

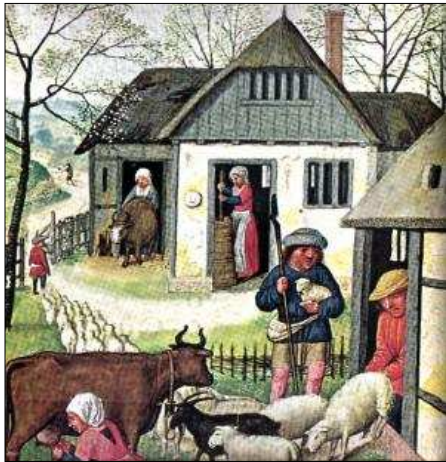
FLASHCARDS AND
LABELS LESSON 1
Activity 1

People lived in the countryside People worked on farms



FACTORY :

A **building** or set of buildings where large amounts of goods are made **using machines**.



FARM :

An area of **land**, with a house and buildings, used for growing **vegetables, cereals...** and/or keeping **animals** as a business.



CITY :

A **place** where people live and work, with **many houses, shops, factories....**



WORKSHOP :

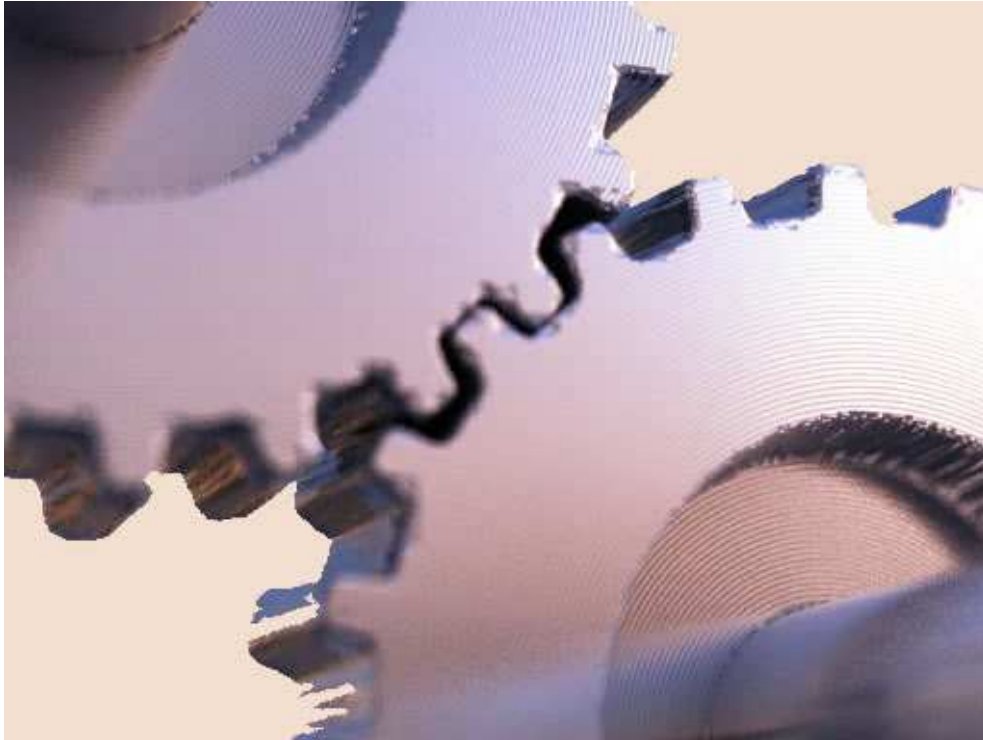
A **room** where things are made or repaired **using tools.**



VILLAGE :

A **group of houses and other buildings**, such as a church, a school and some shops.

FLASHCARDS LESSON 1
Activity 2



FLASHCARD AND LABEL
LESSON 2
Activity 1

The Industrial Revolution



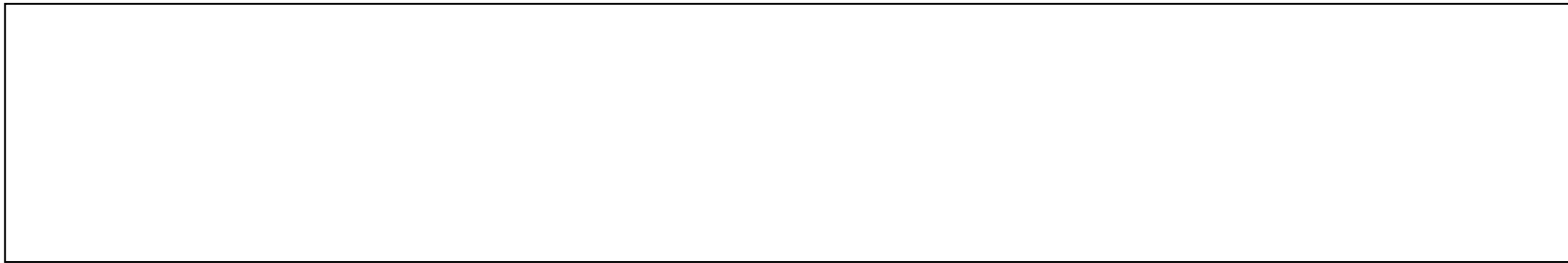
SPINNING WHEEL :

