THE INDUSTRIAL REVOLUTION Student's worksheets

Laura Calzado Villavecchia

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Put these inventions in chronological order and compare your ideas with your partner. Then, write them on the Time line provided adding James Watt's steam machine invented in 1769.

- In 1885 Benz invented the car
- Edison invented the electric bulb in 1882
- Fulton invented the first steamboat in 1803
- Stephenson invented the steam locomotive in 1825
- In 1877 Edison invented the phonograph
- In 1876 Graham bell invented the telephone
- The Lumiere brothers invented the cinematograph in 1895
- Densmore invented the typing machine in 1872

To report, use this structure.

e.g.: The first invention was the steamboat, invented by Fulton in 1803

The first The second The third The fourth The fifth The sixth The seventh The eighth	invention was		invented by		in	
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TIME LINE : INVENTIONS



Laura Calzado Villavecchia

LIFE IN THE COUNTRYSIDE in the 19th century Ws3

I magine you are a child from the countryside in the 19th century. What are you doing? Where are you at the moment? What are you wearing? Is somebody with you? ...

Draw a picture of yourself.

Myself	Word Bank
	eating
	working
	picking up stones
	scaring birds
	moving
	studying
	in the field
	at home
	outside
	vest
	shirt
	trousers

Ме	My friend
Answer:	Ask:
What are you doing? I'm	What are you doing?
Where are you at the moment?	Where are you at the moment?
What are you wearing?	What are you wearing?

CHILDREN AT WORK in the 19th century

Ws4

Search in <u>www.bbc.co.uk/schools/primaryhistory/victorian_britain</u>,complete the questions below and choose one photo about a working child.

1. Children in coal mines

Why was coal so important?

- A) What did steam engines burn?
- B) What did steam engines drive?
- C) The coal had to be dug from _____
- D) Did Britain have a lot of coal?

What jobs did children do in mines?

E) What jobs did children do in mines?

2. Children at work

What jobs did children do?

F) Where did children work?

3. Rich and poor families

Slum children

- G) Where did poor children live?
- H) What is a slum?

Choose one photo of a working child and report to the class:

This child is a		
	there is	
We chose this photo because	there are	
	you can see	

CHILDREN AT WORK in the 19th century

You are going to watch a **video clip** about a child at work. Look at the questions below and, with a partner, decide what you need to find out.

<u>http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_in_coal_min</u> <u>es/#resources-videos</u>

- 1. Where does he live?
- 2. How old is this child?
- 3. Do you think he's happy or unhappy?
- 4. Is it a hot or a cold day?
- 5. How much money does he receive?
- 6. Is he with other children or is he alone?

THE CATALAN INDUSTRY in the 19th century



Solutions: - We think on the water power from rivers to move machines.



-Finally, we build a textile community in Puig Reig, on Llobregat riverside. Some years later, we buy a steam machine because the water level is irregular. We buy coal from Figols mines.

-In the Textile community there are lots of workers. We build flats for them, next to the factory. We build shops, a church, a school and a playground for

children to play too.



THE CATALAN INDUSTRY in the 19th century Ws7



THE CATALAN INDUSTRY in the 19th century Ws8

D

Interview Bonaplata brothers, Vidal family and some owners in Mataró. Make notes about what they say. Think of one more question to ask them.

	Bonaplata brothers	Vidal family	Owners in Mataró
1.What's your idea?			
2.Which problem do you have?			
3.What power do you use to move machines?			
4. What do you build?			
5.Where do you build?			
6.			

In your group, after the interview, write **one sentence** to describe a factory and a capitalist.

A factory:_____

A capitalist:_____



BRITISH AND CATALAN INDUSTRY IN XIX CENTURY (I)

Look at the two maps and answer the questions. Do it with your partner.

- 1. What does the map key show?
- 2. Complete the grid with the name of the cities.

