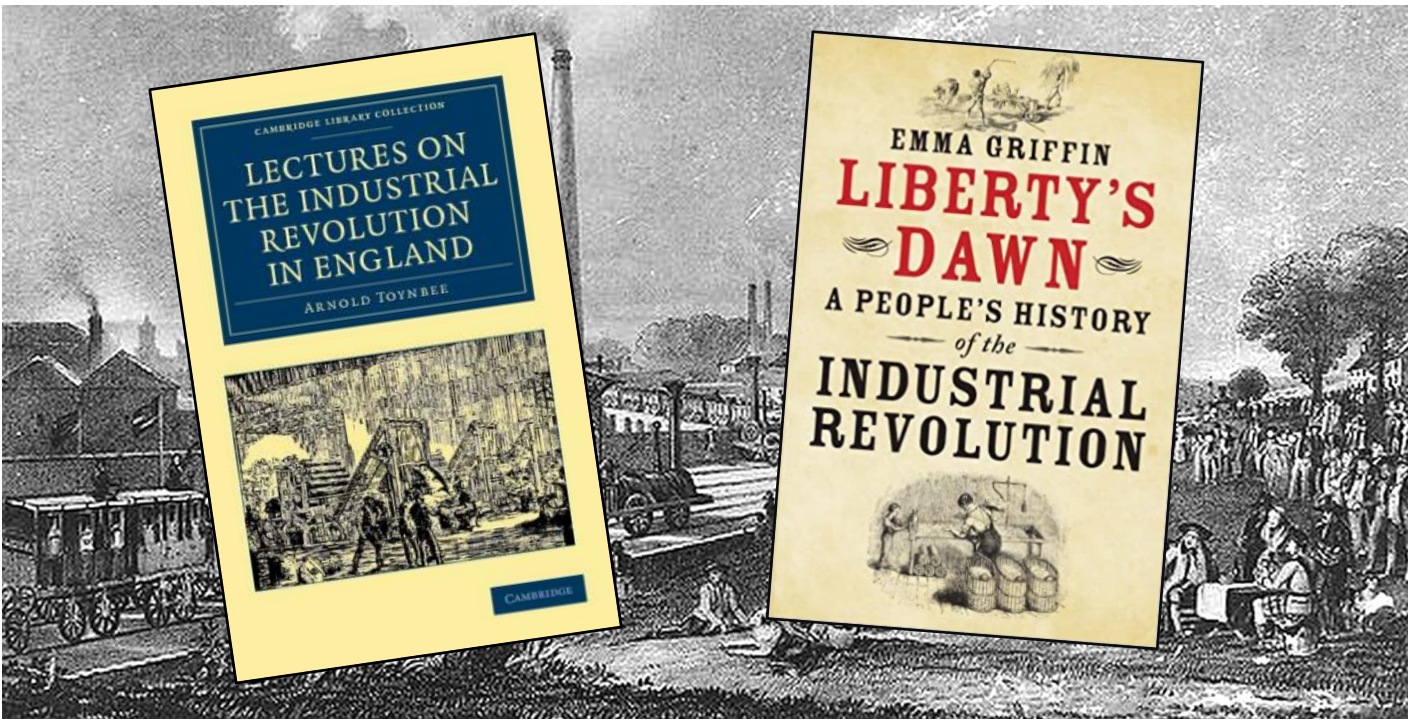
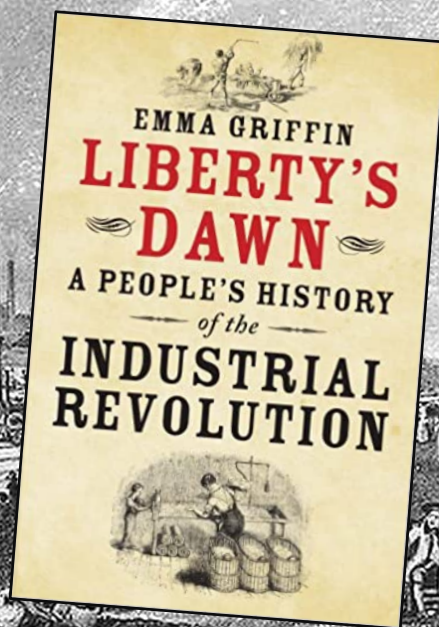
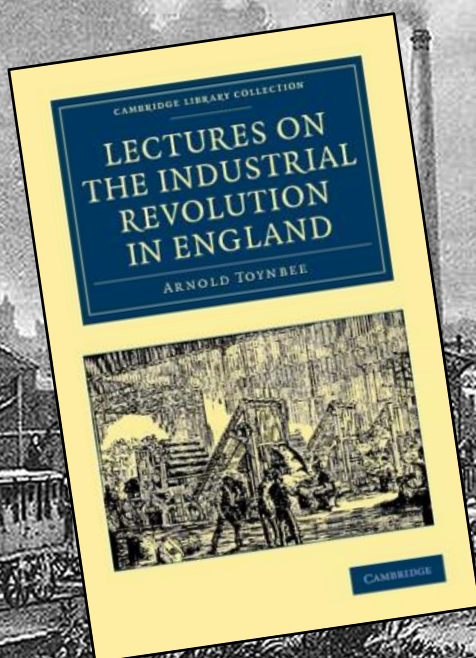