A **device** for making **thread**

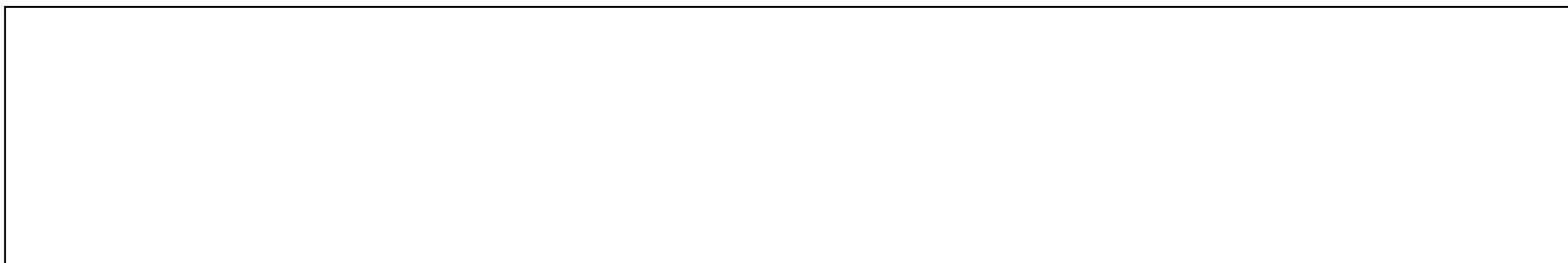


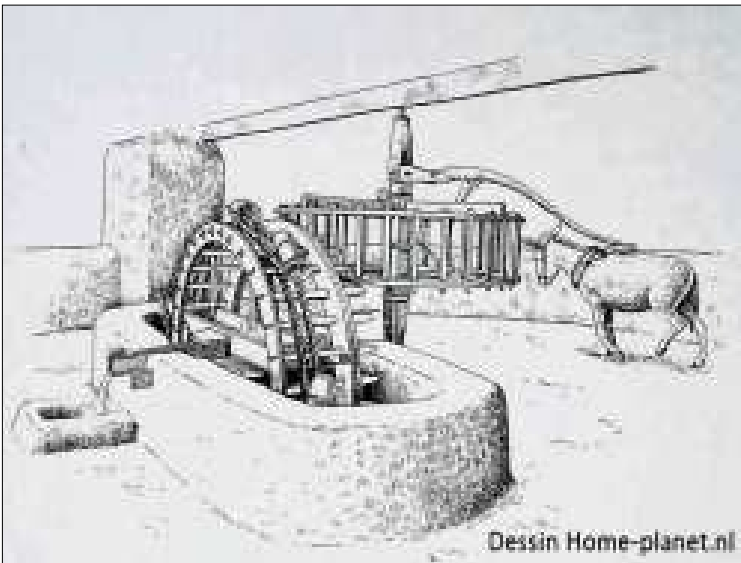
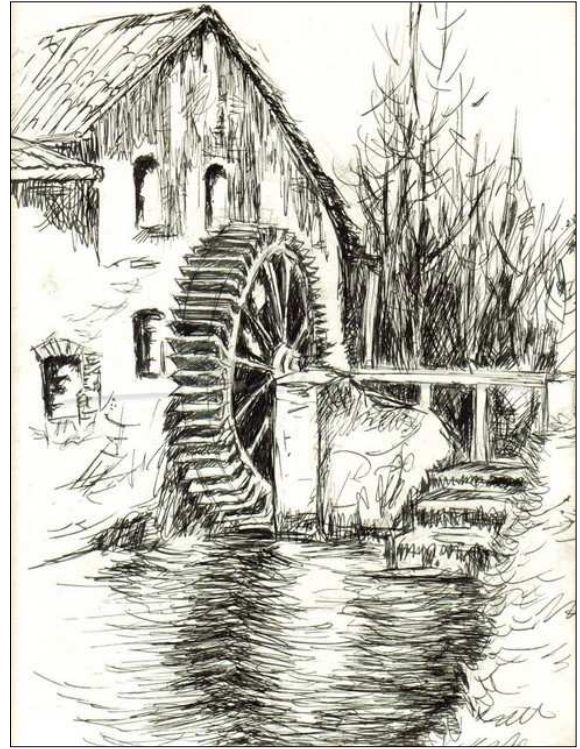
LOOM :

