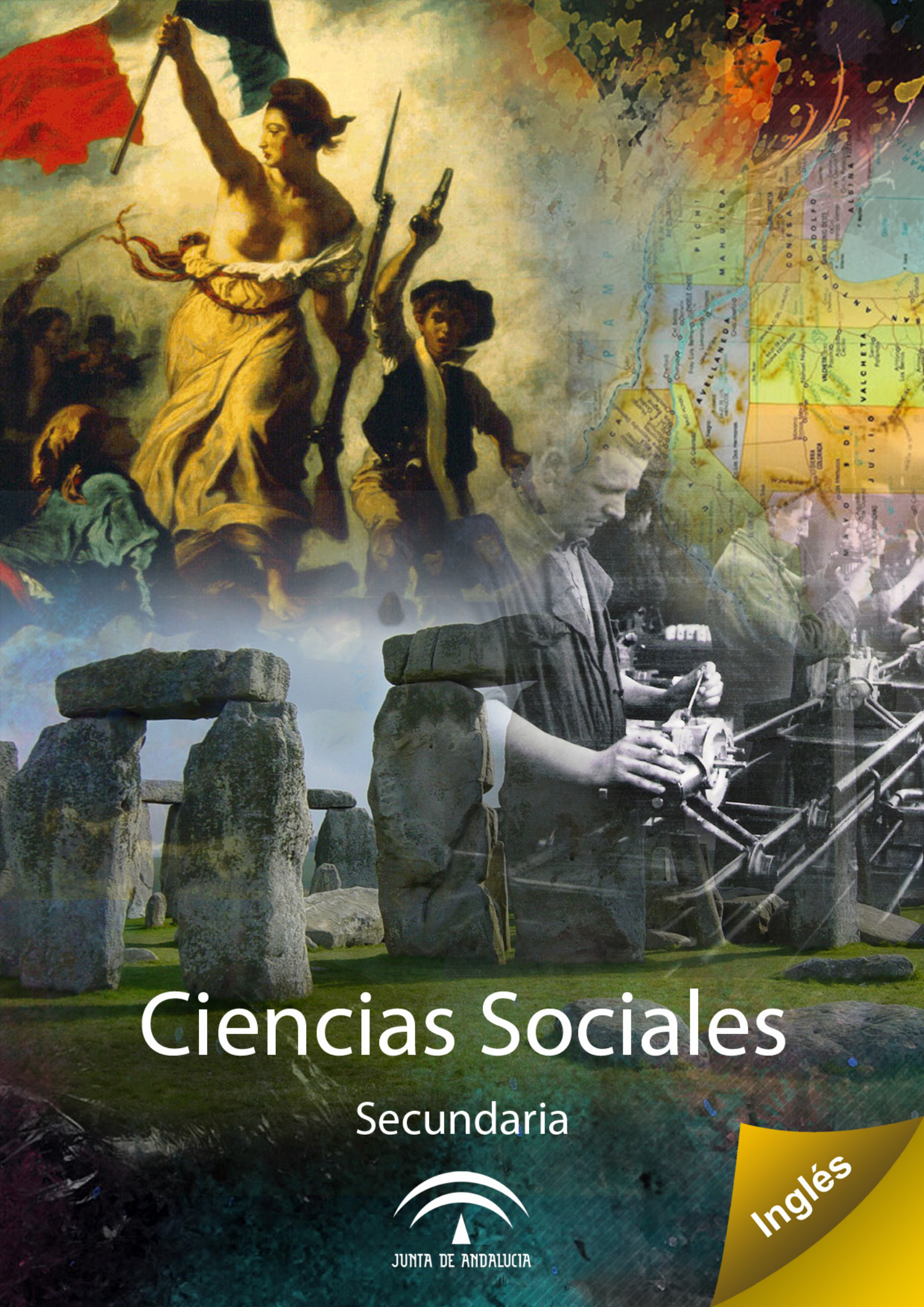
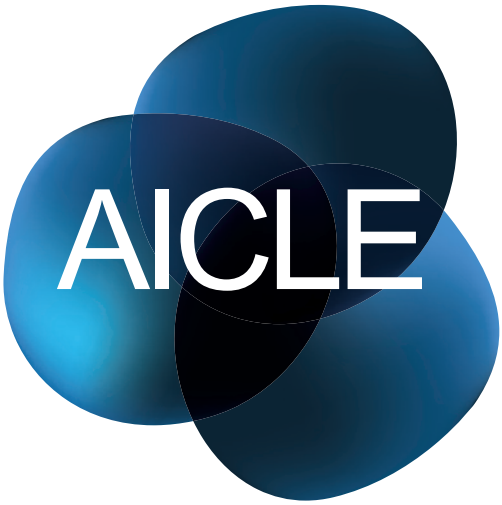


