

## Unit 11 Industrial changes: action and reaction

### About the unit

This unit provides the opportunity for pupils to explore the main changes of the eighteenth and nineteenth centuries through a study of agriculture, industry or transport (depending on local circumstances) where they will be enabled to set local patterns in the context of national changes. Pupils will then examine the reactions to some of the changes. The unit demonstrates one way in which the requirement to include the local area in the study of Britain 1750–1900 can be met.

This unit is expected to take 8–11 hours. There is scope to adjust some of the teaching activities to take account of time constraints in different schools.

### Where the unit fits in

This unit is one of three addressing Britain in the nineteenth century. The others are unit 12 'Middle-class life 1900' and unit 14 'The British Empire'. It is suggested that these three units are taken consecutively. This unit links with unit 9C 'Personal places, public places' in the art and design scheme of work which involves exploring the local area.

### Expectations

#### At the end of this unit

**most pupils will:** extract information from maps of different dates and describe changes in local industry, agriculture or transport 1750–1850; compare these local changes with the national pattern; conduct an in-depth investigation into how a particular local industry changed during the period; describe how people reacted to the changes; consider a range of sources from about 1850 and make judgements about how far the country had changed

**some pupils will not have made so much progress and will:** use at least two local maps of different periods to identify some changes in work in the local area 1750–1850; describe some of the changes in the locality; identify some of the ways in which people were affected by these changes; suggest reasons why some people were violently opposed to the way jobs changed 1750–1850; make some links between local changes and developments at national level

**some pupils will have progressed further and will:** analyse relationships between local changes in industry, agriculture and transport with the national scene, identifying the similarities and differences in the pace of change; analyse people's motives in opposing the changes and account for the variety of responses; explain the different forms of protest that took place and evaluate how effective they were; evaluate how far Britain was industrialised by 1850

### Prior learning

It is helpful if pupils have:

- awareness of the need for changes in agriculture, industry and transport
- some knowledge of their local area
- used and evaluated a range of historical sources as part of an investigation into aspects of the past

### Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- industrial, agrarian and transport change, *eg open fields, balks, rotation, enclosure, selective breeding, parliamentary commissioners, common land, textiles, factories, spinning, weaving, out-workers, water-power, steam-power, hand-loom weavers, clothier, mill, mining, smelting, puddling, rolling, ironmaster, ventilation, packhorses, stagecoaches, navvies, tolls, turnpike trusts, surveyor, tarmacadam, street directory, census*

Speaking and listening – through the activities pupils could:

- describe and evaluate how the work was undertaken and what led to the conclusions
- discuss and respond to initial ideas and information, carry out the task and then review and refine ideas

Reading – through the activities pupils could:

- select relevant information and link to other information from a range of sources
- undertake independent research using knowledge of how texts, databases, etc are organised and of appropriate reading strategies

Writing – through the activities pupils could:

- organise facts/ideas/information in an appropriate sequence

### Resources

Resources include:

- eighteenth- and nineteenth-century maps of the village/town/city in which the school is situated
- nineteenth-century census returns, street directories and any local material relating to changing occupations
- CD-ROMs, *eg Britain 1750–1900 (British Library)*
- websites, *eg Spartacus Internet Encyclopaedia of British History 1700–1920 – [www.spartacus.schoolnet.co.uk/industry.html](http://www.spartacus.schoolnet.co.uk/industry.html)*

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## Out-of-school learning

Pupils could visit an industrial or agricultural museum, local graveyard or site exemplifying local industrial changes.

Examples of museums include Ironbridge Gorge Museums, Beamish, the Black Country Museum. Organisations such as English Heritage, and local tourist boards can provide useful advice as to which sites could be suitable.

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## Future learning

Pupils' knowledge and understanding of industrial developments in Britain provides a basis for understanding aspects of unit 12 'Middle-class life 1900' and unit 14 'The British Empire'. Issues to do with human rights and protest are developed in unit 16 'The franchise'. Pupils have opportunities to build on evidential skills when carrying out investigations in unit 12 'Middle-class life 1900'.

