

BOOK 3, UNITS 5, THE AGE OF REFORM

Textbook:

- *Modern Britain 1760-1900 (Collins 'Knowing History' series)*, Unit 5: The Age of Reform

Writing focus:

- Response to written historical sources. In particular, analysing how useful a source is for learning about the Age of Reform.

Final Assessment:

- 55-minute assessment based on source analysis.

#	Focus	Lesson Title	Lesson Content		Teacher notes
1	Reading	Why did urbanisation lead to a public health crisis in Britain's industrial cities?	Recap	<ul style="list-style-type: none"> • The inventions of the Industrial Revolution. • The way in which innovations in manufacturing (especially cotton) led to the creation of the factory system, causing cities such as Manchester to grow in size. 	<ul style="list-style-type: none"> • Take in books to mark.
			Reading	<ul style="list-style-type: none"> • 'Urbanisation', pages 54-55 of <i>Modern Britain 1760-1900</i> (Collins 'Knowing History' series). 	
			Keywords	<ul style="list-style-type: none"> • Urbanisation Growth in the population of urban areas, often caused by inward rural migration • Back-to-back Cheaply built terraced house with no back yard and little natural light • Laissez-faire Government policy of leaving society to function with little intervention • Great Stink Long hot summer in 1858, which caused the Thames to smell so badly that Parliament had to be suspended 	
			Images	<ul style="list-style-type: none"> • Sketch from Augustus Pugin's <i>Contrasts: 'a Catholic town in 1440' and 'a town in 1840'</i> • 'Manchester from Kersal Moor', William Wyld • Photographs of back-to-backs still standing today in British cities today • 'Death's Dispensary' cartoon from 1866 	
			Activity	<ul style="list-style-type: none"> • Watch 'Urban Slums' from timelines.tv • Answer the five 'Check your understanding' comprehension questions. 	
2	Writing	How useful is Elizabeth Gaskell's description of Manchester for a historian?	Recap	<ul style="list-style-type: none"> • The reasons why the Industrial Revolution caused urbanisation to take place. • The consequences of rapid urbanisation for inhabitants of Britain's cities. 	
			Activity	<ul style="list-style-type: none"> • Watch 'Cities transformed' from timelines.tv • Explain the mnemonic ADKO for writing about historical sources (Answer the question; Detail from the source; Own Knowledge; Origin of the source). • Give some biographical background to the life of Elizabeth Gaskell. • Study and annotate the description of industrial Manchester from Elizabeth Gaskell's <i>Mary Barton</i> (1848). Worksheet A. 	
			Extended writing	<ul style="list-style-type: none"> • Two paragraph explanation (useful/not useful) answering the question: 'How useful is Elizabeth Gaskell's description of Manchester for a historian studying conditions in Britain's industrial cities?' 	
			Homework	<ul style="list-style-type: none"> • Read 'The Great Stink – and the Tragedy of Princess Alice' (from Robert Lacey's <i>Great Tales from English History</i>). 	