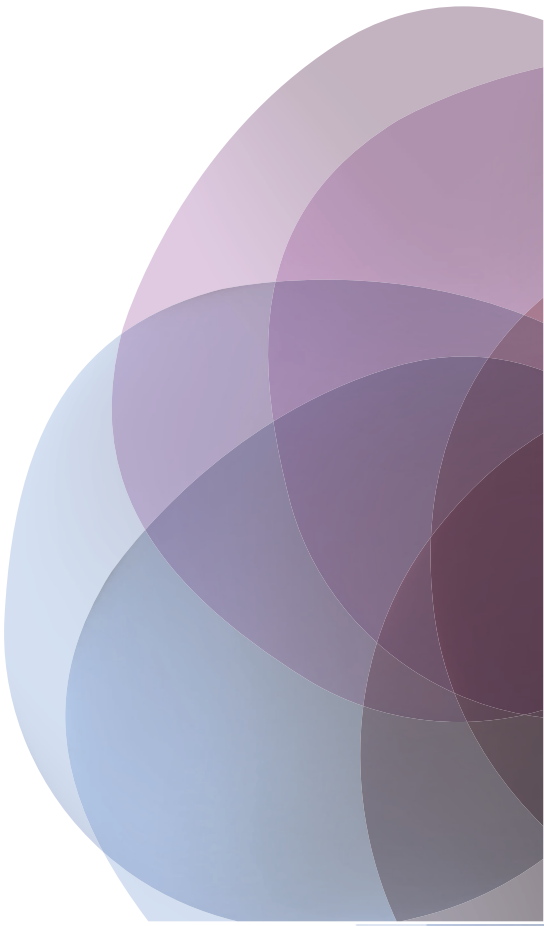
Ciencias Sociales

Secundaria

JUNTA DE ANDALUCIA

Inglés





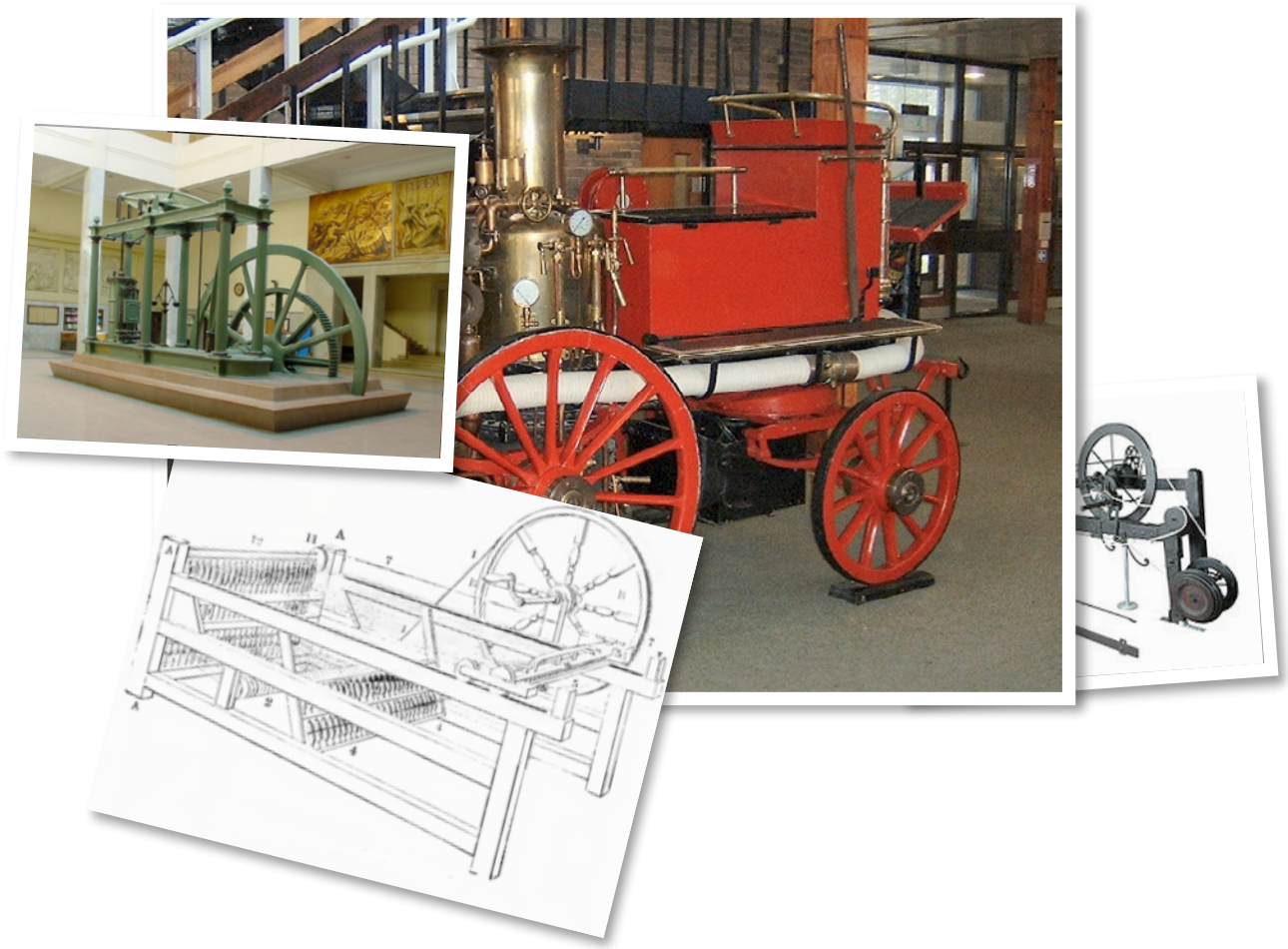
JUNTA DE ANDALUCIA

Identificación del material AICLE

TÍTULO	The Industrial Revolution in Britain
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.2
IDIOMA	Inglés
ÁREA / MATERIA	Historia
NÚCLEO TEMÁTICO	Transformaciones socioeconómicas en el siglo XIX. La Revolución Industrial.
GUIÓN TEMÁTICO	La unidad trata de analizar los cambios en la demografía, la agricultura y los sectores textil y siderúrgico durante el final del siglo XVIII y el siglo XIX en Gran Bretaña. Se introduce el comienzo del movimiento obrero desde los luditas a los sindicatos.
FORMATO	PDF
CORRESPONDENCIA CURRICULAR	4º de Educación Secundaria
AUTORÍA	Alberto de los Ríos Sánchez
TEMPORALIZACIÓN APROXIMADA	6 sesiones. Más una actividad de síntesis y una ficha de autoevaluación de contenidos y destrezas.
COMPETENCIAS BÁSICAS	Lingüística: mediante la lectura comprensiva de textos sobre las transformaciones económicas y sociales. Social y ciudadana: la simulación de reacción ante los cambios. Tratamiento de la información: apreciación de diversas fuentes y distintos puntos de vista sobre los cambios económicos. Aprender a aprender: interpretando las diversas fuentes de información por sí mismos y sacando conclusiones.
OBSERVACIONES	Los contenidos de las sesiones pueden exceder de una hora de clase real, especialmente cuando se llevan a cabo algún 'role play'(sesiones 5 y 6). Las actividades de postarea, al final de cada sesión podían utilizarse todas como actividad final, junto a la ficha de autoevaluación. Además, cada sesión puede utilizarse de forma independiente.

