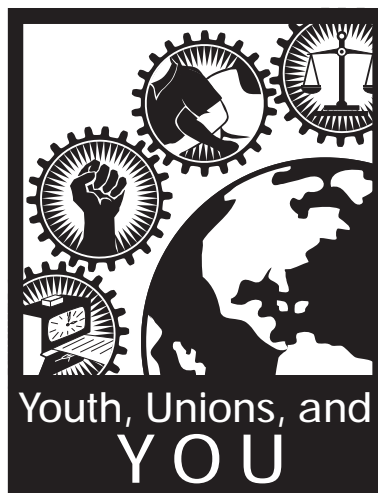
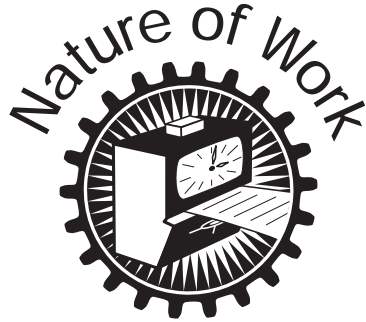


SOCIAL STUDIES



GRADE 9



The Industrial Revolution in England: Novel Based Projects

LESSON 1—GRADE 9

PRESCRIBED LEARNING OUTCOMES

It is expected that students will...

- evaluate the effects of the Industrial Revolution on society and the changing nature of work.

LESSON TITLE

The Industrial Revolution in England: Novel Based Projects

OBJECTIVES

Students will:

- choose two novels from an annotated list.
- read them.
- expand their knowledge of historical events associated with the early Industrial Revolution in England.
- develop their ability to evaluate and discuss the strengths and weaknesses of works of historical fiction.

INTRODUCTION AND NOTES TO TEACHERS

Novel studies can be effectively incorporated into many social studies courses. Sometimes Social Studies 9 and English 9 are integrated and offered as Humanities 9. The Social Studies 9 curriculum's focus on the Industrial Revolution offers an opportunity for students to explore aspects of the changing society in Britain during the 19th century by the use of novels.

This unit is best approached as a collaboration between the classroom teacher and the teacher-librarian. Some schools may have copies of some of the titles, but it is expected that many of the novels will have to be purchased. Ask your teacher-librarian to help with this.

Chapter *Oliver Twist!*

This unit is adapted from *Novel Projects for Social Studies 9*, by Judith Coffin (teacher-librarian: Surrey, B.C.), Phyllis Simon (former Vancouver public librarian), and Ramona Sousa (teacher: Surrey, B.C.). The original was published in the December 2000 issue of *The Bookmark*, published by the British Columbia Teacher-Librarians' Association.

MATERIALS NEEDED

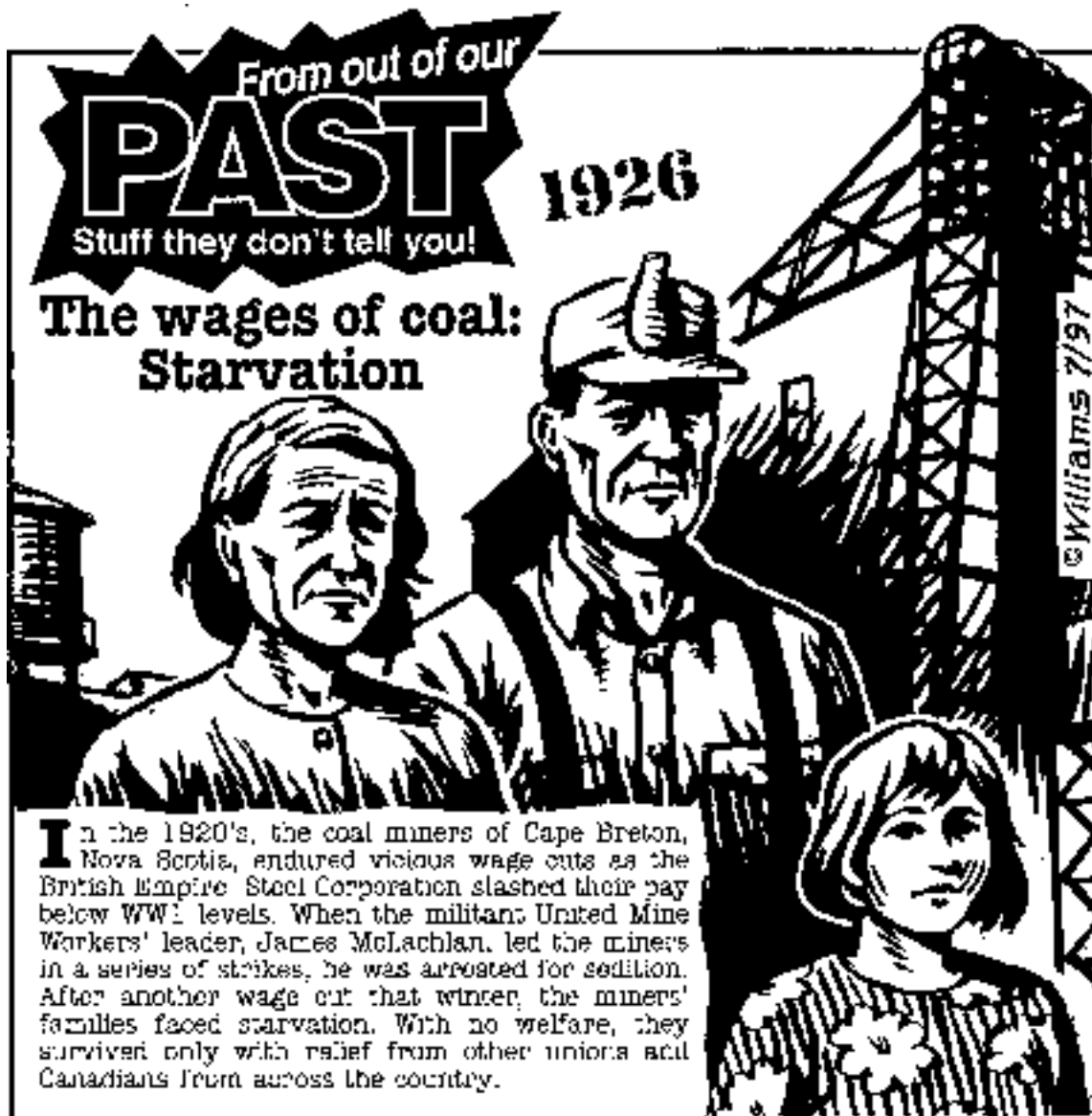
Single or multiple copies (three or four if possible) of the novels identified in the handout: *The Book List*, on the following pages. They are available at a discount through Kidsbooks.