	In Britain	In Catalunya
Cotton textile		
Woollen textile		

3. Which Catalan and British cities are situated...?

Near a river:

Near the coast:

- 4. Do you think these cities have a high or low population? Why?
- 5. What kind of work do you think most of the people do in these cities?
- 6. Now look at the map of Europe on the next page. Colour Britain (England and Scotland) and Catalunya. Which British ports do you think the coal came from to Asturias and to Barcelona?

Mark on the map the shortest way for the coal to come to Barcelona.

BRITISH AND CATALAN INDUSTRY IN XIX CENTURY (II)



MAP OF EUROPE

From www.ActivityVillage.co.uk/Europe_outline.pdf

Ws12



YOUNG MINERS in the 19th century

"At the age of ten I became a **drawer**. I dragged coal through the mine. I wore a chain and girdle, I did not like it, it hurt me; it rubbed my skin off; I often felt pain. I got 15d (about 6p) each day. I had no time to eat a bit of meat from morning to night. I crawled on hands and feet. There was not room to stand". **A drawer, 1840**



"I'm a **trapper** in the Gauber pit. I open and close a door called a "trap". I have to do it without a light and I'm scared. I go at four and sometimes half past three in the morning, and come out at five or later (at night). I never go to sleep. Sometimes I sing when I've a light but not in the dark; I dare not sing then. I don't like being in the pit." **(Sarah Gooder, a trapper aged eight)**

(Texts from Frampton, M (1997) Victorian Britain, Folens)



YOUNG MINERS in the 19th century



Work with your partner to write a dialogue between the trapper and the drawer.



Now, in pairs, you can read your dialogue aloud or act it out!



$\mathbf{Y}_{\text{OUNG MINERS}}$ in the 19th century



Work with your partner to write a dialogue between the trapper and the drawer.



Now, in pairs, you can read your dialogue aloud or act it out!

Work group (Children in the 19th century) Ws14

Group's name			
	The timekeeper is		
	The recorder is		
Roles in the group	The reporter is		
	The "keep on task" (keeps the group on task) is		
	The "Speak in English" (encourages the group to speak in English) is		
How are you going	• do a performance		
to do the oral	 create a power point 		
presentation?	 do a role-play interview 		
(Circle your	• make a poster.		
option)			

Sentence reference		
I think we can do a performance because	 I like acting We can dress up 	
I think we can create a power point because	 I'm good at computers We can do a power point 	
I think we can do an interview because	 We can make questions and answers we can dress up 	
I think we can make a poster because	 I like drawing We can stick photos 	

Children in the 19th century (JIGSAW READING) Ws15

Listen the information from the experts and write it down.

		om the experts a			
	Life in the countryside	Life in a city slum	Life in a city on the coast	Life in a textile community	Life in a rich family
Where do					
you live?					
What do					
your houses/					
streets					
look like?					
Do you					
have a					
large family?					
Do you					
study or					
do you work?					
WUIK:					
What					
kind of					
work do					
you do?					
What are					
the					
effects of					
machines?					
·			1	1	

Children in the 19th century (JIGSAW READING) Ws16 CONCLUSIONS

Look at each completed row in the previous "Children in the 19th century" grid. Is there anything similar? Make a conclusion for each row. Use the words in the box.

Children	but
All children	S0
Most children	
Some children	
Many people	
Machines	

Row: Where do you live?

Children...

Row: What do your houses/streets look like?

Row: Do you have a large family?

Row: Do you study or do you work?

Row: What kind of work do you do?

Row: What are the effects of machines?

CHILDREN IN TEXTILE MILLS at the beginning of 19th century

You are going to watch a **video clip** about children in textile mills. Read the questions below and, with a partner, predict the answers.

<u>http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_in_factorie</u>

- 1. What did the textile mills produce?
- 2. Who were sent to work and live in the countryside?
- 3. What were these children called?
- 4. How old was an apprentice?
- 5. What did the apprentices eat?
- 6. Did they go to school? How long were they at school?
- 7. What time did they start working in the morning?
- 8. What time did they finish?
- 9. Name three jobs they did.