Tabla de programación AICLE

OBJETIVOS	- Identificar y explicar los cambios que la revolución industrial introdujo en la producción así como las transformaciones sociales que de ella se derivan - Identificar y explicar los factores que influyen en un hecho o proceso histórico significativo reconociendo la naturaleza, jerarquización e interrelación de las causas así como sus consecuencias a corto y largo plazo
CONTENIDOS DE CURSO / CICLO	- Transformaciones políticas y económicas en la Europa del Antiguo Régimen - Transformaciones políticas y socioeconómicas en el siglo XIX - Transformaciones políticas y socioeconómicas en el siglo XIX. Revolución industrial - Formas de vida en la ciudad industrial.
TEMA	- Revolución demográfica - Revolución agrícola. - Cambios en la industria textil - Cambios en la siderurgia - La revolución de los transportes - Condiciones de trabajo y de vida en la ciudad industrial - El inicio del movimiento obrero
MODELOS DISCURSIVOS	- Hacer definiciones de términos históricos - Distinguir causas y consecuencias históricas - Expresar opiniones sobre conflictos laborales - Comparar y contrastar información económica - Describir imágenes históricas
TAREAS	- Distinguir ventajas y desventajas de los cambios agrícolas - Simulación de toma de decisiones sobre obras en la localidad - Redacción de un texto sobre la vida diaria de un obrero o minero - Tabla resumen de acontecimientos - Eje cronológico - Análisis de imágenes históricas - Simulación de una negociación colectiva
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: - Predecir y tomar decisiones. Comparar y contrastar. Expresar causas y consecuencias ESTRUCTURAS: there is, there are, I can see… faster, cheaper, more expensive while, but, however I would LÉXICO: Tenancy, property, crop, fallow, hoe, drill, turnip, clover, barley, steam, engine, spindle, spin, thread, loom, cotton mil, locomotive, railway, blast furnace, cast iron, wrought iron, pig iron, charcoal, coke, puddling furnace, strike, riot, wages, housing, sewage, trade union, Act, cholera, typhoid…
CRITERIOS DE EVALUACIÓN	- Situar en el tiempo y en el espacio los periodos y hechos trascendentes y procesos históricos relevantes - Identificar los rasgos fundamentales de los procesos de industrialización y modernización económica y de las revoluciones liberales burguesas, valorando los cambios económicos, sociales y políticos que supusieron - Identificar las causas y consecuencias de hechos y procesos históricos significativos estableciendo conexiones entre ellas



THE INDUSTRIAL REVOLUTION IN BRITAIN

LOOK AND THINK

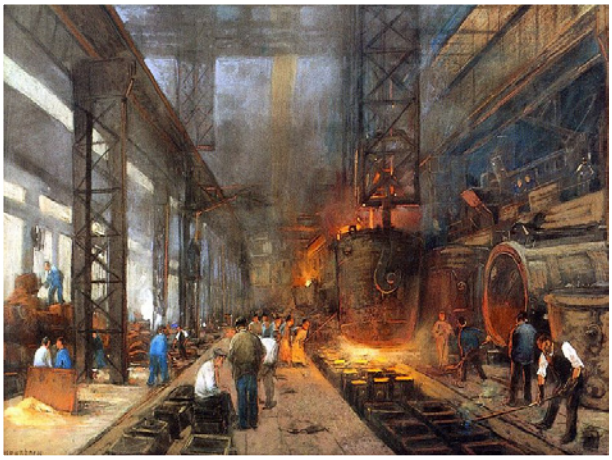
What can you see above?

What do they have in common?

A Chinese factory. 21 st century.

THINK...

Look at these pictures...



Blast furnace during the Industrial Revolution. Britain.

How much have work conditions changed? Is history repeating itself in new industrialised nations like China and India?

SESSION 1. MORE WORKERS, MORE MONEY AND BETTER NUTRITION. BEFORE THE INDUSTRIAL REVOLUTION IN ENGLAND.

PRETASK.

1. Vocabulary activation. Listen and repeat.

tenancy	life	soil	drill	farming
hoe	expectancy	turnips	owner	land rights
fallow	breeding	property	birth	plants
marry	crops	barley wheat	population	tools
clover				

2. Label these pictures with words from above.






3. Match the words above with the definitions.

Definition	Word
- if you are a tenant or occupant, you have a…	
- plants grown to be harvested as food, or for other economic purpose.	
- material in the top layer of the surface of the earth in which plants can grow	
- a tool with a flat blade attached at right angles to a long handle	
- a plant of the genus Trifolium, also called 'trefoil' (three leaves)	
- cultivated land that is not seeded for one or more growing seasons	
- take in marriage	
- predicted life-span calculated on the basis of statistical probabilities	
- the production of animals or plants by inbreeding or hybridization	
- widely cultivated plant with a large fleshy edible white or yellow root	
- cultivated since prehistoric times; grown for forage and grain; it serves as a base malt for beer and certain distilled beverages	
- something owned; any tangible or intangible possession that is owned by someone	
- grass sometimes cooked whole or cracked as cereal; usually ground into flour	
- the event of being born	
- a person who owns something; possessor	
- a tool with a sharp point and cutting edges for making holes in hard materials	

4.Predicting topics.
Listen.

a)Circle the words you hear

tenancy	clover	crops	property	drill
hoe	life expectancy	soil	barley	owner
fallow	breeding	turnips	wheat	birth
marry				

b) Circle the topic covered by text 1 text 2

population in England
population figures
enclosures
improvements in agriculture

POPULATION AND AGRICULTURAL CHANGES IN BRITAIN DURING THE 19TH CENTURY.

READING

SOURCE 1. POPULATION INCREASE.

	1750	1900
Population in Britain	7 million	37 million
Life expectancy	Men 31 years Women 33 years	Men 45 years Women 48 years
Deaths at birth	65%	15%
People living in towns	13%	87%

SOURCE 2. Population in England.

1During the 18th and 19th centuries, population in Britain increased dramatically. 2 By 1900 there were more than six times as many people living in Britain as there had been in 1750.