A **device** for making **fabric**



TEMPLATE LESSON 3 *Activity 3*
LESSON 4 *Activity 1*



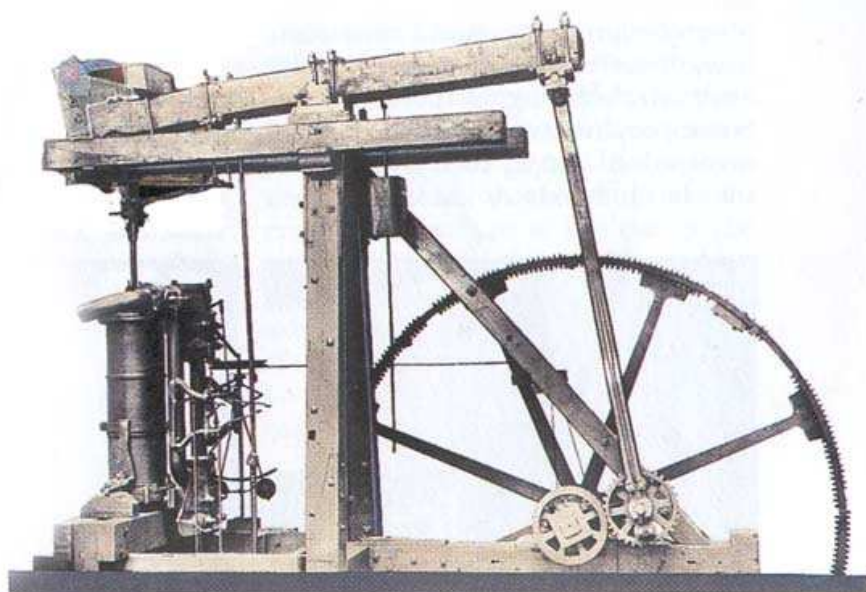


FLASHCARDS LESSON 5
Activity 3



FLASHCARDS LESSON 5
Activity 3

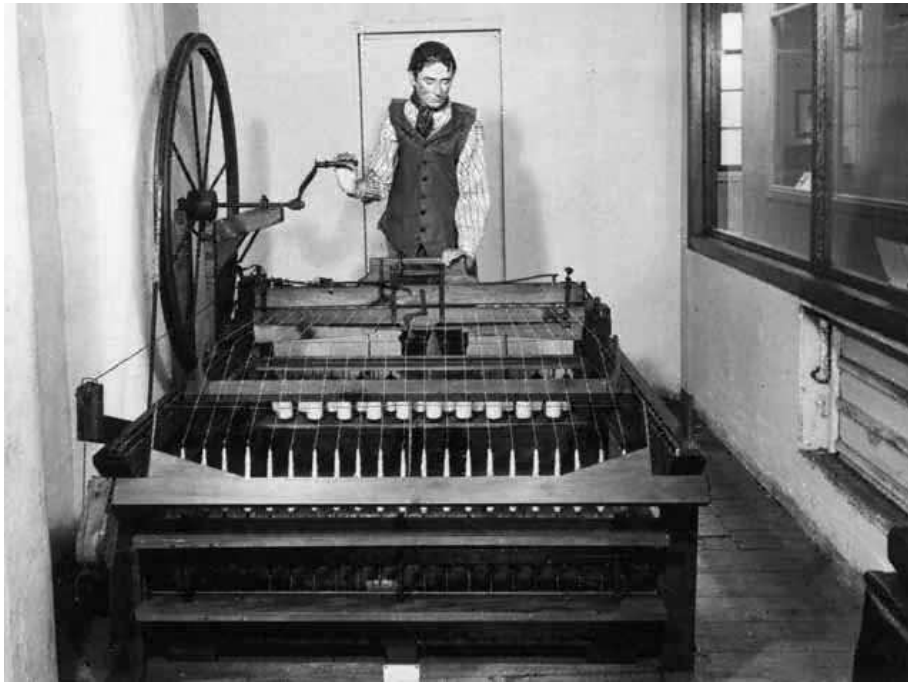




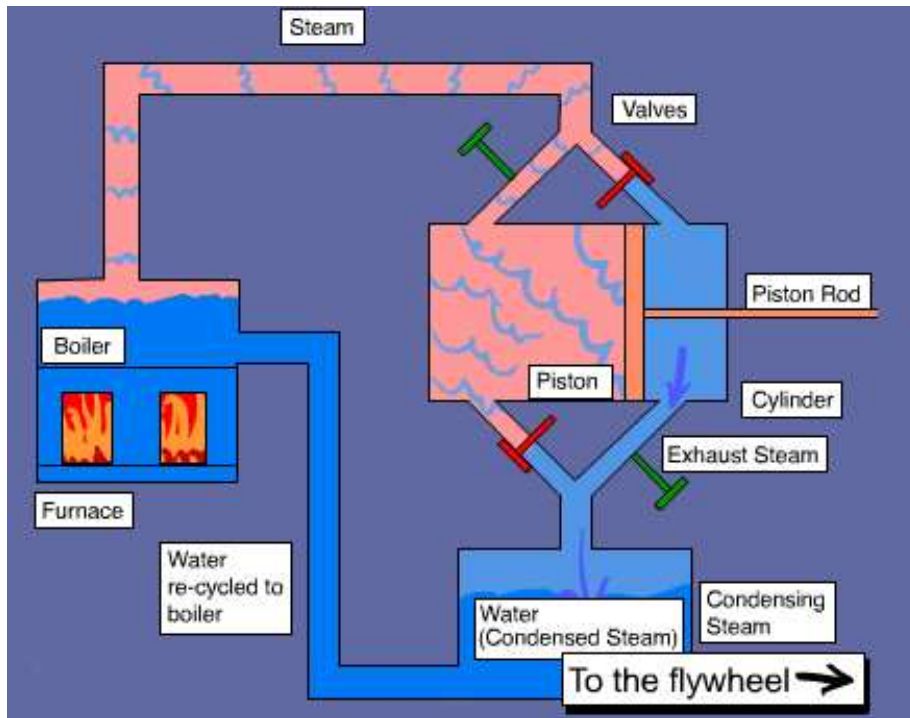
PUMPING MACHINE (1775, by J. Watts)