_

- 10. Are the machines dangerous?
- 11. Describe the working conditions.
- 12. Did the apprentices get some money for their work?

WORKING CLASS in the 19th century Ws18

Choose the correct option.

What did they eat?

The better paid families of the working class ate 1) PI ZZA /BREAD WI TH CHEESE OR BACON / COFFEE AND TOASTS for lunch. They had 2) MEAT (RABBI T)/ SPAGHETTI / MI LK AND BI SCUI TS for dinner everyday.

Poorer families ate 3) MILK/ MEAT/ HAMBERGUER once or twice a week and ate a lot more 4) SUGAR/ FRUIT/ BREAD AND POTATOES.

The poorest of working classes did not have 5) MEAT/ BREAD/ WATER they ate 6) MILK/ BREAD AND POTATOES/ MEAT.

Children's spare time



Working children did not have much spare time. Many did household tasks such as 7) TAKE THE DOG TO THE PARK/ SWEEPING, CLEANING BOOTS AND CARRYING COAL AND WATER. Older children looked after the younger brothers and sisters while their parents 8) PLAYED THE PIANO/ WENT TO THE OPERA/ WORKED.

When children did have spare time, parents took them to the towns and cities where there were street entertainers such a 9) MOTORBIKE'S RACER/ JUGGLERS, COMEDIANS, ACROBATS, MUSICIANS.../ CINEMASCOPE

In the holidays, some families went to the seaside 10) BY PLANE/ WALKING/ BY TRAIN.

Parent's spare time

Some parents went to 11) THE BEACH/ MEETINGS/ THE MOUNTAINS to think about what they could do to improve their working conditions.

Many parents drank 12) IN THE SHOWER/ IN PUBS/ AT SCHOOL.

MIDDLE AND UPPER CLASS in the 19th century Ws19

Choose the correct option.

What did they eat?



The middle and upper-class breakfast included 1) BREAD AND CHEESE/ CORNFLAKES/ BACON, EGGS, HAM, TOAST, COFFEE, FRUIT.

At midday, they had a light meal and then an afternoon 2) BREAKFAST/ TEA/ DI NNER. Dinner was around 5 to 6pm for the middle class and 3) 4 TO 5PM/ 6 TO 7PM/ 8 TO 9PM for the upper classes. This meal had main courses (vegetables, meat and fish). For the very rich these meals could contain up to 4) 70 DI SHES/ 7 DI SHES/ 10 DI SHES.

Children's spare time

Middle and Upper class children had a lot of 5) WORK/ SPARE TIME/ PROBLEMS. After their lessons, they went to play outside, read 6) CHILDREN'S BOOKS/ BOOKS ABOUT MANNERS/ COMICS or play with toys such as 7) DOLL'S HOUSES AND MODEL SOLDIERS/ ELECTRICAL TRAIN/ COMPUTER GAMES.

Parents took children to the towns and cities where there were street entertainers such a 8) MOTORBIKE'S RACER/ JUGGLERS, COMEDIANS, ACROBATS, MUSICIANS.../ CINEMASCOPE

In the holidays, rich families went to 9) EUROPE/LONDON/ BARCELONA but middle class went to the seaside 10) BY PLANE/ WALKI NG/ BY TRAI N.

Parent's spare time

Many middle and upper class parents did sport. They did lots of outdoors activities: 11) FOOTBALL, CRICKET, BOXING, HORSE RACING, GOLF, TENNIS, ARCHERY AND HORSE RIDING/ SWIMMING/ READING

