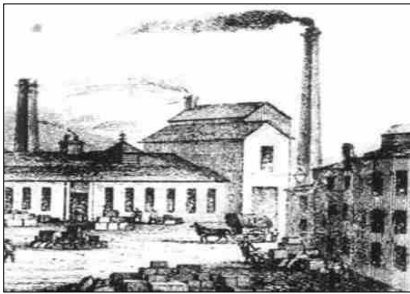


WORKSHEET 1A

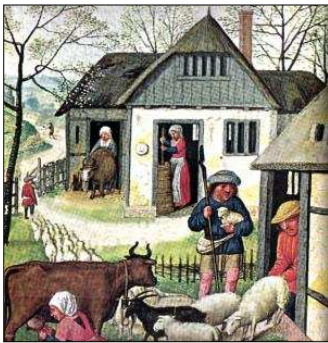
1: With the help of your mates write the name for every picture and its definition



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WORKSHEET 1B

1: Read carefully these sentences. They are the definitions for the pictures that your mate has in the Worksheet 1A. Discuss with your mates what picture is related each sentence to.

- A **room** where things are made or repaired **using tools**.
- A **building** or set of buildings where large amounts of goods are made **using machines**.
- An area of **land**, with a house and buildings, used for **growing vegetables, cereals.. and/or keeping animals** as a business.
- A **place** where people live and work, with **many houses, shops, factories**.
- A **group of houses and other buildings**, such as a church, a school and some shops.



WORKSHEET 1C

1: Read these words. They are the names for the pictures that your mate has in the Worksheet 1A. Discuss with your mates what name matches each picture to.

- FACTORY
- FARM
- WORKSHOP
- CITY
- VILLAGE

WORKSHEET 2a

1: Using the information complete the graph colouring in the columns:

POPULATION IN SPAIN	
1712	7.500.000 people
1752	9.400.000 people
1801	10.500.000 people
1822	11.000.000 people
1826	13.940.000 people
1857	15.464.340 people
1877	16.622.175 people
1900	18.616.630 people

Million of people								
22								
20								
18								
16								
14								
12								
10								
8								
6								
4								
2								
	1712	1752	1801	1822	1826	1857	1877	1900

• Complete choosing the word in brackets:

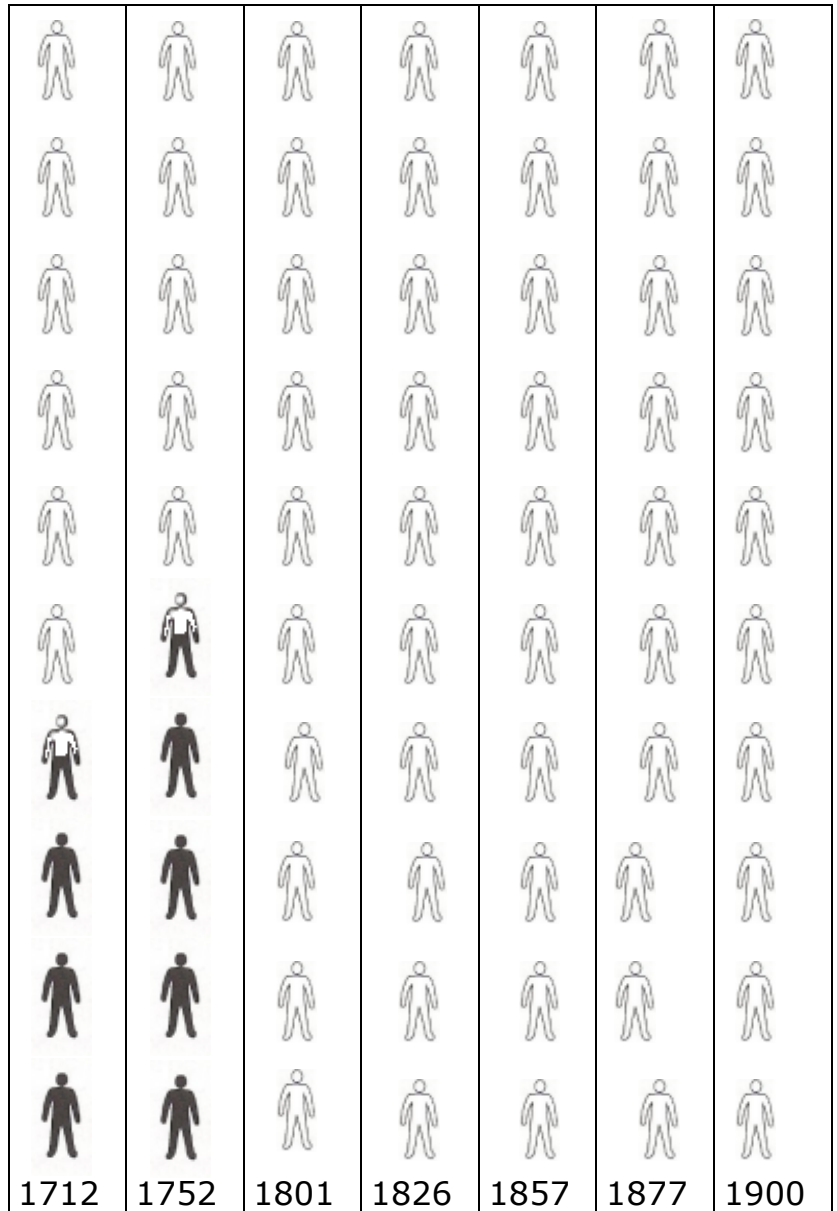
- This graph shows that the population (*increased / decreased*) in Spain during the Industrial Revolution period.

- This increase was due to people had (*more food / more medicines*) and more hygiene, so they lived longer.

WORKSHEET 2b

1: Using the information complete the graph colouring in the columns:


POPULATION IN SPAIN	
1712	7 million people
1752	9 million people
1801	10 million people
1826	14 million people
1857	15 million people
1877	16 million people
1900	18 million people





In 1712 there were 7 million people in Spain, so 3,5 figures are coloured in.

In 1752 there were 9 million people in Spain, so 4,5 figures are coloured in.

Now continue the task!

 = two million people

During the Industrial Revolution the population.....

Increased-  Decreased- 

WORKSHEET 3

1 : Look at the pictures, read the sentences and the words and then complete the sentences below.

She is a **spinner**
She is **making thread**= **spinning**
She is using a **spinning wheel**.



Spinning wheel

thread



She is a **weaver**.
She is **weaving thread into fabric**= **weaving**
She is using a **loom**.



fabric



loom



If you want to **make thread**, you need a

If you want to **make fabric**, you need a

WORKSHEET 4

1 : Read and complete the following questionnaire :

	Workshop		Factory	
What was your work ?		DRAW		DRAW
		CUT OUT		CUT OUT
		MAKE A HOLE		MAKE A HOLE
		DECORATE		DECORATE
		TIE A RIBBON		TIE A RIBBON
Which method do you prefer ? (<i>You have worked more comfortably</i>)				
Which method is better for a worker ?				
How many bookmarks have been produced in each method ?				
Which method produced more bookmarks ?				
Which method produced higher quality bookmarks ?				
If you want to produce many bookmarks in a short time, which method will you choose ?				
Which method is more efficient?				