FLASHCARDS LESSON 5
Activity 3

Machines were powered by wind, animals and water
People travelled riding on a horse, by cart or by ship

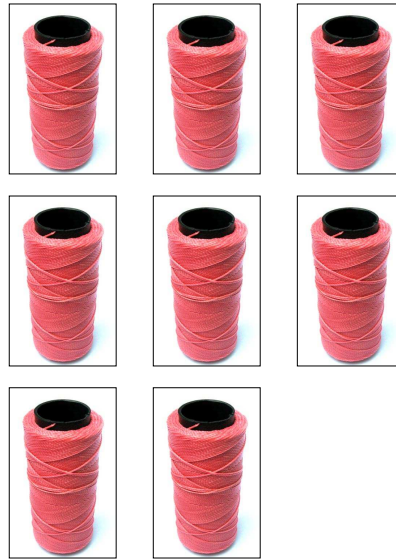
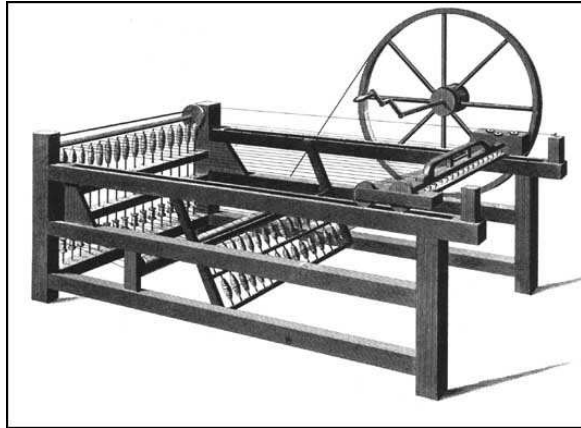


SPINNING JENNY (1764, by J. Hargreaves)



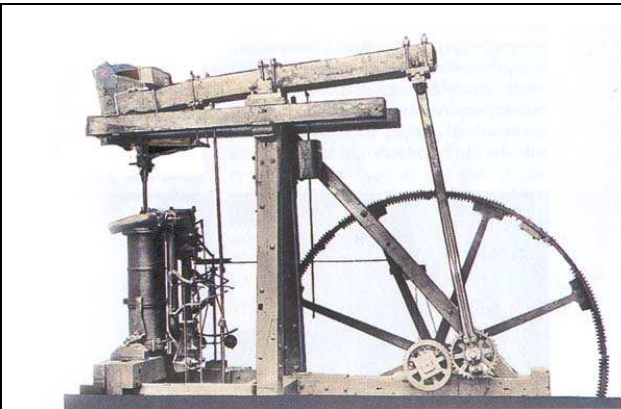
STEAM ENGINE (1785, by J. Watts)

