blake's 'London' as a class, before considering Dicken's description of Coketown in *Hard Times*: http://www.pagebypagebooks.com/Charles_Dickens/Hard_Times/Book_The_First_Sowing_Chapter_V_The_Keynote_p1.html. Consider the role of contemporary literature in understanding history.

Teaching Strategies:

Scaffolded individual work which starts by revising previously learnt information before moving on to new information, building knowledge. Various types of resources are used, including primary sources, PowerPoint presentations and documentary footage.

Differentiation:

This lesson directs students to complete a 'work pack' individually in order to gain knowledge of life during the Industrial Revolution. This diagnoses how well students work individually ahead of project-based work in order to prepare scaffolding, allows for differentiation as students move at their own pace and higher ability students are also able to complete extension works, while lower ability students are still able to gain comprehensive knowledge.

Resources:

- document to place on SMARTboard and email to students
- links to all resources checked
- PowerPoint resource printed and copied
- print all resources in case of ICT failure

Lesson 5

<u>Unit Title:</u> Industrial Revolution (1750-1914)		<u>Grade Level:</u> Year 9
<u>Subject:</u> History		<u>Lesson Length:</u> 50 mins
<u>Knowledge Outcomes:</u> <ul style="list-style-type: none"> - The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017) - The short and long-term impacts of the Industrial Revolution including global changes in landscapes, transport and communication (ACDSEH082) 		
<u>Skill Outcomes:</u> <ul style="list-style-type: none"> - Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) - Use historical terms and concepts (ACHHS165) - Identify and locate relevant sources, using ICT and other methods (ACHHS 168) - Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) - Identify and analyse different historical interpretations (including their own) (ACHHS173) - Develop texts, particularly descriptions and discussions, that use evidence from a range of sources that are referenced (ACHHS174) 		
<u>Key Questions:</u> <ul style="list-style-type: none"> - How did the Industrial Revolution progress? - How did Britain interact industrially on a global scale? - What were the raw materials imported and exported during this period? 		
Phase	Time	Activity
Starter	5 min	Identify a shift in progress as we start to (very gradually) broaden perspective from Britain as a focus and consider its global interactions during the Industrial Revolution. Introduce the task for the day. Create four groups and allocate a year for each group (1750, 1800, 1850, 1900).
Introduction	15 min	The tasks to be completed: <ul style="list-style-type: none"> - Find a map that shows the extent of the British Empire for the given year and shade this onto an A3 or larger copy of a world map. - Identify imports and exports made during this period and draw arrows as to where they were coming and going from. Also write and/or draw the product onto the map.
Development	20 min	Then, individually, each member of the group will then select a different raw material and conduct research on it using ICT resources, text book or library as to how it is produced, transported, and used in the economy. Create a fact sheet with visuals to be printed or hand written and drawn.

Plenary	10 min	<p>The maps are then placed in a timeline on the wall, with the relevant 'raw materials fact sheets' surrounding them, creating a reference point for students.</p> <p>As a plenary, the class discusses and identifies any changes across the time period and considers some of the influential raw materials.</p>
---------	--------	---

Extra time/ Back up plan:

- If extra time, consider the notion of a **globalisation** (word for glossary), a concept that is not fully in play, but gradually evolves into the 20th century. Discuss whether this is a long-term impact of the Industrial Revolution.
- If ICT failure, use the library to find resources to create map and hand write and draw visual fact sheets.

Teaching Strategies:

Group work before splitting into individual tasks assists students with taking responsibility within groups but also interacting with others in their learning.

Differentiation:

Students are able to share information with each other in a group setting, sharing different approaches and mixing ability levels. The following individual task enables students to work at their own pace. Higher ability students are able to complete work to a higher standard and extend their knowledge base. Lower ability students are able to learn from their peers during the group setting, and bring that into their work. The simplicity of the task ensures success whilst still providing the space for students to be creative and extend themselves.

Resources:

- world map A3s
- extra coloured pencils
- access to computers/ICT resources
- library access as a back-up

Appendix 1

Watch this 'Why the Industrial Revolution Happened Here' video and take notes below.