WORKSHEET 5

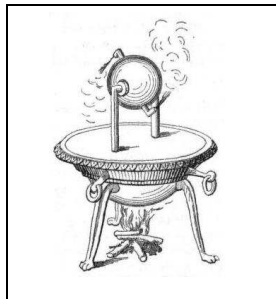
1 : Complete these definitions with the words below :

aeropile – spinning jenny – pumping machine

1st century - 1764 – 1775

Hero of Alexandria – James Hargreaves – James Watt

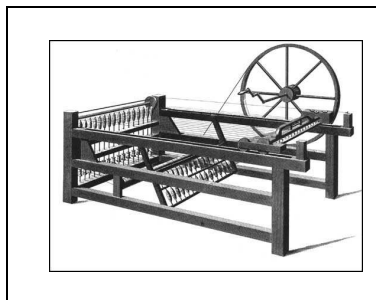
toy – making thread – pumping water from mines



The was invented in the

by

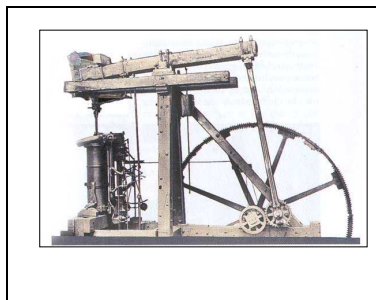
It was only used as



The was invented in

by

It's a machine for



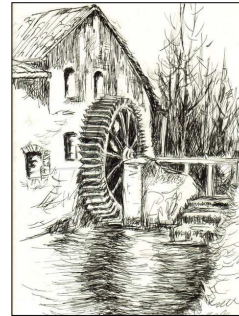
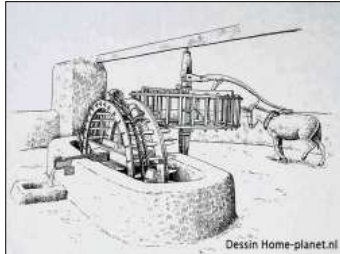
The was invented in

by

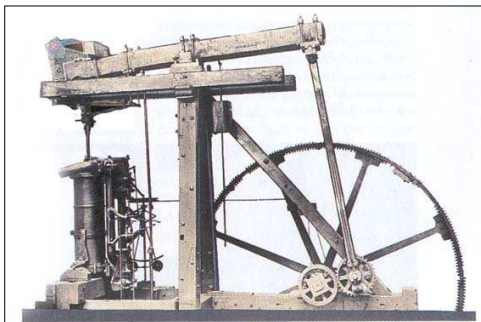
It's an engine for

2 : These machines or means of transport were powered by....

WIND – WATER – ANIMALS - STEAM



.....



.....

3 : Complete the sentences choosing the right word in brackets

- Steam machines were invented in the(18th century / 20th century).
- Until the 18th century the strongest power came from the animals, the wind and the (steam / water).
- People travelled riding a horse, by cart or by (train / ship)

WORKSHEET 6

1: In 1848 you could travel from Barcelona to Mataró by train:



These are the average speeds of different means of transports in 1848

on foot	5 km/h
by cart	8 km/h
riding a horse	10 km/h
by train	30 km/h

The distance from Barcelona to Mataró is about 30 km.

- How long would you take if you went...

On foot (*remember, 1 hour = 5 km*)?.....

Riding a horse (*remember, 1 hour = 10 km*)?.....

By cart (*remember, 1 hour = 8 km*)?.....

By train (*remember, 1 hour = 30 km*)?.....

Thewas the quickest means of transport during the 19th century

2: Design a poster to encourage people to travel by train from Barcelona to Mataró. You have to tell the people the advantages of the train. Here are some ideas...

A



B



C



Poster A:

- Which three words define to travel by train?

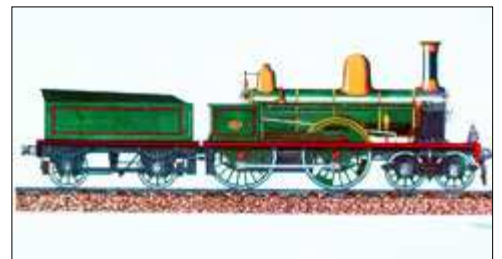
Poster B:

- Which nationality the train is?.....