Student Handout: The Book List

After going through this list with the other members of your group and examining the books, select two novels from this list that the members of your group will read. Check with your teacher regarding books you will be working on.

- Aiken, Joan. *Midnight Is a Place*
Two orphans struggle to survive on their own in 19th century England
- Almond, David. *Kit's Wilderness*
Christopher "Kit" Watson returns to the old English coal-mining village of Stoneygate, where his ancestors lived, worked, and died. He is drawn into a spin-the-knife-and-pretend-to-be game of death.
- Dickens, Charles. *Oliver Twist*
A retelling of Dickens's famous story of the young boy who flees from a dismal Victorian orphanage in London only to be captured by Fagin and his gang of child thieves.
- Doherty, Berlie. *Street Child*
Jim Larvis, a poor orphan living in Victorian England, escapes the forced labour of shovelling coal on a river barge and finds himself alone and starving on the streets of London.
- Freeman, Bill. *Trouble at Lachine Mill*
Meg and her younger brother, Jamie, take jobs in a shirt factory in Montreal. They discover that they have been hired at low wages to work long, gruelling days, to replace striking workers.
- Gaetz, Dayle Campbell. *Living Freight*
Orphaned by the death of her mother, Emma flees the 60-hour work week of the mills in England during the Industrial Revolution to find a new life in British Columbia.
- Garfield, Leon. *The Apprentices*
Compelling stories of the lives of the apprentices of London's pawnbrokers, midwives, clockmakers, and lamplighters during the 1800s.
- Holman, Sheri. *The Dress Lodger*
Fifteen-year-old Gustine is a potter's assistant by day and a prostitute by night in cholera-stricken England in 1831. She strikes a deal with an ambitious young surgeon: her son's life in return for the dead bodies he requires for his research. (Recommended for mature and advanced readers.)
- Howard, Ellen. *The Gate in the Wall*
When Emma Deane is locked out of a silk factory in Victorian England for being one minute late, she faces hunger, poverty, and sickness until she...(find out!)
- McCully, Emily. *The Bobbin Girl*
When her mother's income from the boarding house no longer covers their expenses, Rebecca is forced to become a bobbin girl in the local textile mill, where she faces low wages, long hours, loud machinery, polluted air and the risk of injury. (Recommended for ESL readers.)
- Paterson, Katherine. *Lyddie*
After her father abandons the family, Lyddie Worthen, a young Vermont farm girl, is forced to work long hours in a dirty Massachusetts factory. Should she keep silent and earn money to help support her family or protest her poor working conditions?

- Tomlinson, Theresa. *Ironstone Valley*
When Ned starts working in the Ironstone mine, his greatest fear is...
- Trease, Geoffrey. *Danger in the Wings*
At the end of the 18th century, relations between America and England were tense. So, when Dan moves to London to pursue his love of theatre, it puts him in great danger.
- Wallace, Barbara Brooks. *Sparrows in the Scullery*
Once privileged, but orphaned when his parents were killed in a carriage accident, Colley Trevelyn is kidnapped and sold to a home for boys where he is forced to work in a glass factory.
- Wiseman, David Jeremy. *Visick*
Why is Matthew drawn into helping a boy who was lost in a mining disaster a century before?



ACTIVITY 1

1. Introduce the project.
2. Divide the class into groups of three or four students.
3. Give everybody a copy of the novel list.
4. Go to the library for the first selection, and allow students to sign out their first choice.
5. Record the title of the novel that each group chooses.
6. Assign adequate reading time for students to read the novel.
7. Repeat steps 4, 5, and 6 for the students' second choice.

ACTIVITY 2

After reading the two novels, each student must complete one of the following individual projects, and each group must complete one of the following group projects.

INDIVIDUAL PROJECTS

1. Make a five-in-one poster (50 marks)

Create a well-designed, and presented "five-in-one" poster, having the following five elements:

- a visual representation of the historical setting of the novel.
- the novel's title and the author's name.
- a short, but relevant, quotation from the novel dealing with one of its key ideas.
- a brief summary of the novel's plot (no more than 50 words).
- a recommendation rating (one star up to five) with a brief explanation of your evaluation.

Evaluation based on:

Appearance/Style	10 marks
Content	10 marks
Relevance	10 marks
Quality of written summary	10 marks
Overall impact	10 marks

2. Write a Book Review (50 marks)

Write a well-written, one-page book review summarizing the novel's plot, outlining its main characters and addressing its underlying theme. Include your evaluation and whether or not you would recommend the book to other students.

Evaluation based on:

Quality and effectiveness of writing	20 marks
Coverage of content	10 marks
Basis of your evaluation of the book	10 marks
Appearance/Style	10 marks

3. Evaluate the Novel's Historical Accuracy (50 marks)

Using at least two different sources in your library, write a one-page report that evaluates the accuracy of the information in the novel. Check for things like dates, historical events, real people, places, etc. Based on your research, decide on a rating of from one to five stars for your book's historical accuracy.