Year 8 History Workbook 1

“Was the Industrial Revolution ‘Liberty’s Dawn’?”

Name: _____



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Knowledge Organiser: Was the Industrial Revolution ‘Liberty’s Dawn?’

The **Industrial Revolution** is the name given to the period between 1750 and 1900, when Britain went through huge changes and became very wealthy (rich).

Britain went from a country based on farming, with every living in the countryside to one where people moved to growing cities to work in new factories, which produced goods.

It had a huge effect on families, with some claiming it was a disaster for the working class

Liberty’s Dawn?

Historian, Emma Griffin has argued that life was not so bad for those in the time, but that it was a **Liberty’s Dawn**. A time of **improvement, opportunity and freedom for the working classes of Britain**.



Men, women and children felt the industrial revolution in very different ways. The patches of sunlight certainly shone more brightly on men than on their wives or children... the industrial revolution heralded the advent not of a yet ‘darker period’, but of the dawn of liberty.”

The Industrial Revolution increased job opportunities

Much factory work paid better wages than farm

Higher wages and more opportunities increased status and self-worth

Therefore the Industrial Revolution was Liberty's Dawn

Key Words

1	Wages	The money you earn from your job	
2	Population	The amount of people in a country	
3	Poverty	People who live in poverty struggle to have the money to pay for food, their bills and anything else.	
5	Back to Back	Housing built in blocks, connected side to side and back to back. They have no garden at all.	
6	Factory or Mill	A building with machinery that is used to produce goods e.g. Cloth, pottery and	
7	Working class	People who earn money through working in physical jobs such as factories, building or being a servant.	

How did the Industrial Revolution impact lives?

Men:

Griffin said “The patches of sunlight certainly shone more brightly on men”

- Men could have better jobs in new cities e.g.

- There were lots of jobs available

- Factory work was all year, unlike farming which was only parts of the year
- Men could earn higher wages, this meant they could live a better life

George Collyer:

“Working on the railway gives you a lot more freedom than working on a farm.”

Sam Catton:

“Samuel Catton found employment at the chemical works for “very good wages””

Women:

Griffin said women’s lives improved slightly, but not as much as men

- Unmarried, single women found work in factories and mills

- Women did get paid lower wages than men

- Very few women continued to work after they had children. They had to stay at home to look after the children

Betty Shaw

“Left her job and gave birth almost immediately after her wedding. She had 8 children and never worked again”

Eliza Mitchell

“Eliza worked making children’s shoes, which was a skilled job, but she quit once she had children”

Children:

Griffin agrees that life for children was tough in the Industrial Revolution

- Most children worked, many in mills, factories and down mines

- Most children had a job by aged 10, some were as young as 4

- Work was very tough and dangerous for children

Robert Lowery

“I had to rise at 4 a.m. every morning and walk nearly two miles to work, which continued from 5 am until 6 pm”

Emanuel Lovekin

“I was sent to the mines at the age of 7, opening a door for the wagons to pass through”

Lesson 1- What was the Industrial Revolution?

3



Introduction

Between 1750 and 1900, life in Britain witnessed significant change.

This period, known as the **Industrial Revolution**, was a **turning point** in our history. It changed which brought the United Kingdom into an era of technology and industry, changing the lives of people forever.