Only rich people went to the opera and to the 12) STREET/ THEATRE/ MARKET

Ws20

PLANNING MY ORAL PRESENTATION: CREATE A POWER POINT/ MAKE A POSTER

Group's name:	My name:
Introduce yourself	Hello. My name is I live <i>(Choose one)</i> in a farm in the countryside/ outside the city/ in a textile community/ in a city on the coast
Description of the house and street	My house is
Description of the work or studies	I'm a /I work I get up at I have to
Speak about what you eat/ wear	For breakfast I usually wear
Speak about your spare time	(Choose one) After working in, I /After the lessons, I
Speak about your parents. What do they do?	My parents
Choose an invention. Explain how your life changed because of it	The invention I choose is Now, I can When I go to the port/river, I can see I like

PLANNING MY ORAL PRESENTATION: DO A ROLE-PLAY INTERVIEW

Group's name:	My name:
Introduction	Good afternoon, I'm a journalist from the East London Advertiser. May I ask you some questions?
What's your name?	Hello. My name is
Where do you live?	I live (Choose one) in a farm in the countryside/ outside the city/ in a textile community/ in a city on the coast
	My house is
	I'm a /I work
	I get up at I have to
What do you usually eat? What do you	For breakfast
usually wear?	I usually wear
What do you do in your spare time?	After working in, I
your spare time:	After the lessons, I
What do your parents do?	My parents
Do you know any invention?	Yes, I know the
How has it	Now, L can
changed your life?	When I go to the port/river, I can see I like
Ending	Thank you very much. It was an interesting interview.

Make the questions and complete the sentences...

PLANNING MY ORAL PRESENTATION: DO A PERFORMANCE

	Complete the dialogue	Ws22
Group's name:	My name:	
It takes place in the stre	et. There are 3 poor children and 2 rich ones.	
(The 2 rich children ask t -Mama, can we buy chesti	heir mother for some money to buy chestnuts) nuts?	
(They meet 3 poor childred - Flowers! Do you want so	-	
<i>(They refuse)</i> - No, we want chestnuts!		
<i>do)</i> - Why do you sell flowers	to give our parents. We're poor.	it their parents
<i>(They speak about the st</i> - Did you see the steambo - -	eamboats and the train) bats at the port? They're huge. Do you like ther	n?
	buy some flowers instead of the hot chocolate) Mama will like them, they are beautiful! Anothe	r day we will
(The rich boys give the fl -Mama, guess what I boug - -		

CREATING OUR POWER POINT

Group's name:	My name:
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Searching for pictures on the Internet

<u>www.bbc.co.uk/schools/primaryhistory/victorian_britain</u> <u>http://www.woodlands-junior.kent.sch.uk/Homework/victorians/children</u> <u>www.museucoloniavidal.org/catala</u> (Specific for "Life in a textile community" group)

CREATING OUR POWER POINT	✓
Before creating	
Have I selected 1 or 2 pictures?	
Are they in our folder? ("save as a")	
Creating	
Is the title in slide 1 finished?	
Do we have the pictures in each slide?	

GROUP REHEARSAL	✓
Did I memorize my oral presentation?	
Did I do a rehearsal with all my group?	

What did we do today?	
	the before creating part
Today, we finished	the creating part
	the group rehearsal part

MAKING A POSTER

Group's name: My name:	Group's name:	My name:
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Searching for pictures on the Internet

<u>www.bbc.co.uk/schools/primaryhistory/victorian_britain</u> <u>http://www.woodlands-junior.kent.sch.uk/Homework/victorians/children</u> <u>www.museucoloniavidal.org/catala</u> (Specific for "Life in a textile community" group)

MAKING OUR POSTER	~
Before making	
Have I selected 1 or 2 pictures?	
Are they in our folder? ("save as a")	
Are they printed?	
Making	
Did we finish the title?	
Did we stick all the pictures?	

GROUP REHEARSAL	✓
Did I memorize my oral presentation?	
Did I do a rehearsal with all my group?	