Evaluation based on:

Effectiveness and quality of writing	20 marks
Use of research sources	20 marks
Appearance/Style	10 marks

GROUP PROJECTS**1. Participate in a Book Club Discussion Group (50 marks)**

A book club is an interactive group of people who meet regularly to discuss a book that they have all read. Your book club is the group of students you have worked with on these two novels.

Read the first novel. As you read it, ask yourself the following questions:

1. Has the author created an interesting story?
 2. Even though it is fiction, has the author dealt with history in an accurate and appropriate way?
 3. Are the novel's characters lifelike and believable?
- Meet as a group and for 15–20 minutes; discuss the book and your responses to it. Drinks and cookies are allowed during this time. Did you like the novel or not? Why? What were the best parts of the book? Why? Did the author do a good job? Why or why not? Was the book useful in helping you understand what life was like for some people during the Industrial Revolution?
 - Repeat all this for the second novel.
 - Meet again, and design and then make a brief presentation to the rest of the class. Involve all members of the group and summarize the content of one of the books; evaluate the book's strengths and weaknesses and cite highlights of your group's discussion of the novel.

Evaluation based on:

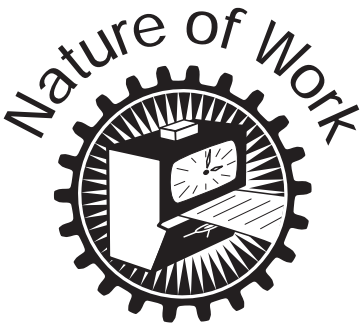
Group Participation	25 marks
Presentation to class	25 marks

2. Make a TV News Broadcast (50 marks)

Your group will make a simulation of a 10-minute TV news report that reflects a key historical event depicted in one of your group's novels. Using an anchor person and a team of reporters develop a set of stories related to, and appropriate to the event you have selected. Even though TV was not part of 19th century technology, assume you are reporting events at the time. Be creative!

Evaluation based on:

Relevance and accuracy of stories	10 marks
Quality of production and presentation	20 marks
Overall creativity	10 marks
All members fully involved in project	10 marks



The Nature of Work

LESSON 2—GRADE 9

PRESCRIBED LEARNING OUTCOMES

It is expected that the students will...

- identify factors that influenced growth and development of industry
- assess how identity is shaped by a variety of factors
- analyze factors that contribute to revolution and conflict

LESSON TITLE

The Nature of Work

OBJECTIVES

- to allow students to participate in a classroom simulation comparing work in a traditional, pre-industrial, domestic system to work in a newly introduced industrial factory system.
- to use the simulation as a basis for a discussion on the changes in the nature of work associated with the Industrial Revolution.

INTRODUCTION AND NOTES TO TEACHERS

The *Industrial Revolution* represents one of the most significant periods of change in all of human history. It describes a whole set of major economic and social changes that began more than two hundred years ago in Britain. Even though the Industrial Revolution involved a complex set of factors, two key elements can be identified:

- the application of new technologies to the process of manufacturing or making goods;
- the reorganization of work away from the old domestic system of production to a mechanized, factory-based system.

Both of these are based on the nature of people's work. Workers were at the very core of the momentous changes that formed the industrial revolution. The changes were enormous and long lasting. First in Britain and, since then, in most other parts of the world, including Canada, the whole fabric of society was transformed. By the beginning of the 19th century traditional rural life was being replaced by industrial urban existence. Displaced workers and their families had to cope with the squalour of urban slums and the brutal conditions and low wages of the mills and factories. A new *working class* consciousness was born. It helped shape social protest movements such as *Luddism* and *Chartism*. *Trade unions*—initially considered illegal—were formed as a means to improve ordinary people's working lives. In the meantime, the owners of the mills and factories—the new *capitalist class*—became increasingly rich and powerful as they profited from the wealth created by *industrialization*.

Chapter 5, of the Social Studies 9 textbook, *Crossroads: A Meeting of Nations*, deals with the Industrial Revolution in Britain. Pages 143–145, in

particular provide students with some information on the domestic cottage system and the new mechanized industrial system of production.

BACKGROUND INFORMATION

A Moebius strip is the simplest geometric shape having only one surface and only one edge. It can be created by taking a strip of paper, giving it a half twist along its long axis, and then joining the two narrow ends together. It is an ideal object for this simulation. It's interesting in itself, and it's easy to make.

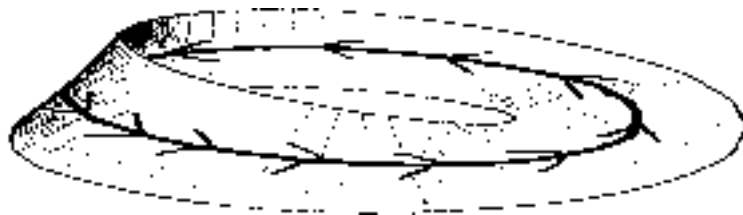
Inform students that they should imagine that the strips represent much-needed commodities in Britain at the end of the 18th century that sold for 10 pennies each. Tell them that they are going to simulate two ways the strips could be made: by a pre-industrial domestic system and by an industrial factory system.

MATERIALS NEEDED

Lots of scrap paper, two pairs of scissors, two rolls of adhesive tape.

ACTIVITY 1

A completed strip must be approximately 2 cm wide and at least 20 cm around. It must have a continuous black line drawn on its surface, with broad arrows, pointing the same way, every 2 cm.



Moebius Strip

Divide the class into groups of four to six students.

Group 1

The group produces strips by dividing and specializing their labour and using a form of assembly-line production. One member of the group should take on the role of supervising owner and manager. He or she can direct and supervise the work of the others but must not do any work directly. The resources available to group are sheets of paper, two large pairs of scissors (a new and expensive technological advance), two rolls of adhesive tape (another new technology), and pencils. The resources are owned by the person who supervises and directs the work. The group represents the industrial system of production.