FLASHCARDS LESSON 5
Activity 3




SPINNING JENNY :

A **device** for making **thread**

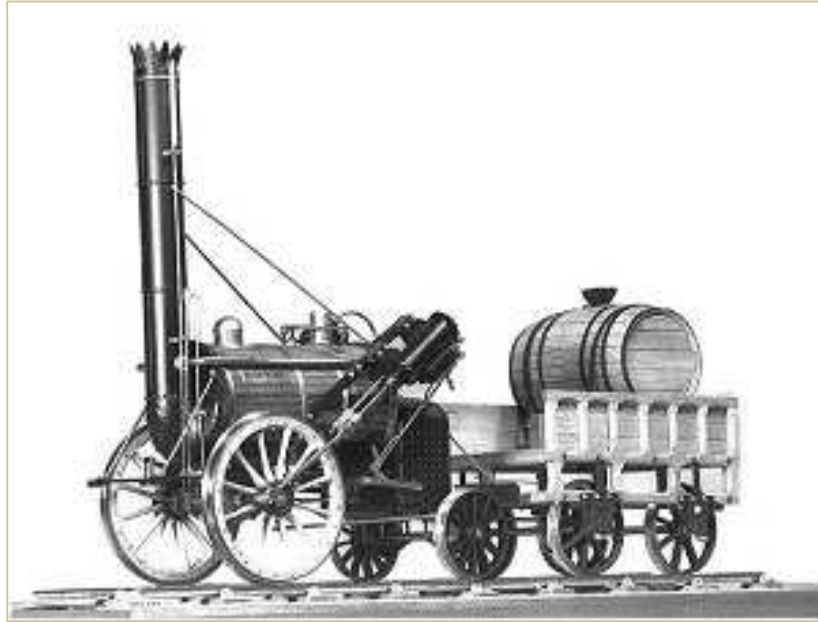


PUMPING MACHINE :

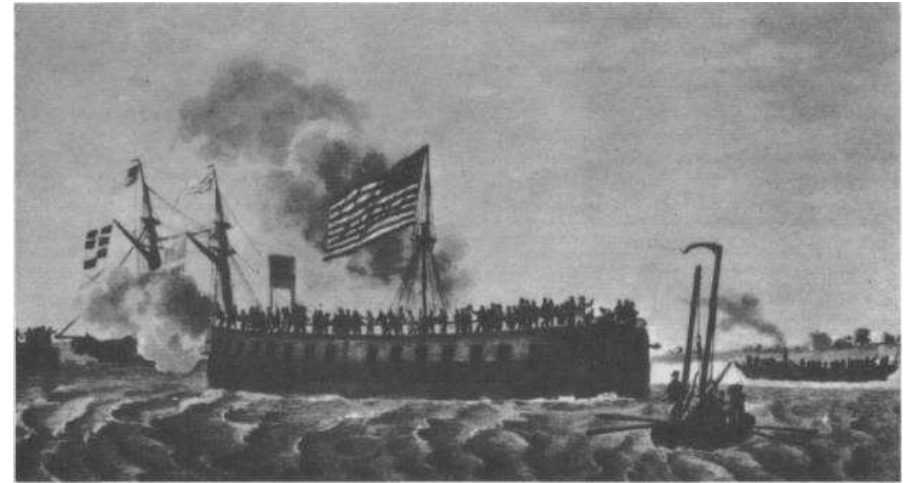
An engine for **pumping water from mines.**

	<p>AEROPILE :</p> <p>The first steam engine. It was used only as a toy.</p>
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FLASHCARDS LESSON 5
Activity 3

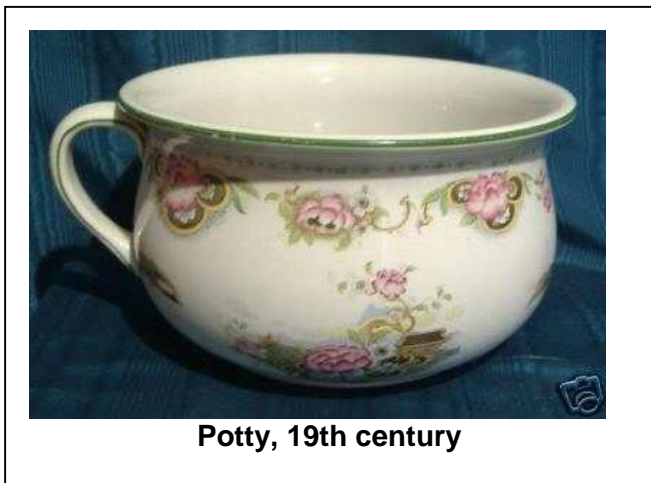


LOCOMOTIVE ROCKET
(1829, by R. Stephenson)