Why did the population increase so fast? Historians have suggested some reasons:

- 3 People married earlier, so families became larger.
- 4 Families had more children, so there would be more people to marry in the future.
- 5 There were great advances in medicine, such as vaccines against smallpox.
- 6 Improvements in agriculture and transport made food cheaper and more available.

SOURCE 3. Changes in agriculture. The enclosures.

7 Enclosure was the process used to end traditional rights on land owned by another person. It was the end of the medieval form of land tenancy, and the definitive establishment of private property. **8** Under enclosure, land was fenced or 'enclosed'. Its effects are controversial. **9** Many people benefited from this practice, but not all. **10** The main advantage was that farmers could now invest in new machinery for use on their land. Many of them experimented with selective breeding and new crops, hoping for more profits.

SOURCE 4. Improvements in agriculture.

11 New farming ideas came to Britain around 1750 from Holland and Denmark. Changes were related to crop rotation, soil improvement, and new machinery in fields.

12 Charles Townshend introduced the Norfolk Four-Course crop rotation (wheat, turnips, barley, clover) in Britain. Clover was grown to replace nutrients in the soil, and turnips were used to clean the land. **13** This rotation prevented land from lying 'fallow'. Moreover, turnips and clover fed animals. **14** They led to better quality crops and more profit.

15 Jethro Tull also introduced new ideas and techniques. In 1701, he invented a horse-powered seed drill that planted seeds at the same depth in straight lines. **16** This wasted less seeds. **17** In 1714, he invented a horse-drawn hoe that made it easier to clear weeds. **18** He wrote a book to promote new farming ideas.

TEXT ATTACK

1. Read sources 2, 3 and 4. Some sentences are causes, some are effects, some are changes, and some are facts. Write the numbers in the table.

Sentences

Causes 3

Changes

Facts 18

Effects

2. Sorting and grouping. Work in groups of four. Read the sentences and group them into the categories in the table.

1. It was a process which definitively established the private property of land.
2. It was a system introduced to improve soil.
3. This system avoided land lying 'fallow'
4. This practice was very controversial.
5. This system improved the way to plant seeds
6. This process allowed farmers to invest more money on their lands.

	Sentences
Enclosures	
Improvements and new techniques in agriculture	

3. Look at source 2. Note the changes:

Population in Britain
Life expectancy
Deaths at birth
Urban population

3. Look at the pictures below. What is the difference between the enclosure and the open field? Remember you can use words like 'while', 'more than', 'bigger'…


Enclosure


Openfield

Differences between enclosure and openfield.

4. GROUP WORK. In groups of four, read what these people from the 18th century said and say if they agreed with the enclosures or not.

Attitude towards enclosures	YES	NO
I am a landowner. Now, I have more money to invest in my own land.		
I am a landless labourer. I have no land, so I must look for a job.		
I was a landowner, I lost my land because I did not have any documents to prove I owned it		
Tenant farmer. I used to rent a piece of land. Now, I cannot rent it any more. The landowner is investing in new techniques for farming it.		
I work making fences and walls for enclosures.		

WHAT I HAVE LEARNED.

1. Read this summary. There are some mistakes. Underline them and write corrections below.

During the 18th and 19th centuries the population in Britain decreased dramatically. Improvements in agriculture and transport made food more expensive. The urban population increased in industrial towns. Enclosures were controversial, but let landowners invest more money in their lands and this made them more productive and efficient. New techniques were introduced in agriculture.

Charles Townshend invented a horse-powered seed drill that planted seeds at the same depth in straight lines and Jethro Tull introduced the Norfolk Four-Course crop rotation.

Corrections:

_____

_____

2. Circle the odd word out:

tenancy	soil	owner
clover	fallow	birth
wheat	drill	property
barley	crops	tenancy

SESSION 2. NEW TECHNOLOGIES IN THE ENGLISH TEXTILE INDUSTRY.

PRETASK.

1.Vocabulary activation. Listen and repeat. Match words with the pictures.

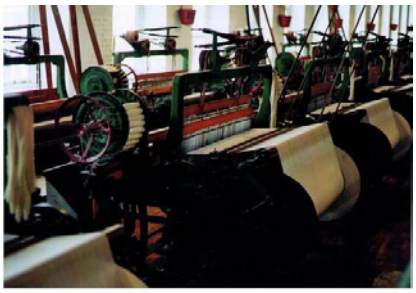
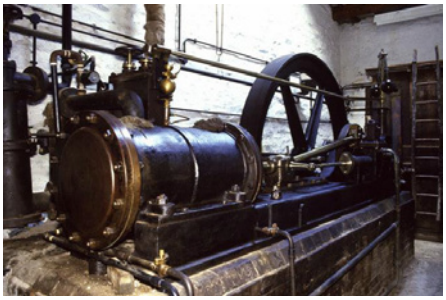
spindle	thread	cotton mills	wrap
spinner	stretch	twist	craftsmen
loom	coal shuttle	engine wheel	raw cotton
cord	steam	weave	spin









2. Classify the vocabulary into the following categories:

tools	actions	materials	machines	energy

CHANGES IN THE TEXTILE INDUSTRY IN THE NORTH OF ENGLAND.

SOURCE 1. Changes in the textile industry.

The textile industry in the north of England was the first sector to change. Before 1800 the domestic system merchants took raw cotton to a spinner's house, usually a woman. Later on, they collected it when it had been made into thread and took it to a weaver. Everything was done by hand, by individual craftspeople in their homes. By 1800 everything was different.

SOURCE 2. A description of a village in the North of England. 1825.

'Sixty years ago, cotton mills didn't exist. Nowadays, there are around 65. Most have been built during the present century. These mills spin cotton and work by steam. Oldham is close to Manchester, a great market for cotton goods. There are good canals and an abundant supply of coal from towns around Manchester. All of these reasons have made this area one of the largest manufacturing areas in the country'.