The 2012 Olympics



In 2012, the Olympics opening with a ceremony that highlighted British History
Watch it and note down what it suggests about the Industrial Revolution

How many changes can you remember from the video?

Industrial

Latin Origin: *Industria*, this means to be 'active' or to 'work'.



Revolution

From 'revolving', It means *change* or *changing*



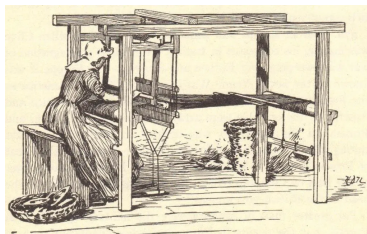
The Industrial Revolution: A Picture Book:

To really understand what Industrial Britain looked like, study the images below:

Britain before 1750:



Britain was based on farming. The whole family worked, men women and children, it was tough if the harvest failed



All items were made at home



The largest buildings were churches



90% of people lived in the countryside



There were only 4 large towns

Britain and after the Industrial Revolution:



Huge factories were built in cities like Manchester, Liverpool and Birmingham



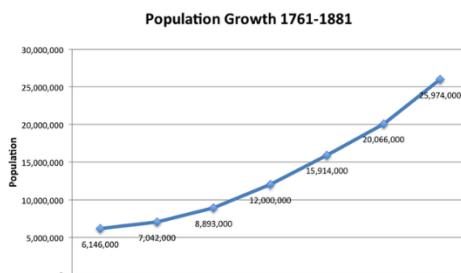
Children working in factories



Britain became the richest country



New inventions like the Loom and Steam engine meant goods could be produced quickly and in huge numbers



Britain's population quadrupled, it grew 4 times larger!

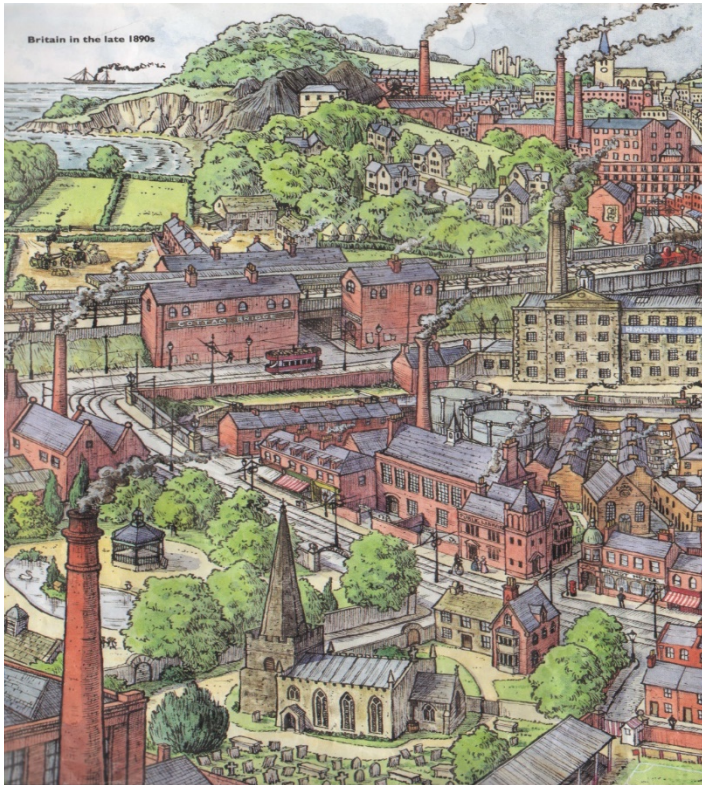


Everyone moved to towns, houses were built close together

Lesson 1- What was the Industrial Revolution?

▪ Spot the Difference

In your pairs, find as many differences you can between what Britain was like before and after the Industrial Revolution. Share with the class



Changes you can see

-
-
-
-
-
-

▪ Guided Reading: Life in Industrial Britain



Read through this with the teacher, summarise the information on the right hand side.