Poster C:

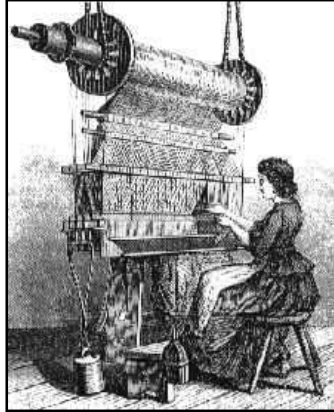
- This train is from to The travel takeshours.

Work with your partner. You have to decide the design of the poster, the words that are you going to use, the picture... You can take ideas from the posters above, but these elements also can help you...



WORKSHEET 7

In 1833 Hannah Goode was 16 years old and worked in a factory in Nottingham (United Kingdom). She told her experience...



Hannah Goode: "I work at Mr. Wilson's factory. I think the **youngest child is about 7 years old**. There are 20 children under 9 years. **It is about 5:50 in the morning when we go in....We come out at 7 in the evening**. We never stop to take our meals, except at dinner.

William Crookes is **overlooker** in our room. He is cross-tempered sometimes. He does not beat me; **he beats the little children if they do not do their work right...I have sometimes seen the little children drop asleep (...)**.

They are always very tired at night.... I can read a little; I can't write. I used to go to school before I went to the factory."*

1. Read the text and answer the following questions:

- How old was the youngest worker in this factory?.....
- How many hours did they work each day
- Why did the overlooker beat the little children?.....
- Why did the little children drop asleep?.....

2. Discuss with your partner.

What would you like the least...

- work about eleven hours each day.
- be beaten if you did not do your work right.
- eat only once a day.
- don't go to the school.
- wake up so early

What do you prefer?