<https://www.youtube.com/watch?v=9VKhAei5DCE>

1. Where did the Industrial Revolution start?

2. What was the main source of energy until the Industrial Revolution?

3. What was the new source of energy?

4. Why did the coal mines flood?

5. How was the problem of flooding mines solved?

6. Who was James Watt?

7. What is one reason for Britain being the origin of the Industrial Revolution?

8. What changed Britain's landscape?

9. How were the lives of workers transformed by factories?

10. How did Birmingham change between 1700-1800?

11. Who was the entrepreneur 'above all others'?

12. What did he make?

13. Whose patronage did he seek?

14. Who was he appealing to?

15. What problem did consumer demand create?

16. Why was transport difficult?

17. How did this change?

18. How much did the length of the turnpike roads increase by from 1706 to 1776?

19. What effect did this have?

20. What were the 'motorways of the eighteenth century'?

21. How did they build the Trent and Mersey canal?

22. When did it open?

23. What did the canals achieve?

For further consideration...

Key facts:

Key words:

What I found interesting...

What I want to learn more about:

Answers

1. Where did the Industrial Revolution start?

Britain

2. What was the main source of energy until the Industrial Revolution?

Wood

3. What was the new source of energy?

Coal

4. Why did the coal mines flood?

Digging deeper

5. How was the problem of flooding mines solved?

Thomas Newcomen, 1712 - designed an engine which could harness the power of coal and steam and drive a water pump - steam engine

6. Who was James Watt?

Redesigned the steam engine to make it more efficient.

7. What is one reason for Britain being the origin of the Industrial Revolution?

Intellectual climate - discoveries and inventions being made, no censorship by church, political liberty

8. What changed Britain's landscape?

Factories

9. How were the lives of workers transformed by factories?

Assembly lines, all ages and genders working.

10. How did Birmingham change between 1700-1800?

Population from town of 7,000 people to city 9x size, third biggest in kingdom

11. Who was the entrepreneur 'above all others'?

Josiah Wedgwood, who understood consumer demand and culture

12. What did he make?

Crockery/ceramics, spurred on what we now refer to as advertising and marketing

13. Whose patronage did he seek?

The queen's

14. Who was he appealing to?

Upper class and social aspirations of middle classes

15. What problem did consumer demand create?

Transport

16. Why was transport difficult?

Poor road system, parishes were responsible for highway maintenance

17. How did this change?

1706 - parliament passed law, allowed local businessmen to build roads and charge toll for use

18. How much did the length of the turnpike roads increase by from 1706 to 1776?

300 miles to 15,000 miles

19. What effect did this have?

Increased movement of goods and ideas around the country, reduced journey times, stimulate the economy, helped drive Industrial Revolution forward

20. What were the 'motorways of the eighteenth century'?

Canals

21. How did they build the Trent and Mersey canal?

By hand - picks, shovels, blasting power

Lying on backs on boards in the boats

22. When did it open?

1777

23. What did the canals achieve?

Transformed the profitability of producing goods

Appendix 2

Group Role Cards

Explain that the role that is allocated or chosen is the area in which you take leadership in. By taking leadership in one aspect or stage of the group work, students are able to learn how to delegate, organise and work as a team. They are also able to establish a sense of identity within the group, important for this age group according to Erikson's theory.

For groups with more members, simply duplicate a card for the whichever task requires the most amount of work.

Researcher

- understands what needs to be researched
- assigns research tasks to other group members
- conducts research and makes notes about
- the information discovered



Producer

- brings the research together
- assembles the research into a presentation (oral)
- assigns writing/producing tasks
- to other group members



Creator

- understands the research
- creates a fact sheet that summarises the presentation
- talks to the researcher, producer and presenter about making sure it is consistent with what they've learned
- uses visuals to accompany the fact sheet



Presenter

- understands the research
- understands the purpose of what has been produced
- reads and practices the presentation
- asks for assistance and feedback with presentation
- presents information to the class



Appendix 4

British population figures

In the 1740s there was population growth due to the abundance of food.

By 1800, over half of Britons were under the age of twenty-five.

England's population more than doubled from 8.3 million in 1801 to 16.8 million in 1850. By 1901 it had nearly doubled again to 30.5 million.

In the 1800s Britain's population doubled every 50 years while Europe's increased from approximately 100 million in 1700 to 400 million by 1900.

In 1840, almost 60% of working class children in Manchester died before the age of five.

There was mass migration to urban centres:

- Manchester grew from 25,000 people in 1772 to 303,000 by 1850
- Liverpool grew from 80,000 to 397,000 in the first half of the nineteenth century
- In 1800, 80% of Britons lived in rural areas: 100 years later 75% lived in towns and cities (1 in 5 of these in London).