- Between 1745 and 1901, the **population** of Britain grew so fast that it has been
- described as ‘an explosion of people’. There were about 7 million people living in
- Britain in 1745. By 1901, it was nearly 40 million.
- This population growth was accompanied by the growth of towns and cities, or
- urbanisation**. In 1750, 90% of people lived in the countryside but by 1900, the 90% of
- the population lived in towns and cities!
- As people poured into new towns and cities searching for work and a new life, factory
- owners rushed to build homes for them. Houses were built quickly and cheaply, and
- were crammed close together. There was no planning or quality control- some homes
- didn’t even have foundations!
- Overcrowding** was a big problem: in 1847 in Liverpool 40 people were found sharing
- one room in a house. The new cities had no indoor toilets, rubbish collections or
- even fresh running water. As a result, diseases like Cholera spread quickly.
- Growing cities such as Manchester, Liverpool and Belfast had become tough places
- to live for the working classes who lived there

Lesson 1- What was the Industrial Revolution?

▪ The Changes to Britain

Using the video, guided reading photos and the spot the difference, fill the table below for each theme. The first one has been done for you

	1750	1900
Transport	<ul style="list-style-type: none">• People used boats powered by win• Horse and carts• Walking	
Work		
Landscape		
Population		The population was almost 40 million
Living Conditions		

What was the impact of the Industrial Revolution?

Historians have debated **how** the Industrial Revolution affected the people of Britain.

Most have argued that the Industrial Revolution was negative for people, it make life harder for most people

This is what historian **Arnold Toynbee** believes, his opinion (interpretation) is popular and many believed it.



“We now approach a darker period – a disastrous and terrible period because side by side with a great increase of wealth was an enormous increase of pauperism (people being extremely poor). The effects of the Industrial Revolution may produce wealth without producing well-being.”

▪What is Toynbee suggesting?

Pick one of these options and tick which one summaries Toynbee’s view, then highlight a quote to match it

- ☐ Toynbee suggests the Industrial Revolution was disastrous for the population of Britain as it increased hardship
- ☐ Toynbee suggests the Industrial Revolution produced great wealth for some and hardship for many others
- ☐ Toynbee suggests the Industrial Revolution was a success for Britain, the greatest period the nation has ever passed

Toynbee’s view was very popular for many years, we call it the traditional view.

So far, have we seen any evidence to support his view? Write 3 things that support Toynbee’s view

Toynbee suggests that the Industrial Revolution was.....

Evidence I have seen to agree with this is:

-
-
-

How did Emma Griffin uncover the lives of the unheard?

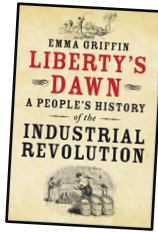
6

1. What does revolution mean?
2. What happened to Britain's population?
3. Name two new types of transport by 1900
4. Where did most people work by 1900?
5. What did Toynbee say about the Industrial Rev?

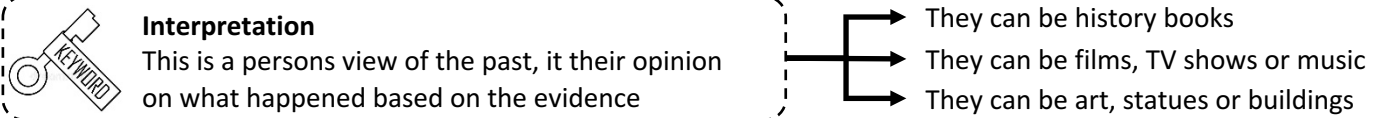
Introduction



This is **Emma Griffin**, a professor of History with a specialism on the Industrial Revolution. Griffin has a different interpretation of how Industrial Revolution affected people, Her book is called “**Liberty’s Dawn**”, She challenges the view of Arnold Toynbee, who said the Industrial Revolution was the disaster for people, especially those in the **working class**. The working class are people who mainly work in low paying jobs, e.g. factory workers



We are using the term “**interpretation**”, but what are they?



What does Griffin say about the Industrial Revolution??

Read through this extract with your teacher, answer the questions below.



“My goal is not to replace one simple story (things were bad) with another (they never had it so good!). The pattern was complex. Men, women and children felt the industrial revolution in very different ways. The patches of sunlight certainly shone more brightly on men than on their wives or children... the industrial revolution heralded the advent not of a yet ‘darker period’, but of the **dawn of liberty**.”

How is Griffin challenging the traditional view?

.....

.....

.....

What does she suggest about the effects of the Industrial revolution on the people?

.....

.....

How did Emma Griffin uncover this ‘new’ history?