Groups 2, 3, 4, etc.

Each member of these groups makes one complete strip from start to finish before starting on his or her next strip. The resources available to the group are sheets of paper, a container of glue, and pencils, owned and

controlled by the group itself. Let's assume that these groups have been producing strips like this for a long period of time and are making just enough money to support themselves. These groups represent the domestic system of production.

Direct each group to start production at the same time. After 10 or 15 minutes, stop them, and count how many strips have been made by each group. Pay each group according to the number of strips they have completed.

Ask group 2, 3, 4, etc. members to divide the money equally among themselves based on the number of strips their group completed. On the classroom blackboard write up what each group member earned. Calculate the average amount earned by members of those groups.

Ask the supervisor of Group 1 to pay each Group 1 worker the same pay as the average of the group 2, 3, 4, etc., workers. He or she can keep the rest of the money. Write on the blackboard the amount of money retained by the Group 1 supervisor.

DISCUSSION, ANALYSIS AND FOLLOW-UP

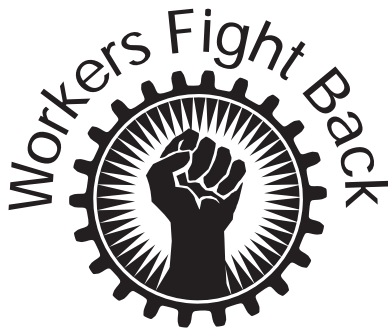
1. Divide the class into groups of four. Assign each group the following questions for discussion in the group and for later feedback to the whole class. A recorder from each group should use wallcharts or blackboard space to record the group's responses.

- a) How did the work differ in the two groups?
- b) Why would domestic system workers in group 2, 3, 4, etc., feel threatened by the new system?
- c) Why would owners of the new technologies used in Group 1 seek to find other new technologies which could be applied to their manufacturing?
- d) How could employers lower the wages of their Group 2 workers as the new system gained strength?
- e) What could workers in both groups do to try to resist the negative effects of the new system?

2. Conclude by having a class discussion on the simulation. How is it reasonably related to the changes that did occur at the start of the Industrial Revolution? How does it fall short of being an adequate simulation? How could it be made more realistic?

TIME

One lesson period



Workers' Responses to Exploitation and Oppression in Early Industrial Britain —TEN OPTIONS

LESSON 3—GRADE 9

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry.
- select and summarize information from primary and secondary print and non-print sources, including electronic sources.
- defend a position on a controversial issue after considering a variety of perspectives.
- plan, revise, and deliver formal oral and written presentations.
- co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified.
- describe how different forms of artistic expression reflect the society in which they are produced.
- analyze roots of present-day regional, cultural, and social issues within Canada.
- evaluate the changing nature of law and its relation to social conditions of the times.
- identify factors that influenced growth and development of industry.
- evaluate the effects of the Industrial Revolution on society and the changing nature of work.

LESSON TITLE

Workers Responses to Exploitation and Oppression in Early Industrial Britain—Ten Options

OBJECTIVES

To appreciate and explore the difficult choices that exploited and oppressed workers in the early Industrial Revolution had to make and to relate their situation to other groups of oppressed people in other situations.

INTRODUCTION AND NOTES TO TEACHERS

Given the date suggested—1815—some aspects of the WebQuest outlined below may be anachronistic. However, we believe that the “stretching” of history in this case is justifiable. Certainly all of the ideas and responses mentioned were current in 1815.

BACKGROUND

By the end of the 18th century, at the start of the Industrial Revolution, many British workers had seen the advantages of organizing into societies and brotherhoods: workers associations that could be called early

trade unions. At the same time, the first legislation in Britain specifically directed at workers' organizations was put in place. Those were the *Combination Acts* of 1799 and 1800. Their purpose was clearly stated: "to prevent unlawful combinations amongst journeymen to raise wages". **Journeyman** is an old term for a day labourer; in other words, an ordinary worker. Any worker who joined an "unlawful combination"—a union—could be punished and the assets of the union could be confiscated. Obviously, the passing of those laws demonstrate that unions were being formed at the time, and those opposed to them controlled the government. So, why did workers form unions in the first place?

One of the main reasons, at that time of rapid industrialization, was to resist employers' attempts to reduce the wages they paid their workers by forcing them to compete for work by undercutting each other in the wage market. For example, in 1801, the rules of the *Society of Journeymen Millwrights* stated:

"members of this society shall not work for any master except they receive 6 shillings 3d per day... any man going to work under the advanced wages shall be fined 9d per day, for the time worked under the said wages the money to be paid into the society's funds, which is established for the support of superannuated and infirm mill-wrights".

Sometimes groups of workers, took collective action and, despite the law, simply refused to work for low wages or under poor working conditions. This was first referred to as *striking sail*, the origin of the well-known term we still use for such an organized work stoppage. They and their supporters also developed other methods of struggle, including peaceful and militant protest, sabotage and political action.

Legally prohibited from forming unions, in 1811–1812 weavers from the midlands and north of England formed into secret militant groups to protest the unemployment and wage reductions caused by newly introduced textile technologies. *Luddites*, as they came to be called, would meet at night and travel the backroads between towns and villages. Their demands included reasonable rates of pay, better working conditions, and quality control of the products. Many factory owners complied, at least temporarily. Those who refused found their expensive machines wrecked. At the outset of their movement, the Luddites scrupulously avoided violence upon any person. However, incidents of violence began to occur on both sides of the conflict, and the government sent in 12 thousand British troops to put down the movement (more troops than they had fighting Napoleon in Spain). Many suspected Luddites were imprisoned or deported to Australia; quite a few were hanged, and their movement collapsed.