### What industrial changes happened in the locality around the school?

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| <ul style="list-style-type: none"> <li>• to use local maps to identify changes in industrial growth and development</li> <li>• to extract information from local maps and present this as a flow-chart to show one aspect of local change over time</li> <li>• to identify the main features of local industrial changes</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce to the whole class a nineteenth-century map of the village/the town/the city in which the school is situated. Pupils locate, as appropriate, the site of the school, their own homes, shops, etc. Hold a class discussion of what has changed, then and now, and what has stayed the same.</li> <li>• Extend the activity to include a series of local maps, from the eighteenth to the early twentieth century. Focus on transport, agriculture and factories. Pupils identify, as appropriate to the locality, when and how the field pattern changed; when the canal and the railway line first appeared; when and where factories were built, etc.</li> <li>• In groups, ask pupils to create a flow chart of local changes over time, showing links between the different industrial changes. The level of difficulty of this activity will vary from locality to locality, according to the maps available and the complexity of the changes. This may need to be broken down into a series of associated activities (one group, for example, focusing on roads, and another on railways, etc) or it may need to be taken as a whole-class activity.</li> </ul> | <ul style="list-style-type: none"> <li>• use maps to identify differences and similarities over time in the local area</li> <li>• use a sequence of maps to demonstrate change over time</li> <li>• extrapolate and evaluate information from maps and present it in a different form</li> </ul> | <ul style="list-style-type: none"> <li>• The local history section of a central library or the local record office will have maps and other local resources. Many will have made them up into packs.</li> <li>• Local archivists can also help with resources. They will usually work in the local record office.</li> <li>• Maps and other local source material will be available on the internet for some areas.</li> <li>• Links can be made to work in art and design by suggesting to pupils that maps are only one way of showing change. <i>How would paintings/drawings/photographs show change? How would the view change if you stood in the same place on different maps?</i> Pupils could draw or write down these changes, eg <i>A person standing on Nower Hill in 1780 would see ... In 1830 he or she would see ...</i></li> <li>• ICT: pupils could work together to create a multimedia presentation or website to provide an interactive guide for visitors to their town. The guide should focus on the most significant changes experienced in the village, town, etc over the past two centuries. Pupils could use a range of resources, eg <i>local maps, sketch plans, digital images, video clips, oral reminiscence</i>. The design of the presentation or website will reflect pupils' interpretation of the local changes and will be a substitute for the flow chart. The presentation can be sent or made available via the internet to 'partner' schools in other parts of the UK and the world.</li> </ul> |
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Pupils should learn:

Pupils:

### Local industry: what happened?

- about the development and significance of a local industry
- to interrogate local source material in order to answer a specific question
- to plan and to carry through a group presentation of findings
- to make comparisons between local industry and the national context
- Linking back to the flow charts, introduce the local industry on which the class is to focus. This could be connected to transport, agriculture or a local production industry.
- The local study should take the form of an investigation, and should be constructed so as to answer a question or test a hypothesis. Examples of the sorts of questions that could be asked of a locality include:
  - *What was it like to work in the lead mine?*
  - *What effect did enclosing the fields have on the farm workers?*
  - *What was the importance of the local canal?*
 These 'big' questions should be broken down into 'little' questions which themselves contribute to an overall answer. Ways in which the 'big' question can be broken down into 'little' questions will vary according to local conditions and the availability of source material.
- Ask pupils to work in groups, with each group trying to find an answer to one 'little' question, using appropriate source material.
- Ask groups to plan how to present their findings, and ask representatives from each group to meet together in new pupil groups to decide how the overall answer to the 'big' question can be presented.
- Pupils present overall findings as a group display or individual structured writing.

#### *The national picture: what happened?*

- Using textbooks where appropriate, put the local study into the national context. While focusing on the particular industry which pupils have studied locally, links can be made with developments in other industries and in transport.
- Lead a whole-class discussion on the similarities and differences between the local and the national picture.

- identify, evaluate and use sources of information
- use sources of evidence to reach a supported conclusion
- show some independence in following lines of investigation, asking questions and using source material to provide some answers
- select, organise and present group findings in a structured way
- Material to support local studies is increasingly available from local museums, record offices, libraries and the internet. Appropriate source material would include maps and plans, prints, photographs, trade directories, gazetteers, local newspapers, advertisements, posters, business and company records, letters, diaries, written accounts of workers' reminiscences and general memorabilia.
- Where possible, a class site visit should be made to an appropriate locality. This should focus on data collection to provide answers to specific questions and to support the general investigation.
- Depending on the complexity of the local study and the detail taught about the national context, pupils may need some help in structuring the extended writing task.
- It would be possible to run the local and national material together in tandem.
- Language for learning: pupils will synthesise information from different sources, consider the usefulness of different texts and organise facts and ideas into an appropriate sequence.
- ICT: e-mail links could be made with other schools working on local studies. Information, *eg census, directory data*, could be exchanged by attachment and video conferencing. Local experiences can be compared as a national picture is built up.
- Key skills: These activities will provide opportunities for pupils to demonstrate evidence of problem solving and working with others.