What did we do today?	
Today, we finished	the before making part the making part the group rehearsal part

DOING A ROLE-PLAY INTERVIEW

Group's name:	My name:
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Searching for pictures on the Internet

<u>www.bbc.co.uk/schools/primaryhistory/victorian_britain</u> <u>http://www.woodlands-junior.kent.sch.uk/Homework/victorians/children</u> <u>www.museucoloniavidal.org/catala</u> (Specific for "Life in a textile community" group)

DOING A ROLE-PLAY INTERVIEW	✓
Before doing	
Did I search for information on the internet?	
Do I know who the interviewer is?	
Do I know what to put on?	
What props (clothes, objects) can I bring?	

GROUP REHEARSAL	✓
Did I memorize my oral presentation?	
Did I do a rehearsal with all my group?	
Did I bring my clothes and props?	
Did I do a second rehearsal with all my group?	

What did we do today?	
Today, we finished	the before doing part the doing part the group rehearsal part

DOING A PERFORMANCE

Searching for pictures on the Internet

<u>www.bbc.co.uk/schools/primaryhistory/victorian_britain</u> <u>http://www.woodlands-junior.kent.sch.uk/Homework/victorians/children</u> <u>www.museucoloniavidal.org/catala</u> (Specific for "Life in a textile community" group)

DOING A PERFORMANCE	~
Before doing	
Did I search for information on the internet?	
Do I know what to put on?	
What props (clothes, objects) can I bring?	

GROUP REHEARSAL	✓
Did I memorize my oral presentation?	
Did I do a rehearsal with all my group?	
Did I bring my clothes and props?	
Did I do a second rehearsal with all my group?	

What did we do today?	
Today, we finished	the before doing part
J	the group rehearsal part

Ws27

GROUP PRESENTATIONS

After watching each group presentation, complete the grid.

	Life in the countryside	Life in a city slum	Life in a city on the coast	Life in a textile community	Life in a rich family
Do we know where do they live?					
Do they describe their work or studies?					
How many aspects do they mention? (house, street, food, clothes, spare time, parents)					
What are the inventions chosen?					
How their lives changes because of it?					
Do the pictures help to understand?					
Did they bring props?					

What can you suggest to each group after their oral presentation?

I liked... (everything, the images, the props, the way they spoke, the way they acted...)

I think they could (speak louder, change some images, bring more props, ...)

Ws28

Oliver Twist - Who Will Buy

ROSE-SELLER Who will buy my sweet red roses? Two blooms for a penny. (Repeat 4 times.)

MILKMAID Will you buy any milk today mistress? Any milk today mistress?

ROSE-SELLER Who will buy my sweet red roses?

MILKMAID Any milk today mistress?

ROSE-SELLER Two blooms for a penny.

STRAWBERRY-SELLER Ripe, strawberries ripe! Ripe, strawberries ripe!

MILKMAID & STRAWBERRY-SELLER (At same time) MILKMAID: Any milk today mistress? STRAWBERRY-SELLER: Ripe, strawberries ripe!

ROSE-SELLER Will you buy my sweet red roses?

STRAWBERRY-SELLER Ripe, strawberries ripe!

MILKMAID & KNIFE GRINDER (At same time) MILKMAID: Any milk today mistress? KNIFE GRINDER: Knives, knives to grind!

ROSE-SELLER Who will buy?

KNIFE GRINDER Any knives to grind?

STRAWBERRY-SELLER Ripe, strawberries ripe!

ROSE-SELLER & MILKMAID (At same time) ROSE-SELLER: Who will buy my sweet red roses? MILKMAID: Any milk today, mistress?

KNIFE GRINDER & STRAWBERRY-SELLER (At same time)

KNIFE GRINDER: Knives, knives to grind! STRAWBERRY-SELLER: Ripe, strawberries ripe!

ROSE-SELLER, KNI FEGRI NDER, MI LKMAI D, & STRAWBERRY-SELLER R.S.: Who will buy my sweet red roses? KG:Any knives to grind? MM:Any milk today, mistress? SS: Ripe, strawberries ripe!

KNIFEGRINDER Who will buy?

STRAWBERRY-SELLER Who will buy?