Griffin decided to look at the lives of the working class in the Industrial Revolution, a group rarely discussed.

Griffin questioned whether the old view of the impact of the Industrial Revolution as ‘terrible’ was fair



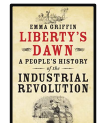
She read over 350 autobiographies of working class people from the Industrial period



She studied the diaries, finding trends which allowed her to make claims about groups of people



These claims all formed part of her book, Liberty’s Dawn, which seeks to show the complex history of the Industrial period



Can you think why historians might use autobiographies?

Can you think of any drawbacks of using them?

How did Emma Griffin uncover the lives of the unheard?

7

At the start of the 1800s a growing number of ordinary working people wrote down their memories. For example, John Lincoln who wrote his in the 1830s.

The 80 pages are filled with the untidy hand of a self-taught writer and contain a detailed account of his life from his earliest childhood memories to when he was writing, just before his 60th birthday.



John Lincoln, he lived in a time of economic growth (Britain getting richer) and better opportunities for working people. The combination of good wages (pay) and lots of available work, meant men's status and sense of self-worth began to rise. People have more freedom than they ever had before.

The writers of these diaries viewed themselves not as downtrodden losers but as men and women in control of their destiny; that the industrial revolution began not of a yet 'darker period', but of the dawn of liberty (a time of freedom and independence)

1. What does Emma Griffin say happened during the Industrial Revolution?

2. What example does she give?

3. What does Griffin say happened to working men?

4. Why does Griffin say life improved for men?

5. Griffin says that Men and women were not losers, but.....

According to Griffin the Industrial Revolution improved the lives of working people.

Lets look at some of the examples she uses to see what she suggests, read them and complete the tasks



George Collyer: Navvy (unskilled)

"In 1837, I left farming and started work as a navvy on the Leeds to Manchester Railway. My wages doubled. The work is sometimes dangerous but it gives you a more freedom than working on a farm."

Samuel Catton: chemical works

"Spent his early years on a farm where he worked hard did not live well" he was also "cruelly treated." by his boss . In his twenties moved to Stratford where he found employment at the chemical works for "very good wages".

Eliza Mitchell: shoemaker

*"Began as a servant, but she decided to learn the trade of shoe making. The Industrial Revolution had made it easier for poorer people to learn a skilled trade. Eliza was the **only** women that Griffin found who learnt a new skill*

Summary sentence

Who? George Collyer Navvy
What? Left work on a farm and joined the Navvy
When? 1837
Where? Leeds- Manchester Railway
Why? Industrial Revolution
How did life change? Earnt more money and better freedom

Summary sentence:

George Collyer left his job on farm in 1837 to work as a navvy building the Leeds Manchester Railway. He could leave his job an find better work because of the opportunities the Industrial Revolution brought. His life changed as he gained more freedom.

Summary sentence

Who?
What?

When?

Where?

Why?

How did life change?
Summary sentence:

.....

.....

.....

.....

.....

.....

.....

Summary sentence

Who?
What?

When?

Where?

Why?

How did life change?
Summary sentence:

.....

.....

.....

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Did men and women have different experiences of the Industrial Revolution?

.....

.....

☐ Highlight any examples you can see which support Griffins view that life for people was a 'Liberty's' Dawn

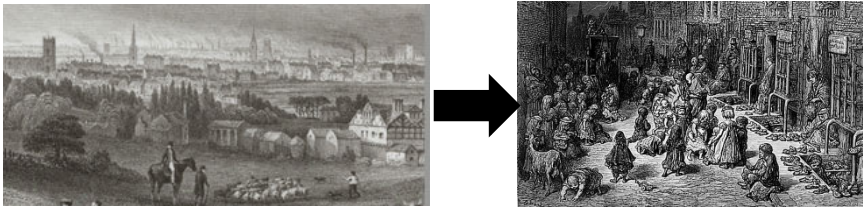
Lesson 3- How convincing is Griffin’s interpretation of family life?

8

1. Did Toynbee have a positive or negative view of the IR?	
2. An interpretation is....	
3. Give problems with housing in the Industrial Revolution?	
4. Where did 90% of people live by 1900?	
5. When was the Industrial Revolution?	

Introduction

Inevitably, the Industrial Revolution impacted on the life of the family, especially when families moved from the countryside into the crowded and growing cities during the 1800s.