STEAM SHIP
(1807, by R. Fulton)

FLASHCARDS LESSON 6
Activity 2



PHYSICAL EVIDENCE
LESSON 8



LIFE THROUGH HISTORY
THE INDUSTRIAL REVOLUTION – a *time of change*

Supplementary materials



Palau Robert, Barcelona, 19th century

PHYSICAL EVIDENCE
LESSON 8



Chimney, Barcelona, 19th century



Photograph, 19th century



A drawing, 1840

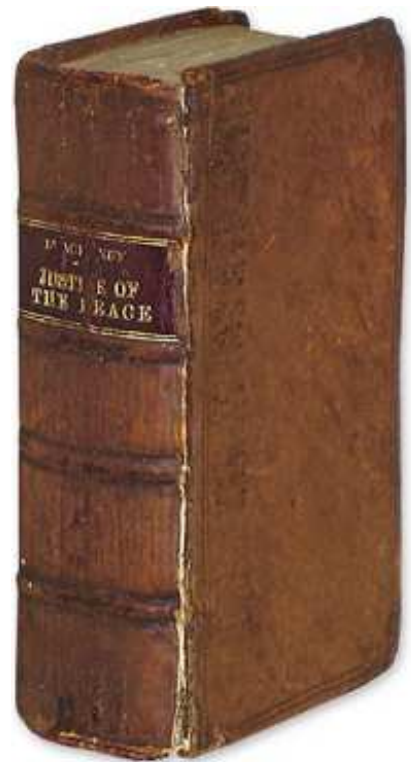


Painting "Poor people waiting for soup", Isidre Nonell, 1899

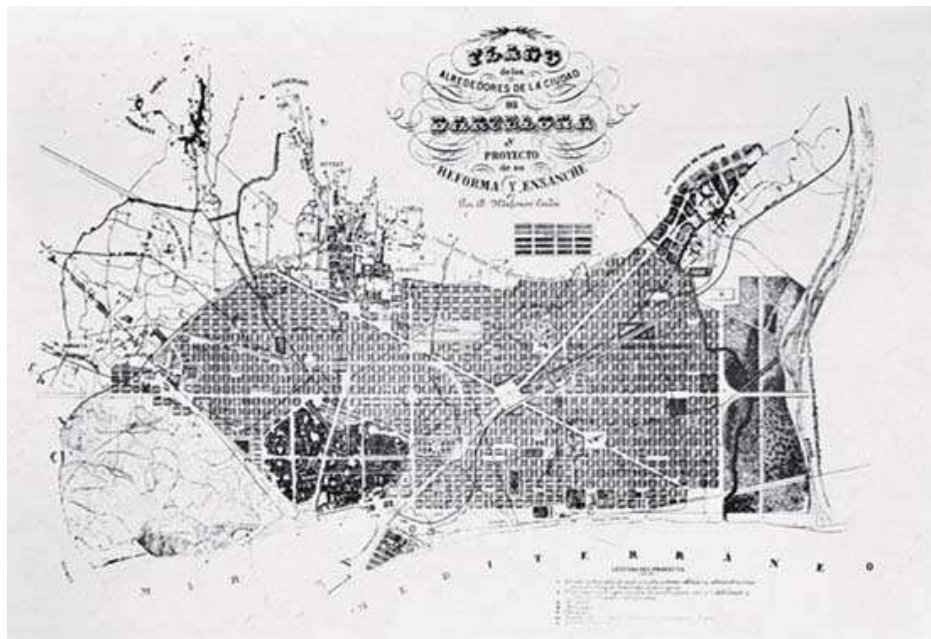
VISUAL EVIDENCE
LESSON 8



Newspaper, 20th february 1864



Old legal book, Great Britain,
19th century



Map of Barcelona, 19th century

WRITTEN EVIDENCE
LESSON 8



"Yes I want to learn but I can't when I work all the time."