The *Combination Acts* were repealed in 1824, but following a rash of strikes, they were replaced with the *Combination Act* of 1825. It narrowly defined the rights of trade unions as meeting to bargain over wages and conditions. Striking and picketing could still be grounds for prosecution as a criminal conspiracy in restraint of trade. The legal system still viewed unionized workers as a threat to the established order. On one infamous occasion in 1834, six farm labourers from the quaintly named village of

Tolpuddle, in Dorset, in southern England, were convicted of administering an illegal oath under an old law originally been intended to deal with naval mutinies. The convicts were deported to Tasmania. Known as the *Tolpuddle Martyrs*, they became important symbols for the union movement in the years that followed (there is even a Martyrs' museum in Tolpuddle).

Some unionists realized that the existing laws were created by a British parliament and legal system dominated by rich landowners and newly rich industrial capitalists. In 1836, a group of politically active craftsmen in London formed the *London Working Men's Association* and began a campaign to reform the system, to make it more representative of the middle class and workers. The following year, the association drew up a petition to the British Parliament setting out their six demands for change. The petition became known as the *People's Charter* and the political movement called *Chartism* was born. Some Chartists believed gradual political reform achieved by peaceful petitioning was all that was required. Others had a more revolutionary viewpoint and argued for a nationwide general strike that would unite all workers and force major changes upon the system. Although Chartism eventually collapsed as a movement, its influence would continue to be felt as most of its basic demands for political reforms were eventually put into place.

Not until the British government passed *Trade Union Act* of 1871 would British law finally recognize the right of workers to form unions; a similar law was passed by Canada's Parliament a year later. However, even then, the right was still severely limited. For example, the *Conspiracy and Protection of Property Act* of 1875 outlawed picketing in Britain and also made it a crime for unionists to meet and plan an industrial campaign. Unions and their workers could also still be sued by their employers for job actions taken against them. It would take many more years of struggle for unions to gain further legal rights.

In many parts of the world, workers are still fighting for the most basic rights. Unions are also continuing to press for progressive laws in a wide range of areas that affect the whole of society. Social progress itself can be described as the combined system of laws and practices that alleviate human suffering. The labour movement has been in the forefront of the struggle for such legislation, right from its earliest days.

MATERIALS

Access to the Internet.

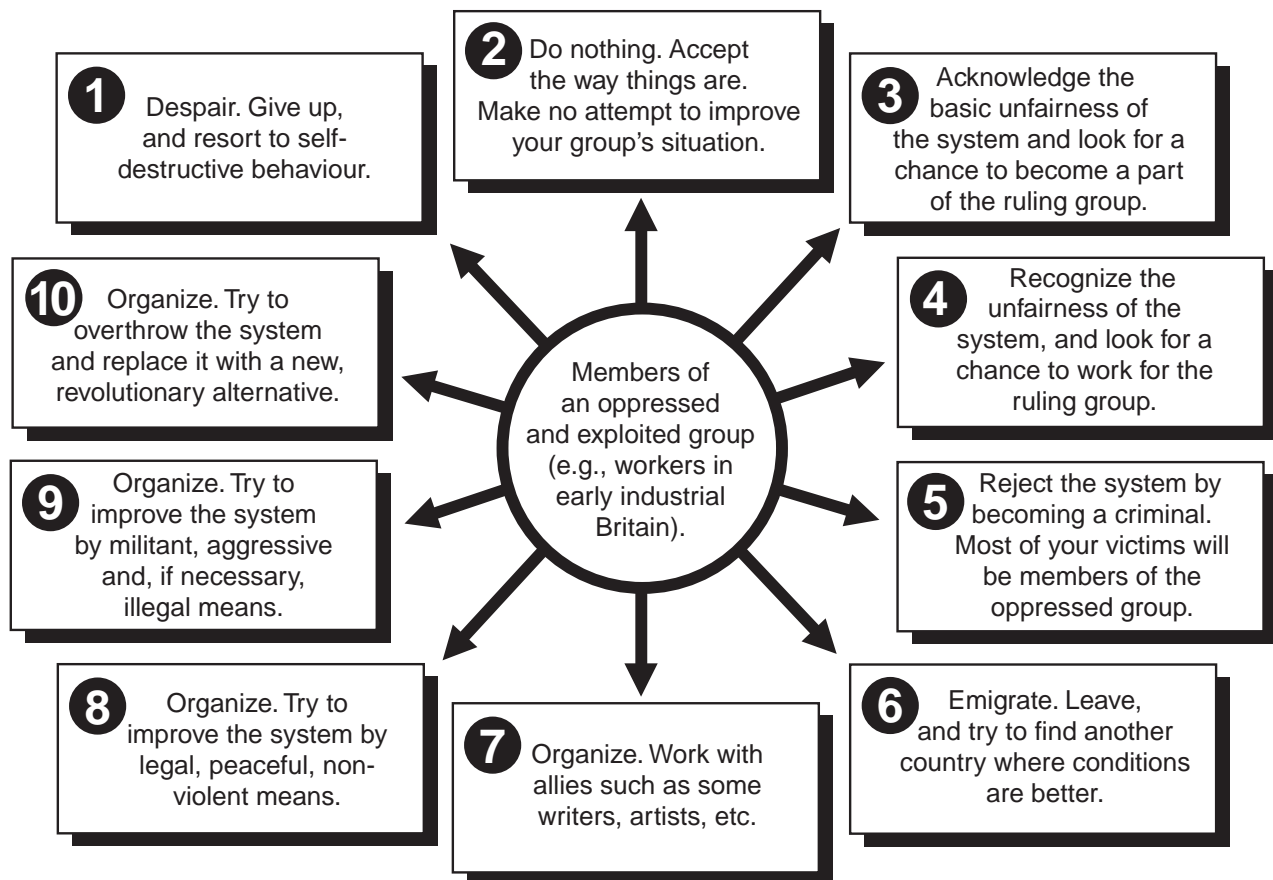
ACTIVITIES

1. Teacher led introductory discussion based on the background information above and the 10-point diagram shown below.
(Time: half period)
2. Introduce the WebQuest outlined below.
(Time: half period)
3. Do the WebQuest and its associated presentations.
(Time: five periods)

WEBQUEST: THE 10 CHOICES

Introduction

As the Industrial Revolution got under way in Britain, ordinary workers and their families faced low wages, terrible working conditions and oppressive laws. Without the right to form unions and without any real democratic rights, working class people were truly members of an oppressed group. What could they, and others in society who identified and sympathized with their situation, do about it? What options were open to them? Not all options were equally available. The diagram below sets out ten possible responses.