Traditional historians claim this upheaval had negative consequences on the social and family lives of the working classes but Emma Griffin has suggested that that families in this time enjoyed new opportunities amid change... So, how convincing is Griffin’s interpretation of family life?

1. Story: Read through the story of family life in the industrial period

- 1. Before the Industrial Revolution, work was done in the house
- 2. by all of the family, but when people started moving into
- 3. towns and cities, in order to get jobs in factories and mills, this
- 4. all changed. Work and home were now separated.



- 5. Families now lived close to their workplace, in the back to
- 6. back houses, built by factory owners. Life was difficult in the
- 7. cities, with poverty and disease. Entire families could be lost
- 8. to epidemics such as Cholera which killed 62,000 in 1848.



- 9. In the 1750s there were textile (cloth) factories built all over
- 10. northern England. They liked to hire women as they could
- 11. pay them lower wages than men. Tens of thousands of young
- 12. women found work in the textile factories but very few of
- 13. them continued to work after they had children.



- 14. There was paid work for men in the factories, mills, and
- 15. mines, households depended on the husband’s income, as
- 16. most married women stayed at home to look after the
- 17. children and the house. To contribute to the families income
- 18. (money) children were sent out to work too.

2. Answer the questions below

- 1. What happened to family life when people moved to the city to work in the factories?
.....
.....
.....
.....
.....
- 2. Why was life difficult into the new towns and cities?
.....
.....
.....
.....
.....
- 3. Was life better for women in this new period?
.....
.....
.....
.....
.....
- 4. Draw a picture to represent life in the towns for the working classes

Lesson 3 - How convincing is Griffin’s interpretation of family life? ⁹

Each person has been given a number to match a person

- 1. Read your source to understand your person’s experience.
- 2. We will then share these to look at family life during the Industrial Revolution

1. Alice Lowe: Mother

I worked as a maid in one of the big houses on Prospect Street. I learned how to clean and do the laundry. I’m now a married woman with seven children. I take in washing to earn a bit of extra money. Sometimes I do a but of cleaning for our better –off neighbours.

3. John Bennett Carpenter

Wrote in his memories that “the working classes in my opinion, was never so well off.

5. Betty Shaw: married with children

Left her job and gave birth almost immediately after her wedding. While it was not uncommon for women to give up working once they were married. She had 8 pregnancies, making it very hard for her to work, and she spent the rest of her life caring for her children.

2. Joshua Dodgson: Young groom

Married at 17 while employed on good wages as a dyer. The average age of marriage dropped in the 19th century.

4. Eliza Mitchell: wife and shoemaker

When her children started arriving, Eliza continued to make children’s shoes and helped manage her husband’s shop. But within 5 years her ‘strength... and spirits were failing’. Eliza stopped the trade she had worked hard to learn and became a full-time mother and housekeeper

6. Ellen Johnston: single mother

Age 11 she started working in a factory in Glasgow as a powerloom weaver. In her late teens she became pregnant when she was not married. After giving birth, her mother cared for her baby. Ellen returned to work to earn a living for the 3 of them and did not need to rely on a husband

How convincing are Griffin’s interpretations?

Griffin’s View	Evidence to support Griffins View	Evidence to challenge Griffins View	Do you agree with Griffin's view?
The patches of sunlight shone more brightly on men than on their wives and children			
The working class with freedom they had never had before			
The period was a huge change for working women			

Is it true that life was better for men that women?

.....

.....

The Dawn of Disaster: Children in Industrial Britain

10

1. Where did most people work before the IR?

2. Who wrote Liberty's Dawn?

3. What did most women do after they got married?

4. Where did 90% of people live by 1900?

5. Give a way life got better for women in the IR

The Dawn of Disaster?

Scholarship: Below is an interpretation of the impact of the Industrial Revolution on the lives of children by Ian Dawson, historian.

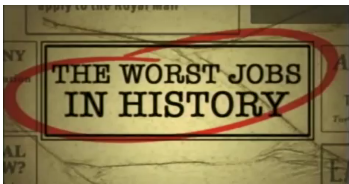


"If the Industrial Revolution provided children with far too many. The result was a 'disaster' for many children who found themselves working for long hours at an earlier age than previous generations and amidst the dangers of industrial conditions."