3	Reading	Why were working conditions so harsh during the early industrial revolution?	Test	<ul style="list-style-type: none"> • Questions 1-10 from the Knowledge Organiser. 	<ul style="list-style-type: none"> • Take in mark /20 for test. • Take in books to mark.
			Reading	<ul style="list-style-type: none"> • 'Factory Life', pages 56-57 of <i>Modern Britain 1760-1900</i> (Collins 'Knowing History' series). 	
			Keywords	<ul style="list-style-type: none"> • Scavenger Child labourer made to crawl below spinning machines and collect loose cotton • Climbing boy Child labourer made to climb chimneys and sweep away the soot • Trapper Child labourer made to open and close ventilation doors in a coalmine • Luddite Textile weavers and artisans who attacked factories and destroyed machines 	
			Images	<ul style="list-style-type: none"> • Contrast an image of rural labour from a medieval source (e.g. <i>Très Riches Heures du Duc de Berry</i>) with an image of working inside a 19th century cotton mill. • Illustration from 'The life and adventures of Michael Armstrong, the factory boy (1840) • Photographs of 19th century child labour from Lewis Hine (American, but still relevant!) • Illustrations of child labour from the 1842 Royal Commission into child labour in coalmines. 	
			Activity	<ul style="list-style-type: none"> • Watch 'factories and machines' from timelines.tv • For three areas of child labour – cotton mills, coal mines, and chimney sweeps – answer the following two questions: <ol style="list-style-type: none"> 1. What jobs were children forced to perform? 2. What were the dangers of this job? 	
4	Writing	How useful is Edward Baines's account for a historian studying nineteenth century child labour?	Recap	<ul style="list-style-type: none"> • The conditions for child labourers during the Industrial Revolution. 	
			Activity	<ul style="list-style-type: none"> • Give some biographical background to the life of Edward Baines. • Study and annotate Edward Baines's account of child labourers in cotton factories. Focus in particular on the origin (provenance) of the source, and consider how that effects its usefulness. Worksheet B. 	
			Keywords	<ul style="list-style-type: none"> • Provenance The origin of something, often used to describe where historical sources are from. 	
			Whole-class feedback	<ul style="list-style-type: none"> • Feedback on common errors from recent work, 'How useful is Elizabeth Gaskell's description of Manchester for a historian studying conditions in Britain's industrial cities?' 	
			Extended writing	<ul style="list-style-type: none"> • Two paragraph explanation (useful/not useful) answering the question: 'How useful is Edward Baines's account for a historian studying nineteenth century child labour?' • Focus on the use of the ADKO mnemonic for writing about historical sources. 	
			Homework	<ul style="list-style-type: none"> • Revise questions 1-20 from the Knowledge Organiser. 	
5	Reading	How did Parliament's reforms change life for the nineteenth century working class?	Recap	<ul style="list-style-type: none"> • Questions 1-20 from the Knowledge Organiser. Teacher take in the mark /20. • Laissez-faire views of government. • The abolitionist movement, in particular the methods used for creating a movement (publications, boycotts, petitions) and the role played by evangelical Christianity. 	<ul style="list-style-type: none"> • Take in books to mark.
			Reading	<ul style="list-style-type: none"> • 'Social Reform', pages 58-59 of <i>Modern Britain 1760-1900</i> (Collins 'Knowing History' series). 	
			Keywords	<ul style="list-style-type: none"> • Union An association of workers formed to pursue collective rights and interests 	

				<ul style="list-style-type: none"> • Tolpuddle Martyrs Six Dorset farm labourers who became the focus of a campaign • Workhouse Institution built to provide work and accommodation for the poor and unemployed 	
			Images	<ul style="list-style-type: none"> • Portrait of Lord Ashley • Photographs of old Victorian workhouses • Screenshot from the musical <i>Oliver!</i> 	
			Activity	<ul style="list-style-type: none"> • Watch 'Tolpuddle Martyrs' from timelines.tv • Discuss what laws and organisations exist today to protect workers' pay and working conditions in Britain, before discussing the role of unions and Parliamentary regulation. • Discuss how British society today takes care for people who are too poor, infirm or unable to work, before introducing the idea of a workhouse. • Answer the five 'Check your understanding' comprehension questions. 	
6	Writing	How do I compare the usefulness of two historical sources about Victorian workhouses?	Recap	<ul style="list-style-type: none"> • Factory and social reforms, and the growth of Victorian trade unions. • The role of workhouses, and the conditions within them. 	
			Reading	<ul style="list-style-type: none"> • Some background information about the Huddersfield workhouse scandal. 	
			Activity	<ul style="list-style-type: none"> • Read extracts from the official investigation into Huddersfield Workhouse (1848), and the account of the new ward for the poor at Marylebone Workhouse (1867). Worksheet C. 	
			Whole-class feedback	<ul style="list-style-type: none"> • Feedback on common errors from recent work, 'How useful is Edward Baines's account for a historian studying nineteenth century child labour?' 	
			Extended writing	<ul style="list-style-type: none"> • Two paragraph explanation answering the question: 'What is more useful to a historian studying Victorian social reform: the account of Marylebone Workhouse or the account of Huddersfield Workhouse?' 	
			Homework	<ul style="list-style-type: none"> • Read 'Who was Nedd Ludd?' (from Robert Lacey's <i>Great Tales from English History</i>). 	
7	Reading	How did the right to vote spread to working class men during the nineteenth century?	Recap	<ul style="list-style-type: none"> • Britain's political system of constitutional monarchy following the 1688 Glorious Revolution, in particular the importance of Parliamentary sovereignty. • The way in which elections work: general elections, seats in Parliament, constituencies (or boroughs and counties during the 19th century), Members of Parliament and so on. 	<ul style="list-style-type: none"> • Take in books to mark.
			Reading	<ul style="list-style-type: none"> • 'Political Reform', pages 60-61 of <i>Modern Britain 1760-1900</i> (Collins 'Knowing History' series). 	
			Keywords	<ul style="list-style-type: none"> • Electorate All of the people in a country or state entitled to vote in an election • Chartism Working class movement for equal political rights that began in 1838 • Secret Ballot An election in which votes are not cast in public • Suffrage The right to vote in political elections • Working class Group in society who carry out urban, industrial jobs for a wage 	
			Images	<ul style="list-style-type: none"> • William Hogarth's 'The Humours of an Election' showing the corruption of 18th century politics. • Cartoon depicting the Peterloo Massacre. 	