In this WebQuest, you will take the role of a worker from the period who decides to try to *do something* about the oppressive, exploitative conditions under which you are forced to live and work. You will be one of a group of workers who get together, organize yourselves and others into a union, and decide on a course of action.

It is 1815. You are a worker in a woollen mill in central England. The mill, owned by the Great Northern Fur Company, manufactures high quality blankets. The blankets are not sold in Britain. Rather, they are shipped to British North America, where they are one of the main trade items used by the Great Northern Fur Company in its trade with trappers. In return for valuable, premium fur pelts, the Company trades the blankets for many times more than their cost of production, making huge profits from the eventual sale of the furs.

Recently, the company introduced new machines into the mill, reduced the number of workers, cut the pay of the remaining workers, and started to hire young children at even lower wages to operate some of the new machines. The company also extended the working day to 13 hours. The two workers who approached the mill manager to complain about the worsening conditions were both fired.

THE TASK

Even though it is technically illegal for workers to form unions, you and nine other workers at the mill have decided to meet at your cottage to form a union that will organize the other workers at the mill and attempt to improve wages and conditions there. You are also concerned about the poverty and misery affecting ordinary people throughout your community. You hate the privileged position of the rich in your town. They seem to run everything and to have no concern for you and the rest of the common people. While you are all in agreement that something must be done to improve the way things are, you are not sure of the best direction to take.

Workers 1 & 2

You believe that the best way to move is to approach a very famous poet who lives in your town. He is known to be very sympathetic toward the plight of the poor, and, with his help, you intend to collect a series of drawings, paintings, sketches, cartoons, writings, etc. that illustrate the basic unfairness of life in Britain for the common people. You hope that they can be distributed and will raise people's awareness. Your task is to locate such a collection of images and present 10 of the best ones, with explanations and sources, to the rest of the group.

Workers 3 & 4

You believe that it is useless to try to bargain with your employers under the present set of laws. You believe that until ordinary working people have democratic rights equal to those of the rich and powerful, the laws will not be changed. Eventually, a few years later, people known as Chartists will share your views. What are the basic demands you have to improve the system of government so that it becomes fairer, more representative of the common people? Why are they important? What methods could be used to achieve those changes? Your task is to bring that information back to the group.

Workers 5 & 6

You believe that waiting for a change in the law that could make your union technically legal will take too long. You think that you should go ahead and put immediate pressure on your employer by organizing and using your strength as workers. You believe that you may have to go on strike. You know that unions have been successful in similar situations. But you also know that union organizers have sometimes been severely punished—as would be the case of the Tolpuddle Martyrs a few years from now. Your task is to research any strike (past, present, or future) where workers have made important gains and report back to the group. You must also report back to the group on the case of the Tolpuddle Martyrs—as both a warning and an inspiration.

Workers 7 & 8

You believe that workers need to put more militant pressure on the capitalist mill owners and the government that supports them. You have se-

cretly contacted a Luddite leader known by the pseudonym “King Ludd.” You try to discover why his approach to changing the system is worth trying. Your task is to interview that person and bring back the record of the interview to the rest of the group.

Workers 9 & 10

You are convinced that the present system cannot be improved by small changes. You see the rich and powerful in all parts of Britain continuing to oppress ordinary people. Unless there is a drastic transformation—a revolution—you believe that things will not really get any better. You have heard of the French Revolution and the American Revolution, which overthrew established systems and you wonder if British workers themselves, with the help of allied groups, could carry out a similar dramatic change. A few years from now, Karl Marx will propose just such an idea. What is the basis of such a revolution? Your task is to bring back to the group a rationale why all workers must start to organize and work toward a revolution.

PROCESS

1. Meet as a group of 10 and decide who will take on the various roles: Worker 1, Worker 2 . . . etc.
2. Begin to gather and organize the information you need, using the resources suggested.
3. Each pair should decide how you are going to present your information to the rest of the group. It could take one of the following forms, or combine some of them:
 - Audio or videotape presentation
 - Powerpoint (or other computer-based) presentation
 - Visual display and oral presentation
 - Web presentation
4. After all five pairs have reported back to the main group, decide by vote which one or more of the options you will all work toward.
5. Share your work with your teacher and the rest of class.

RESOURCES

You may wish to consult sources of information in addition to the sources of information listed here.

Workers 1 & 2

- Spartacus Schoolnet: Cartoonists & Illustrators:
www.spartacus.schoolnet.co.uk/cartoons.htm
- Spartacus Schoolnet: Art and Artists:
www.spartacus.schoolnet.co.uk/art.htm
- Walter Crane: Images:
www.iisg.nl/exhibitions/art/indexcrane.html
- Th. A. Steinlen: Images:
www.iisg.nl/exhibitions/art/indexsteinlen.html
- Albert Hahn: Images:
www.iisg.nl/exhibitions/art/indexhahn.html

Workers 3 & 4

- Spartacus Schoolnet: Chartism:
www.spartacus.schoolnet.co.uk/chartism.htm
- The Peel Web: Chartism:
<http://dspace.dial.pipex.com/mbloy/peel/chatopic.htm>
- Women and Nineteenth-Century Radical Politics:
A Lost Dimension:
<http://humanities.uwe.ac.uk/corehistorians/suffrage/document/thompwom.htm>
- Responses to Industrialization: Chartism: A Political Movement for
Worker's Rights
www.homeworkhelp.com/homeworkhelp/freemember/text/western/high/lesson/era6/0602/main4.htm
- Modern History Sourcebook: Chartism: The People's
Petition, 1838:
www.fordham.edu/halsall/mod/1838chartism.html