19th century



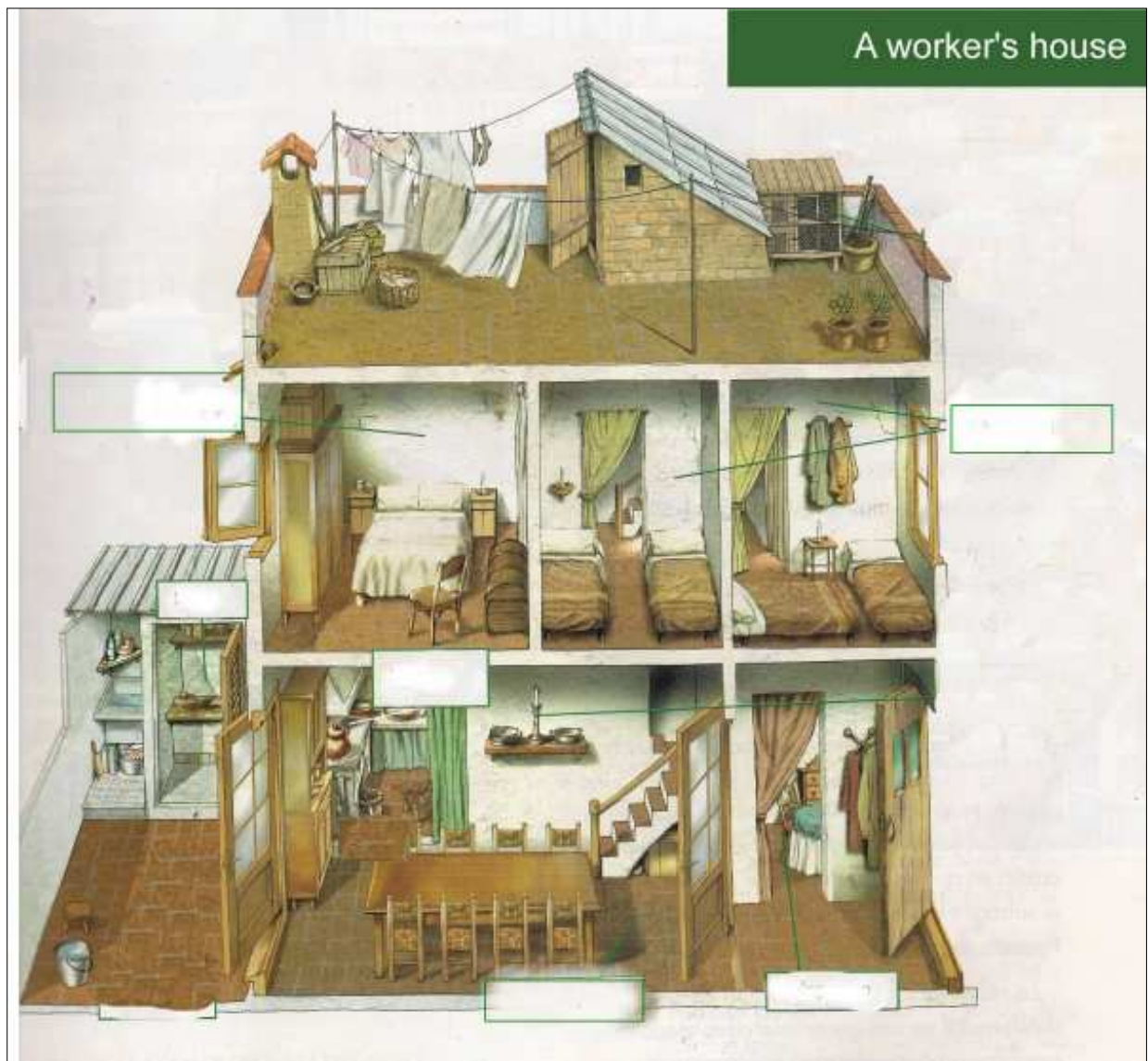
21th century

*[Source; *Factory Inquiry Commission, Great Britain, Parliamentary Papers, 1833. Found in Hellerstein, Hume & Offen, Victorian Women: A Documentary Accounts of Women's Lives in Nineteenth-Century England, France and the United States, Stanford University Press*]

WORKSHEET 8

1: Write these names on the picture:

KITCHEN – LIVING ROOM – DINNING ROOM – TOILET – BEDROOM



Look at the picture and say if these sentences are true or false:

- The toilet is inside the house.
- There was electricity.
- There was no running water.
- The people that lived there used candles.
- The people that lived there were poor.

A VISUAL EVIDENCE AND AN ORAL EVIDENCE...

Photographer Lewis W. Hine took this photograph of a boy selling newspapers. He tell us...

He is Michael McNelis, 8 years old, a newsboy. This boy has just recovered from his second attack of pneumonia. He was found selling newspapers in a big rain storm.



•Complete:

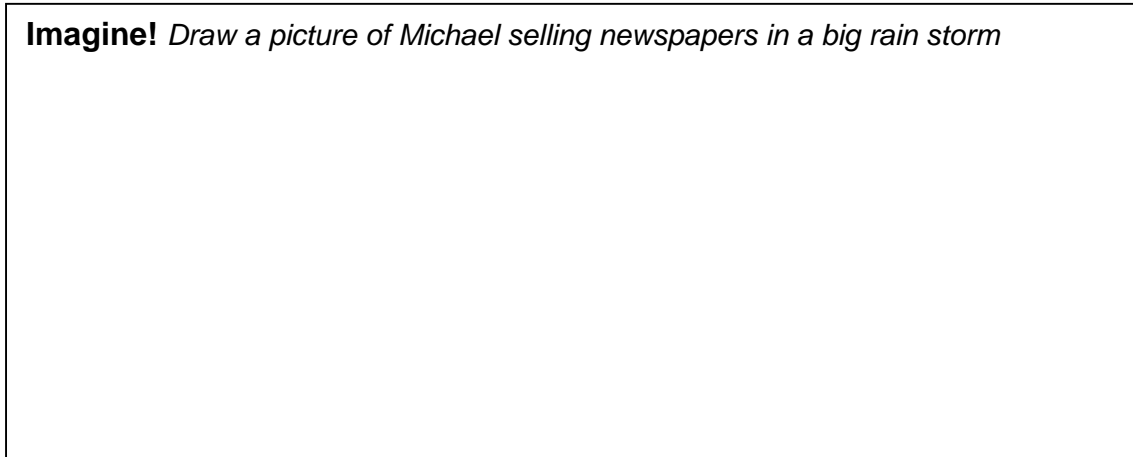
- Michel is years old.
- He works in the street.
- He has been ill with

•Do you think that Michael has good food and warm clothes?