Furman Owens, 12 years old, 1908

L'Elionor tenia
catorze anys i tres hores
quan va posar-se a treballar.
Aquestes coses queden
enregistrades a la sang per sempre.
Duia trenes encara
i deia: -sí, senyor- i -bones tardes-.
La gent se l'estimava,
l'Elionor, tan tendra,
i ella cantava mentre
feia córrer l'escombra.
Els anys, però, a dins la fàbrica
es dilueixen en l'opaca
grisor de les finestres,
i al cap de poc l'Elionor no hauria
pas sabut dir d'on li venien
les ganes de plorar
ni aquella irreprimible
sensació de solitud.
Les dones deien que el que li passava
era que es feia gran i que aquells mals
es curaven casant-se i tenint criatures.
L'Elionor, d'acord amb la molt sàvia
predicció de les dones,
va créixer, es va casar i va tenir fills.
El gran, que era una noia,
feia tot just tres hores
que havia complert els catorze anys
quan va posar-se a treballar.
Encara duia trenes
i deia: -sí, senyor- i -bones tardes-.

Poem by Miquel Martí i Pol *La Fàbrica* (1970-1971).

ORAL EVIDENCE
LESSON 8

<p>It tells us that the houses had no running water in the 19th century</p>
<p>It tells us that there were no toilets in the houses in the 19th century</p>
<p>It tells us that some people cooked in a fireplace in the 19th century</p>
<p>It tells us that there was no electricity in the houses in the 19th century</p>
<p>It tells us who the Spanish king was in 1871.</p>
<p>It tells us what a rich family's house was like in the 19th century</p>
<p>It tells us that there was a big factory at this place in the 19th century</p>
<p>It tells us that children worked in factories in the 19th century. It also tells us that they were very poor: they had no shoes.</p>
<p>It tells us that children were beaten in the factories.</p>
<p>It tells us that poor people had to ask for food. It also tells us about the clothes they were wearing.</p>
<p>It tells us the news of that day.</p>
<p>It tells us about the laws in Great Britain in the 19th century</p>
<p>It tells us how big Barcelona was in the 19th century</p>
<p>He tells us that he wanted to go to school, but he couldn't.</p>
<p>He tells us about a girl worker's life. <i>This poet was born in 1929, and like Elionor, he also worked in a factory when he was 14 years old.</i></p>

**WHAT DO THIS EVIDENCE TELL US ?
LESSON 8**



BOURGEOISIE :

In the 19th century the **bourgeoisie** was the **part of society** which had most of the **wealth**.

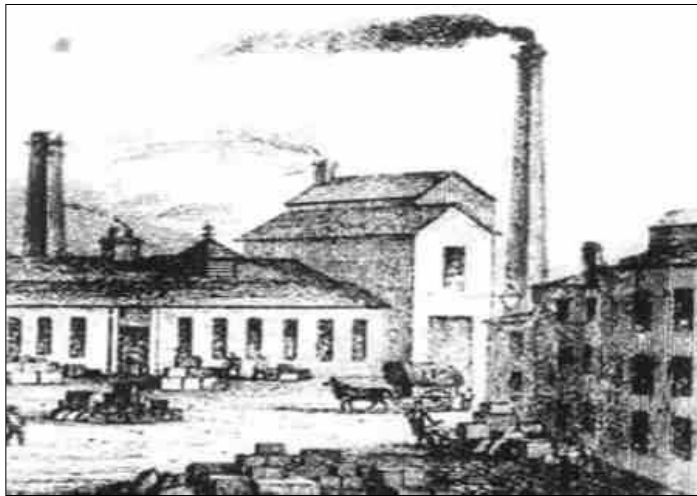


COAL :

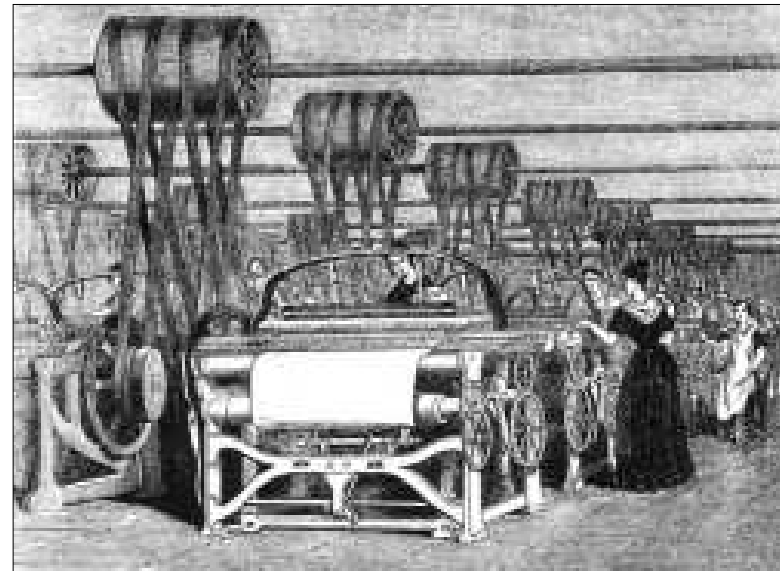
In the 19th century **coal** was the main source of power. It was used for **cooking, heating,** and for **steam machines**