Workers 5 & 6

- The Tolpuddle Martyrs Museum:
www.tolpuddlemartyrs.org.uk/
- The Peel Web: Tolpuddle Martyrs:
<http://dspace.dial.pipex.com/mbloy/peel/tolpud.htm>
- The Tolpuddle Martyrs:
www.thedorsetpage.com/history/Tolpuddle_Martyrs/tolpuddle_martyrs.htm
- Spartacus Schoolnet: The Matchgirls' Strike:
www.spartacus.schoolnet.co.uk/TUmatchgirls.htm
- Spartacus Schoolnet: The London Dockers' Strike:
www.spartacus.schoolnet.co.uk/TUdockers.htm

Workers 7 & 8

- The Luddites' War on Industry:
www.geocities.com/RainForest/Vines/4111/ludd.html
- Texts of the Nottinghamshire Luddites:
http://campus.murraystate.edu/academic/faculty/kevin.binfield/luddites_sample.htm
- Who Were the Luddites?
<http://learningcurve.pro.gov.uk/politics/luddites/default.htm>
- The Ballad of Ned Ludd:
www.bigeastern.com/ludd/index.htm

Workers 9 & 10

- Spartacus Schoolnet: Karl Marx:
www.spartacus.schoolnet.co.uk/TUmarx.htm
- Socialist Worker: Resisting the Rule of Capital:
www.socialistworker.co.uk/1697/sw169719.htm
- Responses to Industrialization : Revolutionary Socialism:
Anarchism and Marxism
www.homeworkhelp.com/homeworkhelp/freemember/text/western/high/lesson/era6/0602/main5.htm

- Spartacus Schoolnet: Tom Paine:
www.spartacus.schoolnet.co.uk/PRpaine.htm
- Lycos Kids Zone: Karl Marx:
<http://kids.infoplease.lycos.com/ce6/people/A0832042.html>
- Paris Commune:
<http://www.marxists.org/history/france/paris-commune/>

CONCLUSION

Look back at the diagram shown in the Introduction. While it sets out 10 options for exploited workers in early industrial Britain, could it be applied to other historical situations? Could it be applied to the oppression of black people in South Africa during apartheid? Could it be applied in other cases? Write a brief one-or-two-page reflective discussion either based on the use of this model in another situation or based on the WebQuest you have just participated in.

EVALUATION

Partner Evaluation 20%
Each student will give to the teacher, in confidence, a mark out of 20 that reflects their evaluation of the positive work and co-operation shown by their partner.

Group Evaluation 20%
Each pair of students will give to the teacher, in confidence, a mark out of 20 that reflects their combined evaluation of the work of each of the other four partnerships (eight students).

Teacher Evaluation 50%
Each group of 10 will be marked out of 50 based on content, style and effectiveness of presentation.

Concluding Discussion 10%
Each student will receive a mark out of 10 based on the teacher's evaluation of their concluding written discussion.

Child Labour—Then and Now



LESSON 4—GRADE 9

PRESCRIBED LEARNING OUTCOMES

It is expected that the students will:

- identify and clarify a problem, an issue, or an inquiry.
- defend a position on a controversial issue after considering a variety of perspectives.
- co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified.
- evaluate the effects of the Industrial Revolution on society and the changing nature of work.

LESSON TITLE

Child Labour—Then and Now

OBJECTIVES

- to investigate the working and living conditions of children working in the industrial revolutionary Britain.
- to evaluate and assess the sources of the exploitation of children during this period.
- to assess the legal and social responses to their conditions.
- to extend the analysis of (and apply the learning outcomes from) objectives above to child labour as it exists today.
- to compare and contrast the exploitation of child labour in the Industrial Revolution (Britain) to child labour as it currently exists.

INTRODUCTION AND NOTES TO TEACHERS

Perhaps the most obvious negative aspect of the early Industrial Revolution was the widespread exploitation of children in the factories, mills, mines, and sweatshops of 19th century Britain. Child labour seems to have marched in step with industrialization as it has spread around the world. In its contemporary form, it is most associated with Third World situations.

BACKGROUND

Child labour was widespread in Britain during the early Industrial Revolution. When the issue was officially investigated by the *Factory Commission of 1833*, it was revealed that in many situations, children as young as six were being forced to work in factories for 14-, even 16-hour shifts, six days a week. Their overseers often beat them to keep them awake at their machines. The terrible conditions under which young children worked in Britain's coal mines were even worse. An official 1842 report that described the situation eventually forced the British government to pass the first serious laws against child labour. The legislation only banned children under nine from mine work and children under ten from factory work, but it was a start (*New Internationalist*, July 1997).

Here in Canada, even though the Industrial Revolution lagged behind the changes occurring in Britain, child labour was a feature of early 19th century workplaces in both Britain and Canada. Adult workers' opposition to child labour was a significant factor in the 1836 York printers' strike in Toronto (*Challenging Child Labour, Canadian Labour Congress, 1997*).

In Britain, the first industrialized nation, widespread child labour was to continue for many more years despite legislation against it. Likewise, as the Industrial Revolution spread to the United States, child labour was still widespread even into the 20th century. Not until 1938 was the first truly effective U.S. federal law against it enacted.

It took the establishment of free, compulsory public education at the end of the 19th century and the changed attitudes that followed to reduce, if not fully eliminate child labour in Britain, Canada, the U.S.A., and other industrialized countries (*New Internationalist, July 1997*). Unions have been leaders in the on-going struggle against child labour.