### Did everyone agree with the industrial changes?

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| <ul style="list-style-type: none"> <li>• to undertake small-scale independent research on the Luddite, Swing or Rebecca riots</li> <li>• about the opportunities for ordinary people to protest</li> <li>• to formulate questions on a historical topic which deals with motivation</li> <li>• the likely responses of different social groups to change</li> <li>• to present supported judgements orally</li> </ul> | <ul style="list-style-type: none"> <li>• Explain that many people felt threatened by industrial change, particularly when it seemed to affect their jobs or their income or both. Introduce the protest movements associated with Ned Ludd, Captain Swing and Rebecca.</li> <li>• Ask pupils to investigate either Ned Ludd, Captain Swing or Rebecca and to ask appropriate questions, such as: <i>What happened? When? Where? Why?</i> Ask pupils to compile, either individually or in groups, a grid to show the outcome of their researches. They discuss similarities and differences.</li> <li>• Introduce pupils to protest songs – current/contemporary back to examples of Luddite songs. Ask pupils to write a protest song appropriate to the supporters of Ludd, Captain Swing or Rebecca.</li> <li>• Lead a class discussion on the methods and techniques of protest open to ordinary people. <i>What alternatives to violence were open to them? What was the attitude of the authorities? Why were the sentences passed on the rioters so harsh? Why were the leaders anonymous?</i></li> <li>• Use mini-case studies of individuals, eg a Nottinghamshire framework knitter, an Essex labourer, a Pembrokeshire farmer. Ask pupils, in groups, to work out the pros and cons of 'their' individual joining Ludd, Captain Swing or Rebecca. Ask pupils to write down the advice (with reasons) they would give 'their' various individuals. Each group presents their decisions to the class and, after discussion, a consensus is reached.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate independence in following a line of investigation</li> <li>• research texts using knowledge of how texts are organised</li> <li>• explain the likely diversity of response to change among different social groups as part of a series of class presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Links can be made with unit 16 'The franchise', which also provides further opportunities to consider protest movements.</li> <li>• Citizenship: links can be made to the electoral system and the importance of voting.</li> <li>• Luddite protest songs were common and can frequently be found in local archives. Links can be made with music, and genuine Luddite song(s) can be played/sung as a stimulus.</li> <li>• The role cards should contain as much accurate information as possible. If actual individuals cannot be identified, the information on the role cards about wages, living conditions, size of family, prospects, etc should relate as directly as possible to the individual's occupation. Remember to include women as appropriate.</li> <li>• Language for learning: pupils undertake research, using knowledge of how texts are organised and appropriate reading strategies. Pupils discuss and respond to initial ideas and information, carry out an investigation and then review and refine their ideas. The final activity provides opportunities for pupils to describe and evaluate how their mini case studies were undertaken and what led to their conclusions.</li> </ul> |
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### How industrialised was Britain by 1850?

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| <ul style="list-style-type: none"> <li>• that by 1850 some areas of the country were heavily industrialised and others were not</li> <li>• that the rate and nature of change in the three industries of transport, agriculture and production differed</li> <li>• to carry out investigations based on a range of sources, to hypothesise and reach and test conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Link back with work on protest against changes, and ask whether they were, in the long term, successful. Remind pupils of the local industry they studied and ask them whether protest affected this industry and whether their local study could help to answer the question <i>'How far was Britain industrialised by 1850?'</i></li> <li>• If appropriate, ask pupils to return to their local study and look at the situation in 1850. This may have already been done in part, and will need teasing out and highlighting. A new focus could be given by considering housing, town and street plans, census data and street directories.</li> <li>• Move to the national scene, and consider a range of images of Britain in 1850. These should include source material (written and pictorial) relating to transport, <i>eg cobbled streets, decline of canals, railways</i>; agriculture, <i>eg enclosed field systems, mechanisation</i>; and production, <i>eg smoking chimneys, factory workers, back-to-back houses</i>, and should include material relating to areas that experienced very little change, <i>eg Fens, rural market towns</i>.</li> <li>• Ask pupils to brainstorm each area (transport, agriculture and production) and produce their own hypotheses/conclusions from the given material. Individually, or in groups, ask pupils to use textbooks (and the library if appropriate) to confirm, or otherwise, the conclusions/hypotheses they have drawn.</li> <li>• Ask pupils to group the source material under the three headings on the classroom walls or screens, and underneath present the pupils' conclusions as to how sufficiently these represent transport, agriculture and production in 1850. These could be written as <i>'At first we decided these sources showed that ... . Then we found out that ...'</i>.</li> <li>• Ask pupils to undertake a summative activity for each area (transport, agriculture and production) to answer the original question <i>Were the changes here to stay?</i> This could be structured so as to contrast/compare the local and the national: <i>'Here in Farnhill ... but elsewhere in Britain ...'</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• make links between outline and detailed factual knowledge</li> <li>• begin to analyse relationships between features of a particular period</li> <li>• draw conclusions and/or create hypotheses from selected source material</li> <li>• begin to understand that conclusions are tentative</li> </ul> | <ul style="list-style-type: none"> <li>• Images of Britain in 1850 are readily available from textbooks and libraries. The way in which they are reproduced will depend on whether they are to be used as part of a whole-class activity or by individual and/or groups of pupils.</li> <li>• The number of images used and their complexity, as well as the detail and level of difficulty of written sources, will depend upon the ability levels of the pupils. This will, in turn, reflect upon the nature of the conclusions made or hypotheses drawn. This does not matter. The aim here is for pupils to understand that any selection of source material will present evidence that is at best partial, and that conclusions drawn from such a selection will have to be tested.</li> <li>• Links can be made with trade, especially the Triangular Trade, as in unit 15 'Black peoples of America' and unit 14 'The British Empire'.</li> </ul> |
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