TEXT ATTACK

1. Text 1 describes the domestic system. What is the difference between the domestic system and the modern factory system? Fill in the following table:

	Domestic system	Factory system
Place		Factory
Workers		
System of production		Machines

2. Look at text 2. What were the main changes in the textile industry in England during the beginning of the 19th century?

Transportation

Numbers of new cotton mills

New machines

Economical consequences for Manchester area

_____

_____

READING 2. GROUP WORK (groups of 4).

Inventions which revolutionized the textile industry between 1750 and 1800. Put them into the order in which they were invented.

1. In traditional weaving the weather sits at the loom and weaves a thread shuttle, over and under the background threads of the cloth. In 1733 John Kay invented the flying shuttle. Instead of a weaver feeding the shuttle manually through the threads, the shuttle was connected to a shuttle box at either end of the loom. By pulling a single cord, the shuttle was pulled through the loom quickly and evenly. This made the process of weaving much quicker.

__ Richard Arkwright and John Kay invented the Spinning Frame, which involved three sets of paired rollers that turned at different speeds. The three separate threads were twisted together to make a thread that was stronger and thicker than any thread produced before. However, the Spinning Frame was too big to be operated by hand.

__ The Spinning Mule was invented by Samuel Crompton. The mule used water power to make thread stronger and finer than earlier machines.

__ Edward Cartwright invented a power loom which wove thread into cloth using steam power to drive the machine.

__ Matthew Boulton and James Watt modified early steam engines to produce a more efficient engine. Steam engines could be used to power any machine - replacing manual labour.

__ Richard Arkwright invented the Water Frame. This was a huge machine that was powered by a water wheel. This used rollers to make the thread, creating strong, thick thread just like the Spinning Frame, but produced a lot more thread.

__ James Hargreaves was a weaver living in Lancashire, in the north of England. He invented a way to produce thread more quickly. Traditionally, the spinner fed raw cotton into the wheel, turned the handle and the wheel stretched the raw cotton into thread and wrapped it around the spindle. Only one reel of thread could be produced at a time. Hargreaves built the Spinning-Jenny. The Spinning Jenny had 8 spindles which were all connected to a single wheel. One person could now spin 8 threads at once. This thread was of fine quality but broke easily.

TASK.

1. Write the numbers into the right order on the paragraphs.

2. Write a short text explaining the reasons for your group's order. You can use sentences like these:

????	comes after the flying shuttle	because	they needed	to …

After inventing	?????	they needed	a new machine	for

4. These are the dates of the great inventions:

1733 1767 1769 1769 1779 1782 1785.

Build a timeline of the advances in the textile industry at the end of the 18th century.

INVENTIONS	DATE	INVENTORS
Spinning Jenny	1733	
	1767	Samuel Crompton
	1769	
	1769	
	1779	
	1782	
	1785	

WHAT I HAVE LEARNED.

1. Guessing game: who am I?

The teacher asks for a volunteer to come to the front of the class. The volunteer sits facing the class. An inventor's name is written on the board, but the volunteer cannot see it. The students give clues to the volunteer and the volunteer guesses the name:
Possible clues…
•He invented a machine which made the process of weaving much quicker
•Thanks to his invention, threads were stronger
•He was one of the inventors who modified older steam machines.

2. Slow thinking time. Imagine you are a spinner and weaver from a domestic system at the end of 18th century. What changes affect you? Write a short text about it.

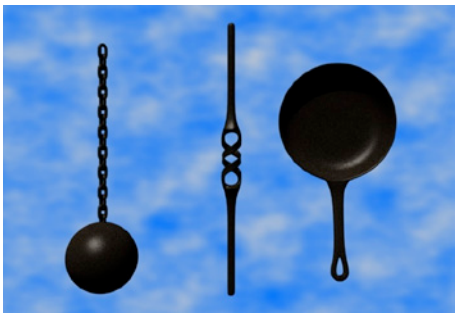
It's 1793 and I am a spinner and weaver. I have experienced a lot of changes...

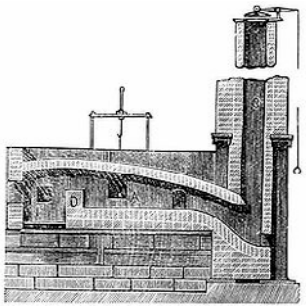
SESSION 3. IRON AND COAL. GROWTH OF NEW INDUSTRIES.

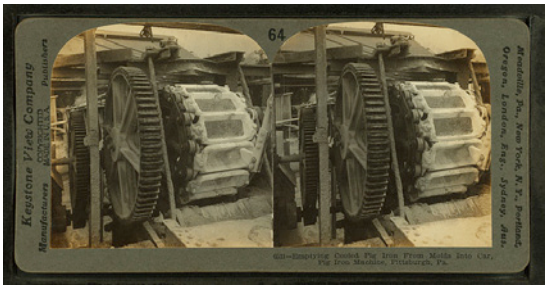
PRETASK.

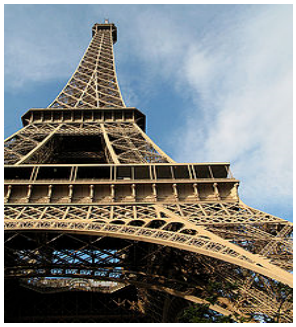
1.Vocabulary activation. Look at the pictures. Match the words and their definitions.

charcoal, coke, cast iron, puddling furnaces, pig iron, wrought iron









2. Dictogloss. Work in groups. Re-construct the text below.

Text 1:
Iron has been _____. It became increasingly important as the Industrial Revolution developed. Steam engines, rails and many machines_____ were made from iron. Before the Industrial Revolution charcoal (wood) _____ _____. The Darbys (Abraham Darby I, II and III) started to use coke (baked coal) to smelt it instead of the charcoal. _____ _____, the Darby family was the first to produce huge amounts of cast iron for railways.

_____ realized a great quantity of iron was needed for ships and produced his puddling furnaces _____ _____ semi-molten state. In these furnaces the impurities could also be eliminated through doors _____ ___. The final product was wrought iron, suitable for use in machine parts and rails. Previously, blacksmiths had wrought iron _____ _____.
Main iron producing areas were _____. These areas were basically the Midlands, the North of England and Scotland.