Discuss with your partner, what is he saying about the lives of children?

Watch the video called the Worst Jobs in History about child labour in the Industrial Revolution

Bullet point what you see



Source: Below are 3 sources about the roles children had during the Industrial Revolution.

Source A: The Factory Boy



Source B: Girls making cloth



For each:

☐ Describe what you can see

☐ Then answer the question below

Source C: Children working in the mines



■ **Description:** (describe the roles the children have, the environment, health and safety?)

These sources show...

-
-
-

■ **Question:** What do these sources tell you about life for children in the Industrial Revolution?

-
-
-

Information: Children working in the Industrial Revolution

Research has shown that the average age at which children started work in early 19th-century Britain was 10 years old, but some started as early as 5 years olds!
There were a number of jobs children had in this periods

Read through this information and draw a picture to represent each one

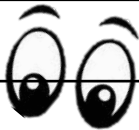
Most children entered the factories as piercers . They stood at the spinning machines repairing breaks in the thread. Fingers could be easily broken in the machine, whilst some owners of the mills would beat them	A few started as scavengers . They crawled beneath the machinery to clear it of dirt, dust or anything else. It was very dangerous as it could tear off arms or scalps	Some worked in mines . Children dragged carts of coal from the bottom to the top of the mine or carried tools for the miners. Often the Tunnel could collapse

So, does Griffin support the view that life was a disaster for poor children?



Emma Griffin, Liberty's Dawn, 2013

Time and again, the diaries describe a depressingly familiar story of a childhood brought to an early end by work that was hard, unpleasant and often dangerous; by work that started at far too young an age...Early industrial Britain was a booming economy with an insatiable appetite for strong backs and nimble fingers. We can now see the disaster it heralded for children.



So, what does this mean for our overall enquiry question.

For children, was the Industrial Revolution Liberty's Dawn?

Answer the question below using the key terms in the box to help you.

The Industrial Revolution was/was not a Liberty's Dawn for children as _____

Name:.....

Answer all questions, you have 30 minutes to complete this assessment.

Section	1	2	3	4	Total	Percent
Mark	/5	/4	/9	/5	/23	

Part 1: Knowledge

Answer the following questions based on what you have learnt this topic

1. What happened to the population of Britain in the Industrial Revolution?		
2. How did the production (making) of goods change in the Industrial Revolution?		
3. Where did most people move to in the Industrial Revolution?		
4. What age did most children begin work?		
5. Who wrote Liberty’s Dawn?		

Part 2: Interpretation Skills

- Read the interpretation below about the impact the Industrial Revolution had on people.
- Choose which of the options (A, B, or C) best represents what the interpretation’s view (1 Mark)

Interpretation A: News Article 2018

“The Industrial Revolution marked a major turning point in history. While this propelled human progress (Improvements) to extraordinary levels, it came at an huge cost to our environment and ultimately the health of all living things.”

- A. The Industrial Revolution brought huge progress to Britain and helped people

B. The Industrial Revolution had a negative impact on Britain and it’s people

C. The Industrial Revolution led to huge progress but at a cost to the people
- ☐
☐
☐

Choose a quote from the interpretation that supports your choice of A, B or C. (2 Marks)

Write it out here.

Does this interpretation Agree or Disagree with Emma Griffins view that the Industrial Revolution was a Liberty's Dawn for the people of Britain? (1 Mark)

- ☐ Agree
- ☐ Disagree

Part 3: Was the Industrial Revolution Liberty’s Dawn?

- Emma Griffin suggests the Industrial Revolution brought freedom and improvements to people’s lives.
- What evidence do you have to agree or disagree with this interpretation?
- Try to give three different reasons for each group. Good or Bad.

Men:

1.

2.

3.

Women:

1.

2.

3.

Children

1.

2.

3.

Part 4: Writing

- Do you think the Industrial Revolution was Liberty’s Dawn as Emma Griffin argues?
- Remember, Liberty's Dawn means the Industrial Revolution was a time of improvement, opportunity and freedom for the people of Britain.
- Complete the 3 sentences – There is guidance on the board

The Industrial Revolution was a Libertys Dawn for the British People, **because**

The Industrial Revolution was a Liberts Dawn for the British People, **but**

The Industrial Revolution was a Liberts Dawn for the British People, **so**