People started to live in cities

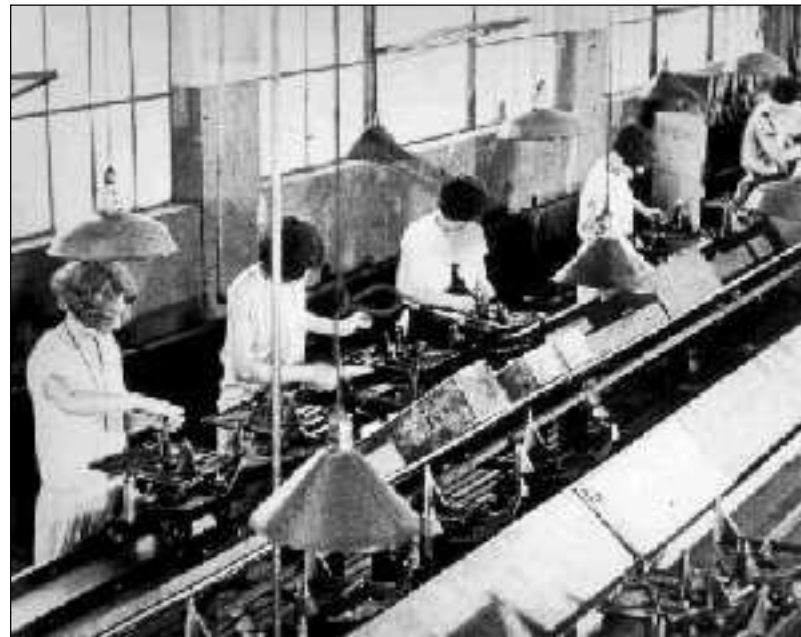
People started to work in factories

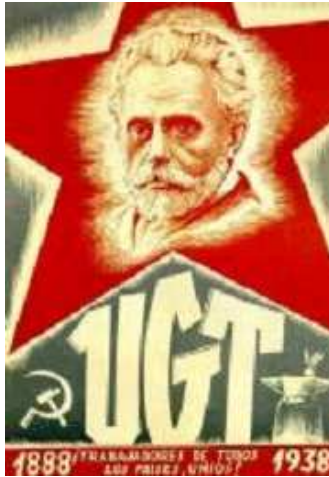


Machines were powered by steam People travelled by train



Machines were powered by electricity





TRADE UNIONS :

An organization that represents the **people who work in a particular industry, protects their rights, and discusses their pay and working conditions.**



STRIKE :

Stop working to improve working conditions.



DEMONSTRATION :

When a group of people march together to show that they disagree with something.

FLASHCARDS LESSON 12
Activity 3

Found your own trade union!

LANGUAGE FRAME LESSON 12
Activity 5

1: Find a proper name:

You can use the following words...

FACTORY WORKERS - ASSOCIATION - UNITED - FEDERATION - SPANISH - CATALAN - SPAIN - CATALONIA

For example...

United workers of Catalonia

2: Now recall the workers' conditions in your factory (*see highlighted sentences in Worksheet 10*). Which do you like the least?. Choose four.

3: Propose changes! For example:

- To work from 8 in the morning to 5 in the afternoon.
- Better pay.
- To stop 30 minutes to have breakfast and 60 minutes to have lunch.
- To have holidays.

*These are only proposals, you can use
another words and ask for the help of the
teacher*

4: If you want you can design a poster (DINA4).

5: Explain to the class what do you want to change. Use ...

WE ARE..... AND WE WANT

FLASHCARDS LESSON 13
Activity 3



PHOTOGRAPHY
(1820, by Nicéphore Niepce)



TELEGRAPH
(1836, by Samuel Morse)



SUBMARINE
(1864, by Narcís Monturiol)



PHONOGRAPH
(1872, by Thomas Edison)

FLASHCARDS LESSON 13
Activity 3



TELEPHONE
(1879, by Alexander G. Bell)



LIGHT BULB
(1880, by Thomas Edison)

FLASHCARDS LESSON 13
Activity 3



CINEMATOGRAPHE
(1894, by the Lumière Brothers)



RADIO
(1901, by Guglielmo Marconi)