				<ul style="list-style-type: none"> • Cartoon of 'The Reformers' Attack on the Old Rotten Tree', from the time of the Great Reform Act. • Daguerreotype (an early form of photograph) of the Chartist meeting held at Kennington Common on 10th April 1848. 	
			Activity	<ul style="list-style-type: none"> • Begin by discussing who has the right to vote today, and what awareness pupils have of the struggles that took place in Britain to guarantee that right. • Create a detailed timeline of the expansion of the franchise during the nineteenth century. Worksheet D.	
8	Writing	How useful is a Chartist handbook for a historian studying nineteenth century Parliamentary reform?	Recap	<ul style="list-style-type: none"> • The different milestones in the expansion of the franchise. • The role played by the Chartists campaigning for universal manhood suffrage during the 1840s. 	
			Activity	<ul style="list-style-type: none"> • Read extracts from the handbook of the People's Charter Union, 17 April 1848. Worksheet E. 	
			Whole-class feedback	<ul style="list-style-type: none"> • Feedback on common errors from recent work, 'What is more useful to a historian studying Victorian social reform: the account of Marylebone Workhouse or the account of Huddersfield Workhouse?' 	
			Extended writing	<ul style="list-style-type: none"> • Two paragraph explanation answering the question: 'How useful is a Chartist handbook for a historian studying nineteenth century Parliamentary reform?' 	
			Homework	<ul style="list-style-type: none"> • Revise questions 21-40 from the Knowledge Organiser. 	
9	Reading	What measures were taken to combat the crime and disorder of Victorian cities?	Test	<ul style="list-style-type: none"> • Questions 21-40 from the Knowledge Organiser. Teacher take in the mark /20. 	<ul style="list-style-type: none"> • Take in mark /20 for test. • Take in books to mark.
			Reading	<ul style="list-style-type: none"> • 'Law and order', pages 62-63 of <i>Modern Britain 1760-1900</i> (Collins 'Knowing History' series). 	
			Keywords	<ul style="list-style-type: none"> • Rookery Victorian city slum, often inhabited by criminals • Metropolitan Police Britain's first professional police force, established in London in 1829 • Constable First rank in the British police force 	
			Images	<ul style="list-style-type: none"> • Portrait of Sir Robert Peel. • Photographs of early Metropolitan policemen. • Photographs of Victorian prisoners, can be found in various articles online. • Five-pound note, with portrait of Elizabeth Fry. 	
			Activity	<ul style="list-style-type: none"> • Discuss why crime becomes more of a problem in urban areas, compared to villages and small towns – for example, increased anonymity. • Answer the five 'Check your understanding' comprehension questions. 	
10	Writing	How harsh were the punishments that child criminals faced in Victorian Britain?	Recap	<ul style="list-style-type: none"> • Law and order in Victorian towns and cities. • The impact that the police had on law and order. 	
			Activity	<ul style="list-style-type: none"> • Read accounts of Victorian children in trouble with the law, from 'Victorian Children in Trouble with the Law' (National Archives Education Service). 	

			Whole class feedback	<ul style="list-style-type: none"> Feedback on common errors from recent work, 'How useful is a Chartist handbook for a historian studying nineteenth century Parliamentary reform?' 	
			Extended writing	<ul style="list-style-type: none"> Two paragraph explanation answering the question: 'What can a historian learn about Victorian law and order from the records of sentences given to child criminals.' 	
11	Revision	How successful did Victorian Britain respond to the social problems caused by the Industrial Revolution?	Recap	<ul style="list-style-type: none"> Questions 41-50 from the Knowledge Organiser 	
			Activity	<ul style="list-style-type: none"> Complete Worksheet F detailing how Victorian England responded to social problems caused by four different developments: urbanisation; factory work; political protest; and law and order. For each development, answer two questions: <ol style="list-style-type: none"> What challenges were caused by the Industrial Revolution? Did Parliament respond to these challenges with reforms? Explain what the assessment will consist of the following lesson. 	
			Homework	<ul style="list-style-type: none"> Revise 'The Age of Reform' ready for assessment next lesson. 	
12	Assessment	Assessment.	Writing	<ul style="list-style-type: none"> In class assessment, 55 minutes. Worksheet G. 	<ul style="list-style-type: none"> Take in assessment essay to mark.