MILKMAID Who will buy?

ROSE-SELLER Who will buy?

<u>http://www.youtube.com/watch?</u> <u>v=e4gzmoUHrQ4&feature=PlayList&p=D4A272B3ECE998E6&playnext=1&playnext_fr</u> om=PL&index=10

VISUAL ORGANIZER BIG CHANGES IN XVIII-XIX century

Complete the missing words



Ws30

Ws31

VISUAL ORGANIZER BIG CHANGES IN XVIII-XIX century

Complete the gaps in this summary:

> During the XVIII and XIX century there were BIG changes in the

and the	
Steam engines in farms helped	
The population also	
During the Industrial Revolution there were new	-
in factories,	
in factories, of energy and the growth	



ASSESSMENT

W32a

1	Match	each	word	with	the	correct	definition	•
١.	Watch	each	word	WILLI	the	correct	definition	•

1.steam	A. Place with a factory	and flats for the wo	orkers.
2.coal	B. Place where there ar	e a lot of machines	working.
3.factory	C. A black material used	d to move steam eng	jines.
4.railway	D. This is the result of	burning coal.	
5.textile community	E. Used to transport matter towns and cities.	aterials and people t	to different
2. Fill in the gaps with t	he correct word:		
 1. In Catalunya, engines ("El Vapor") i 	in 1832.	_ built the first fac	ctory with steam
 2. In Spain, the first 	railway was from	to	built in
2 Como toutilo foot	oriaa wara naar tha	to uso po	war watar ta

- 3. Some textile factories were near the ______ to use power water to move the machines.
- 4. In Catalunya and Britain, there were two kinds of textile factories:
 _____and _____
- 5. There were big changes: in the _____ and the _____.

3. Classify these activities into two columns:

factory's owner - sweep chimney - farm worker - trapper - servants - shop's owner - doctor - flower seller - politician - train driver - textile owners in Mataró

Middle and upper class	Working class



ASSESSMENT

W32b

1. Match each word with the correct definition:

1.steam	A. A place where workers live and work.
2.coal	B. A place where there are a lot of machines.
3.factory	C. A black material from mines.
4.railway	D. This comes from burning coal.
5.textile community	E. Used to transport materials and people.

- 2. Fill in the gaps with the correct word:
- In Catalunya, ______ brothers built the first factory with steam engines ("El Vapor") in 1832.

- 2. In Spain, the first railway was from Mataró to ______ built in _____

- 3. Some textile factories were near the ______ to use power water to move the machines.
- 4. In Catalunya and Britain, there were two kinds of textile factories:
 _____and woollen factories.

- 5. There were big changes: in the e_____ and the s_____.

3. Classify these activities into two columns:

factory's owner - sweep chimney - farm worker - trapper - servants - shop's owner - doctor - flower seller - politician - train driver - textile owners in Mataró

Middle and upper class	Working class
Factory's owner	trapper



ASSESSMENT

- 4. Look at the pairs of words. Choose at least 3 pairs. In each pair, choose one word that you would like to be.
 - A) a steam locomotive or a steamboat
 - B) a field or a factory
 - C) a steam engine or an electrical engine
 - D) a young miner or a scare birding
 - E) a light bulb or a telephone
 - F) a servant or a governess
 - G) a Bonaplata brother or a Vidal family member

Give reasons using this structure:

I would like to be	 because	It's It can It has I can

- I would like to be ...



Self-assessment:

(Circle the answer)

I have understood about:	25%	50%	75%	90%	100%	of the classes		
I can explain what the Industrial Revolution is to a friend. Yes or no?								
I can give details of how life was in the 19^{th} century						4/3/2/1/0		
I know the difference between rich children and poor children. Yes/I think so/ No								
I can work in groups: suggest ideas, agree, organize myself and assume responsibilities. Near always/ c					often/ sometimes			
What I have learnt about giving an oral presentation is								
What I want to improve is								
What I want to find out is								

Ws34