While the use of child labour has been significantly addressed, if not completely eradicated, in most of the developed, industrialized countries of the world such as Canada, the U.S.A. and Britain, it remains a major problem in much of the Third World. Children in many countries around the globe are working when they should be in school, at home, or at play. Many of them are virtual slaves, working long hours for low wages in terrible working conditions. Canadian unions have been at the forefront of on-going, international efforts to address the problem.

ACTIVITY 1

Divide the class into small groups of three or four, and ask them to consider the following questions. Post five wall charts around the room, each titled with one of the five questions.

1. List the reasons why the families of young children during the early Industrial Revolution would have allowed them, even forced them, to work long hours for low wages in poor, even hazardous working conditions.
2. List the reasons why some employers during the early Industrial Revolution would have encouraged the use of child labour in their operations.
3. List the reasons why during the early Industrial Revolution, trade unions and their members would have opposed the use of child labour.
4. List some of the possible negative effects of child labour on children and the larger society during the early Industrial Revolution.
5. Were there any possible beneficial effects of child labour on children and the larger society during the early Industrial Revolution? If so, list them.

Have a recorder from each group write down the group's responses and then write the responses on the wall charts. They could put a check mark next to any previous response that matches their own.

ACTIVITY 2

Assign to your students the web quest “Child Labour 2001... Tackling the Problem”.

Child Labour 2001... Tackling the Problem A WebQuest Dealing with Child Labour in the Modern World and Recalling Child Labour During the Early Industrial Revolution

INTRODUCTION

Some people think that the terrible abuses of child labour were part of the early Industrial Revolution. Some people believe that exploitation of young children in sweatshops, factories, and other dangerous work sites is a thing of the past. Unfortunately, they are mistaken. While child labour at the beginning of the 21st century may be different in some ways from that of 19th-century Britain, some terrible similarities remain. In this web quest, you have been appointed by the ILO (International Labour Organization) to a five-member team of young people tackling the problem of child labour in the modern world.

TASK

In this web quest, you will work as a member of a five-person team appointed by the ILO to design and create a public-awareness campaign aimed at the problem of child labour in the modern world.

Your campaign will be based on the following 10-point plan, adapted from the July 1997 issue of the *New Internationalist*.

1. Ban the most hazardous forms of child work.

- bonded labour
- work in heavy industry (steel production, foundries, etc.)
- work with toxic or dangerous substances
- work in the sex trade

National governments should support the proposed *International Labour Organization Convention on Hazardous Labour* and act against these extreme forms of child-labour exploitation immediately.

2. Guarantee universal primary education.

If they gave it sufficient priority, even the poorest national governments could deliver on this goal, to which (incidentally) they all have already committed themselves by signing the *United Nations Convention on the Rights of the Child*.

3. Make education more flexible, relevant, and attractive to child workers.

4. Officially register all births.

This record keeping is vital if there is to be any chance of regulating child labour.

5. End the so-called “structural adjustments” required of poor countries by the International Monetary Fund and the World Bank before international financial aid is offered.

6. Raise the status of child domestic workers.

Existing laws need to be applied to this often-forgotten group of exploited young workers. Build a new world-wide consciousness-raising campaign to draw attention to their plight.

7. Rein in the power of the transnational corporations.

In the absence of an international body prepared to regulate the activities of the world's powerful transnational corporations, consumer pressure must do what it can to force corporations to adopt voluntary codes of ethical conduct. The codes must apply to their suppliers' employees as well as their own and must offer dismissed children an adequately funded educational alternative.

8. Give child workers' jobs to their adult relatives.

Giving child workers' jobs to their adult relatives would mean that the family as a whole would not suffer.

9. Support child workers' organizations.

With support, child workers' will win pay raises and improved conditions for child workers, thus removing the employers' main reason for employing children in the first place.

10. Gather and distribute more information.

Accurate information on child labour is notoriously sketchy and inadequate. More research is needed, and that information needs to be publicized.

Your team will produce one of the following formats:

- a Powerpoint or similar computerized presentation
- a web site
- a video
- a set of posters

Your presentation must address each of the 10 points in the action plan. Each of the 10 points must refer to situations as they used to be in the early Industrial Revolution and refer to similar conditions today.

In addition to the completed project, each one of you will hand in to the teacher a one-page reflective discussion on child labour.

PROCESS

Once you have formed your five-member group, discuss the 10 points in the action plan and decide which format you will be using.

Since there are five of you, it may be a good idea for each of you to take responsibility for two of the ten points.

As a group, you should also decide on suitable introductory and concluding parts to your format and who will take responsibility for producing them.

Decide on a common theme, slogan, and look that will repeat all through your presentation.

Using the web resources shown below to find useful information you may decide to include in your project.

RESOURCES

- Canadian Labour Congress: Social & Economic Policy: Child Labour & Sweatshops
- British Columbia Federation of Labour: Campaign Against Child Labour
- Spartacus Encyclopedia Schoolnet: Child Labour in the 19th Century
- Global March Against Child Labour
- ILO International Program Against Child Labour
- The History Place: Child Labour in the U.S. 1908-1912.
- New Internationalist On-Line: Mega Index - C - Child Labour

You may wish to use other resources as well, both via the Internet and from other sources. The following may be of particular use:

- *Challenging Child Labour, Canadian Labour Congress, 1997*
- *Child Labour: Costly at Any Price, coDev Canada, 1998*
- *New Internationalist, July 1997*

EVALUATION

Your web quest will be evaluated using the following framework:

You will evaluate each of the other members of the group and give the teacher a confidential mark out of 20 for each person in the group. Your mark should reflect your evaluation of each person's participation in the web quest.

20%

The teacher will evaluate your web quest based on content, effectiveness of presentation, and style. Each member of the group will receive the same mark out of 60.

60%

Each final reflective discussion on the subject of child labour will be marked by the teacher. The mark will reflect the degree of care and thought evident in the writing.

20%