.....

•Do you think that Michael usually goes to school?

Imagine! Draw a picture of Michael selling newspapers in a big rain storm



WORKSHEET 9a

1: Read these sentences and copy those that relate with your picture. Then tell the sentences you have not written to your partner, and copy the sentences they are going to tell you.

I live in a small house – I work in a factory – I own a factory -
My house is dark and damp – I have many servants – I am rich – I have good clothes –
I never go on holidays – I have a house in the countryside



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Is he a worker or a bourgeois?

How do you know that?.....

2: Who is his wife? Who are their children? Match every man with his family



WORKSHEET 9b

1: Read these sentences and copy that which relate with your picture. Then tell the sentences you have not written to your partner, and copy the sentences they are going to tell you.

My wife and my children work in a factory - My children don't go to school -
I live in a big house - In the evenings I go to parties, to the theatre... -
During the day, my wife stays at home - My children go to school - I am poor -
I don't have enough money to buy good food and warm clothes -
My children sleep all together in the same bedroom



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Is he a worker or a bourgeois?

2: Who is his wife? Who are their children? Match every man with his family.



WORKSHEET 10

1: Complete these sentences with the words below.

factory - children – women – rich – steam – city - businessman



This is a successful He has a

He employs and

He uses machines in his factory.

His factory is in a He is

A WRITTEN EVIDENCE...



This is a job advertisement from a factory.

- Who do they want to employ?

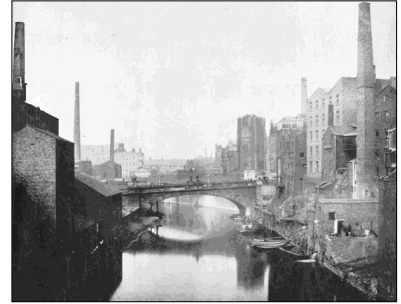
- Can you say the reason for employing only women?

- If you were a girl aged 14, could you apply for the job? Why?

- Would it be possible to advertise this in Spain today? Do you know what the minimum age for working is?

WORKSHEET 11

LIVING IN A CITY, WORKING IN A FACTORY



1- Complete the sentences with one of the words in brackets:

In the 19th century the cities were (clean / dirty). Workers were (poor / rich). They couldn't buy (warm / beautiful) clothes nor good food. Their children didn't go to (school / the factory). They had (bad / good) health. They worked (8 / 14) hours a day. **They never had holidays.** They were (tired / happy).

2- Some workers decided to fight for improvements to worker's conditions.

TRADE UNIONS WERE BORN

You work in a factory at the end of the 19th century. Your wife and your children work in this factory, too. Your pay is very bad. You live in a small house in a dirty street. You work from 5 in the morning to 7 in the evening. You only stop 45 minutes to have lunch. If you fall ill and can't work, you are not paid. You can't vote and choose your rulers.

IS IT A GOOD LIFE? LET'S CHANGE IT!

You have decided to complain about the situation and ask for better conditions.

Groups of five!

Form a trade union. Think what you want to ask for, and explain it to the rest of the class. You can also design a poster, if you want.



WORKSHEET 12

1: Today we still use many things that were invented in the 19th century. Circle them.



2: LET'S SPEAK! :YOU HAVE TO TELL YOUR PARTNERS WHAT YOUR FAVOURITE INVENTION IS AND WHY.