_____ before the Industrial Revolution. But it was increasingly used for industries and for the new power steam engines like the Newcomen steam engine for draining mines, _____ _____, and by Crompton for power factory machinery (Crompton's 'Mule').
It was also used in the iron industry after the Darbys produced coke and Cort developed the puddling furnace. _____ in transport like steam boats and ships. In 1830 it was used in the Liverpool to Manchester railway.

_____
and miners had to deal with problems like flooding, mine collapse, poisonous and explosive gases, a lack of ventilation and darkness…
_____
_____.

Text 2:
Iron has been mined in Britain since Prehistory.
_____
_____ developed.
_____ were made from iron. _____
_____ charcoal (wood) was used to melt iron. The _____
_____ (baked coal) to smelt it instead of the charcoal. Thanks to the new system of smelting, the Darby family ____
_____ for railways.

In 1784 Henry Cort realized _____ __ and produced his puddling furnaces which turn pig iron into a semi-molten state. _____ through doors using rods to stir the iron. The final product was wrought iron, _____ _____. Previously, blacksmiths had wrought iron but it was a long and difficult process.

Main iron producing areas were where coal and iron could easily be mined. These areas were basically _____.

Coal was used for domestic purposes before the Industrial Revolution. But it was _____ __ like the Newcomen steam engine for draining mines, adapted by Watt in 1785, and by Crompton for _____ (Crompton's 'Mule').

It was also used _____ __ and Cort developed the puddling furnace. By the early 1800s it was used in _____. In 1830 it was used in the Liverpool to Manchester railway.

Coal mining was difficult and dangerous and miners had to deal with problems like _____ ____, a lack of ventilation and darkness… There were lots of children working in the mines.

TASK. THE IRON AND COAL INDUSTRY.

READING.

1.IRON.

Iron has been mined in Britain since Prehistory. It became increasingly important as the Industrial Revolution developed. Steam engines, rails and many machines were made from iron. Before the Industrial Revolution charcoal (wood) was used to melt iron. The Darbys (Abraham Darby I, II and III) started to use coke (baked coal) to smelt it instead of the charcoal. Thanks to the new system of smelting, the Darby family was the first to produce huge amounts of cast iron for railways.

In 1784 Henry Cort realized a great quantity of iron was needed for ships and produced his puddling furnaces which turn pig iron into a semi-molten state. In these furnaces the impurities could also be eliminated through doors using rods to stir the iron. The final product was wrought iron, suitable for use in machine parts and rails. Previously, blacksmiths had wrought iron but it was a long and difficult process.

Main iron producing areas were where coal and iron could easily be mined. These areas were basically the Midlands, the North of England and Scotland.

2. COAL.

Coal was used for domestic purposes before the Industrial Revolution. But it was increasingly used for industries and for the new power steam engines like the Newcomen steam engine for draining mines, adapted by Watt in 1785, and by Crompton for power factory machinery (Crompton's 'Mule').

It was also used in the iron industry after the Darbys produced coke and Cort developed the puddling furnace. By the early 1800s it was used in transport like steam boats and ships. In 1830 it was used in the Liverpool to Manchester railway.
Coal mining was difficult and dangerous and miners had to deal with problems like flooding, mine collapse, poisonous and explosive gases, a lack of ventilation and darkness… There were lots of children working in the mines.

TEXT ATTACK

1. Group the following sentences. Write the numbers in the table.

1. It was used for domestic purposes before the 18th century.
2. It has been mined in Britain since the Iron Age.
3. It was used to make rails, machines…
4. Mining it was dangerous.
5. It was used for steam power engines.
6. It was needed to build ships in the 19th century.
7. The Darbys and Cort developed new systems to produce and smelt it.
8. It was mined in the Midlands, North of England and Scotland.

	Sentences
Iron	
Coal	**1,**
Both of them	

2. Write questions for the answers:

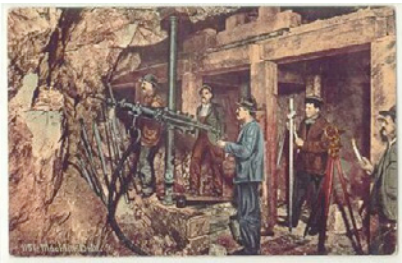
Questions	Answers
	The main iron producing areas were the Midlands, the North of England and Scotland.
	The Darby family was the first to produce huge amounts of cast iron for railways.
	Miners had to deal with dangers like flooding, mine collapse, poisonous and explosive gases, a lack of ventilation and darkness…
	Iron became increasingly important as the Industrial Revolution developed.

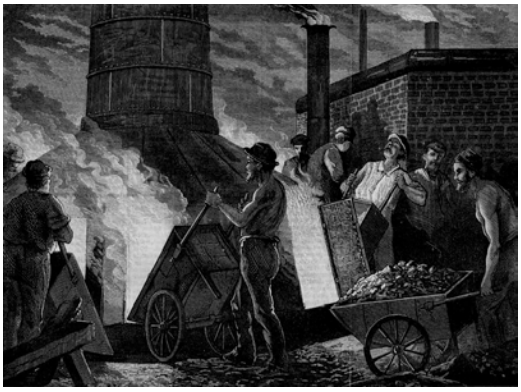
3. What were the advantages and disadvantages of new developments in coal and iron mining for the following people?

PEOPLE and COMPANIES	ADVANTAGES	DISADVANTAGES
Coal mine owner		
Miner		
Blacksmith		
Iron producers		
Transport customers		
Railway companies		

4. PAIRWORK. WRITING TASK.

A diary in the life of a worker in the 19th century iron and coal industry. Chose one of the characters from the pictures and write about their job.





I work in ____

I work _____ hours a day

It's a dangerous job because

WHAT I HAVE LEARNED.

1.Circle the odd word out.

pig iron	coke	poisonous gas
charcoal	cast iron	flooding
wrought iron	coal	lack of ventilation
cast iron	cotton	puddling furnace

2. Pair work. With a partner, make a list of objects made of iron that you have at home or you can see in the classroom. Compare your list with others.