Reference: Clive Ponting, *World History: A New Perspective* (Pimlico, 2001)

Based on resource by AC History Units, developed by the History Teachers' Association of Australia, http://www.achistoryunits.edu.au/verve/_resources/htaa_year_9_ind_rev_british_population_figures.pdf

Appendix 5

PowerPoint: Changes in Social Class During the Industrial Revolution

Changes in Social Class During the Industrial Revolution



Background

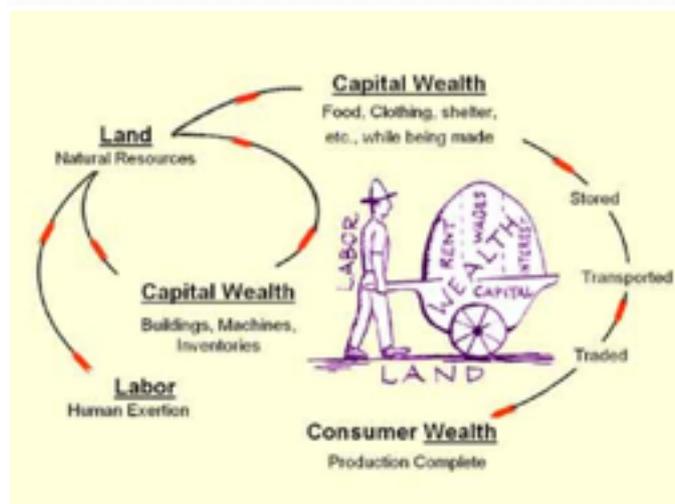
- The population explosion along with the process of urbanization would lead to social class tensions.
- The factory system was based on wage labor which would be a key factor in industrial capitalism.
- Two distinct social classes would be created during the I.R. (industrial middle class and industrial working class)

Industrial Capitalism

- An economic system based on manufacturing.
- New social classes emerged known as the
- Industrial Middle Class** who built factories, bought machines and organized trade and markets.
- Industrial Working Class** who worked in mills, factories and mines for 12-16 hours a day six days a week with almost no breaks. Their work was dangerous and low paying. Women and children were paid far less than men.

The New Middle Class

- Transformed the social structure by competing in wealth and power with the old land owning aristocracy.
- This new industrial middle class became very wealthy by managing and controlling the **means of production**.
- The middle class would grow throughout the 1800's and would include both an **upper** middle class and a **lower** middle class.



Upper Middle Class

- Factory / mine owners, managers, high level government employees, doctors, lawyers, engineers, shop owners and other successful entrepreneurs.



Lower Middle Class

- Factory overseers and skilled workers such as toolmakers, draftsmen, printers, government employees, and other jobs that required some skill and or education.



The Working Class

- Wage laborers such as factory workers, miners, low level employees at shops and stores.
- Usually paid by the hour or by the day. Lack of job security, low pay, and bad working conditions.
- Women and children primarily worked in the textile and mining industries and were paid about half of what men were for the same job.

Legal Progress

- Because of the high death rate and terrible working conditions for women and children two laws were passed.
- 1833 Factory Act: Set minimum age to work at 9 and children under 18 could not work more than 12 hours a day.
- 1844 Excessive Work Act: Outlawed longer than 12 hour days for women.



Resource from San Diego Unified School District, <http://www.sandi.net/site/default.aspx?PageID=1>, direct link: <https://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CCQQFjAB&url=http%3A%2F%2Fwww.sandi.net%2Fcms%2Flib%2FCA01001235%2FCentricity%2FDomain%2F8042%2FChanges%2520in%2520Social%2520Class%2520During%2520the%2520Industrial%2520Revolution.pptx&ei=X6Y9Vb3JL6T3mQWs44CQAg&usg=AFQjCNGwXcEG4ClcHTCtAzXCopWSy786zA&sig2=GmUaZRW9pJO848dNiEEduq&bvm=bv.91665533,d.dGY>

Appendix 6
Labour Laws - 1833 Factory Act



The National Archives

Education Service



1833 Factory Act

Did it solve the problems of children in factories?

This resource was produced using documents from the collections of The National Archives. It can be freely modified and reproduced for use in the classroom only.

Appendix 7

William Blake's 'London'

I wander thro' each charter'd street,
Near where the charter'd Thames does flow.
And mark in every face I meet
Marks of weakness, marks of woe.

In every cry of every Man,
In every Infants cry of fear,
In every voice: in every ban,
The mind-forg'd manacles I hear

How the Chimney-sweepers cry
Every blackning Church appalls,
And the hapless Soldiers sigh
Runs in blood down Palace walls

But most thro' midnight streets I hear
How the youthful Harlots curse
Blasts the new-born Infants tear
And blights with plagues the Marriage hearse.