Home:

Classroom:

SESION 4. RAILWAYS AND CANALS. A TRANSPORT REVOLUTION.

PRETASK

1.Vocabulary activation. Listen and repeat. Classify the words into the categories in the table.

route	railway	post	canals
goods	locomotives	leisure	newspaper work
wagons	mail	stage-coach	

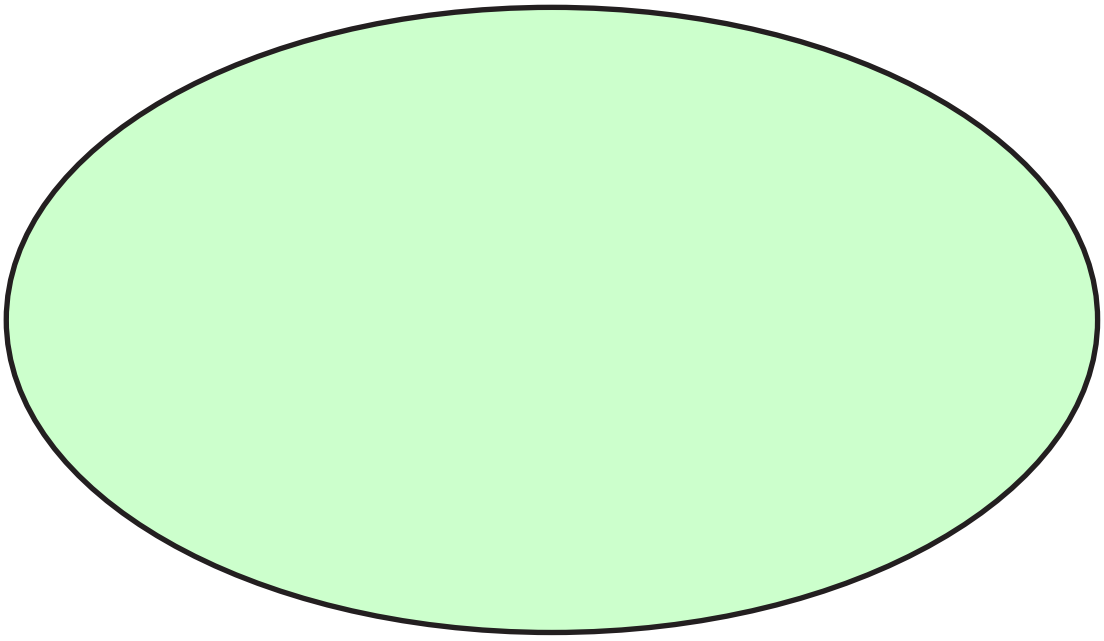
transport
products
activities

2. Listen

a) Circle the words you hear.

route	railway	post	canals
goods	locomotives	leisure	newspaper
wagons	mail	stage-coach	work

b) Give the text a title:



TASK. ANALIZING ADVANCES IN TRANSPORT.

SOURCE 1. Canals

1 One of the biggest problems of the early Industrial Revolution was how to transport huge quantities of goods. Water had been one route before, through rivers and coasts. There were many navigable rivers in Britain, 2 but they did not go where industry needed them to. 3 In 1761, the first modern canal in Britain was built: the Bridgewater Canal to deliver coal from mines in Worsley to industrial Manchester. 4 It was extended later to Liverpool to carry cotton. Later on, hundreds of miles of canals were built to link major rivers and major cities. 5 Although coal could be transported easily and was cheap, it was very slow. 6 Canals were expensive and difficult to build. 7 Building canals in agricultural areas was problematic.

SOURCE 2. The origins of railways.

In the beginning of the 19th century new factories needed quicker and cheaper transport for their products. Early railways were simple wagons on wooden rails. They were used to carry coal covering short distances. But, 8 they were inadequate for the huge production of new factories.

9 The first steam powered railway, built by Stephenson, began to work between Stockton and Darlington in 1825. Horses were used as well as locomotives, but trains were much more efficient. 10 In 1830 the Liverpool-Manchester Railway connected two of the largest industrial cities in the North of England. 11 In 1841, Brunel, a shipbuilder, built the London to Bristol Railway (the Great Western). 12 The construction of major railways connecting the larger cities and towns began in the 1830s and increased rapidly at the end of the first Industrial Revolution. 13 Many of the workers who were involved in the construction of the railways did not return to their rural lifestyles and remained in the cities. 14 They provided additional workers for the factories in those cities. 15 Railways helped Britain's trade, providing a quick and easy means of transport and an easy way to transport post and news.

TEXT ATTACK

1. Read the texts and decide whether the numbered sentences are problems, facts or consequences.

Sentences

Problems 1,
Facts 9,
Consequences 15,

2. After reading the texts again, which of the means of transport had more problems at the beginning of the Industrial Revolution? And which had more impact?

3. Look at the pictures below. How did people react to new advances in Britain? Choose one or more of the words in the box below and use it in your answer.

Opening of the Stockton and Darlington Railway by John Dobbin, circa 1825. The image shows crowds watching a train on the bridge over the River Skerne in Darlington.

A painting of the inaugural journey of the Liverpool and Manchester Railway, by A.B. Clayton

fear	**expectation**	**hostility**	**curiosity**
rejection	**terror**	**enthusiasm**	

3. Have a look at this old map from 1920.

Map of England and Wales from 1920 showing the railway system at the time, and indicating the ownership of the lines. The map shows major cities and county borders.

Do you think railway construction succeed? Why?

Were there any areas of England and Wales not connected by train in 1920?

SOURCE 3. Railways.

A The building of the railways had a big impact on Britain. 1It created jobs, made goods cheaper, spread information faster and changed the landscape in the countryside. In Britain in the 19th century:

•2 People were able to travel greater distances for leisure and for work.
•3 Canals and stage-coach companies could not compete with the speed of the railways.
•4 Townspeople were able to receive fresh meat, fish, milk and vegetables brought in by the railway.
•5 The railways made cheap day trips possible, and coastal areas developed.
•6 Industry grew as the railways needed coal and iron. Railways, in turn, allowed factories to transport their goods to market more quickly.
•7 Newspapers could be sent from London all over the country.
•8 The post became faster.
•9 The railways provided work and created more jobs.
•10 Railway engineering towns developed.

B The railways created jobs in the railway industry, they also created jobs in the coal and iron industries. They also helped to reduce the cost of transporting or moving goods from one place to another. This in turn meant that the people who made these goods could sell them cheaper.

Once these goods became cheaper, more people could buy them so the people who made them had to make more of them, which created even more jobs.

The railways did not just change the way goods were transported. They changed the way people travelled about the country. Instead of travelling on mail coaches people started to travel by train, which was not only cheaper but also faster.

TEXT ATTACK

1. In section A, each numbered sentence describes an effect of the railways on the people and/or the economy. Some of them are social effects and some are economic effects. Write the numbers in the table below.

Social effects	Economic effects	Both of them
2	6	

2. Pairwork. Read section B again. It describes a chain of positive effects of railways on the British economy. Design a diagram showing these enchained effects.

Railways made transport cheaper →

ROLE PLAY. GROUPS OF FIVE.

You have a meeting in the Town Hall tonight. You must vote for or against the construction of a new railway between your town and Manchester. Your area is a coal mining area and an agricultural area too. It is a very controversial issue. You are the five elected representatives who have to make a decision.

Richard Smith.
58 years old
Farmer.
You do not want a new railway. It will destroy your lands. It will change the peaceful atmosphere in town.

John Cage.
39 years old.
Engineer.
You are excited about the idea of a railway which will connect your town to Manchester. You believe in technical progress. You hope to work on the railway.

Mary Woollen.
45 years old.
Housewife.
You are not sure about the railways. But you go to Manchester several times a year. Maybe a train will be cheaper and faster.

Rowan Stocks.
35 years old.
Miner.
You work hard in the coal mine. You think it is going to be good for the coal industry, but you do not see any personal advantages. Maybe new workers will come from Manchester …is your job safe?

John Redgraves.
56 years old.
Coal mine owner.
You are looking forward to seeing the new railway working. You will save a lot of money. You will be able to sell huge amounts of coal.

Discuss the advantages and disadvantages of the construction of the railway to Manchester. Write them down and your final decision on the following document:

We, the people's representatives have made a decision. There were some disadvantages:

There were some advantages:

And finally we have decided to

WHAT I HAVE LEARNED

1. Look at the pictures below. Review what you have read during the session. What are the differences between the two forms of transport? (Don't forget to use words like faster, cheaper, etc.)

Horse railway coach

Locomotive railway

2. Slow thinking time. What are the advantages and disadvantages of new high speed trains for a country like Spain?

Advantages

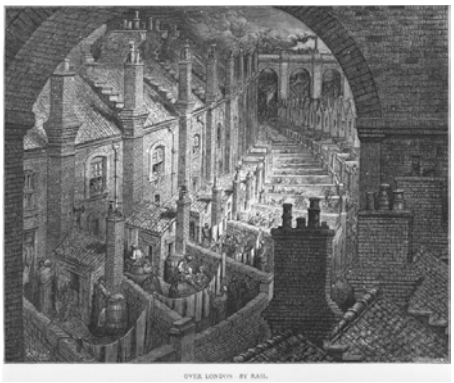
Disavantages

SESSIONS 5 & 6. LIVING AND WORKING IN THE INDUSTRIAL WORLD. SOCIAL EFFECTS OF THE INDUSTRIAL REVOLUTION IN BRITAIN. THE ORIGIN OF THE LABOUR MOVEMENT.

PRETASK.

1. Vocabulary activation. Listen and repeat

2. Put the words next to the pictures.



3. Classify the vocabulary into the categories in the table:

wages	fumes	dust	profits	fine	beat
diseases	cholera	typhoid			
riot	abuses	Act law	forbidden	legislation	housing
sewage	strike	trade union	campaign	socialist	spread

Working conditions	Houses	Labour movement	Political reforms

TASK. LOOKING FOR THE ORIGINS OF THE LABOUR MOVEMENT.

READING A.

SOURCE 1. Living and working conditions in the Industrial Revolution.

In the early 19th century population grew and people began to move to areas where there were more jobs. Some of these areas were coalfields and industrial towns where factories needed more workers. Towns began to grow. Most of these areas were in the North of England and the Midlands, such as Manchester, Leeds, Bradford, Sheffield and Birmingham.

In factories people worked very long hours, between 16 and 18 hours per day, seven days a week. Wages were low, less than a pound a week for men, 10 shillings (= 50p) for women and around 3 shillings for children. General conditions were uncomfortable. The atmosphere in many factories was hot, noisy, full of steam, fumes or dust. Machinery was dangerous and accidents were very common. More than 500 people could work in one factory, so sanitary conditions were terrible. Discipline was strict to maximise profits. Workers were fined if they wasted time or were late. Children were even beaten. There were often accidents in factories with child and female workers. Chest diseases from the mines, cholera from polluted water and typhoid were very common. Strikes and riots by workers were also relatively common.

SOURCE 2. Child Labour.

Life for children did not improve in the Industrial Revolution, although infant mortality rates were reduced. There was limited opportunity for education, and children had to work. Employers paid a child less than an adult. Industrial machines did not need strength to be operated and no experience was necessary, so children could work in factories like adults. This made child labour the cheaper choice for manufacturing in the beginning of the Industrial Revolution. By the end of the 18th century, two-thirds of the workers in the cotton mills of England and Scotland were children. Many children worked in terrible conditions for much lower pay than adults. Reports detailed abuses, particularly in the coal mines and textile factories.

Politicians tried to limit child labour, but factory owners argued that they gave jobs and money to the poor. The Factory Acts in 1844 were the first laws against child labour passed in England. Child labour was limited to twelve hours and children younger than nine were not allowed to work. Some years later, the employment of children and women in mining was forbidden, although child labour remained in Britain, Europe and United States

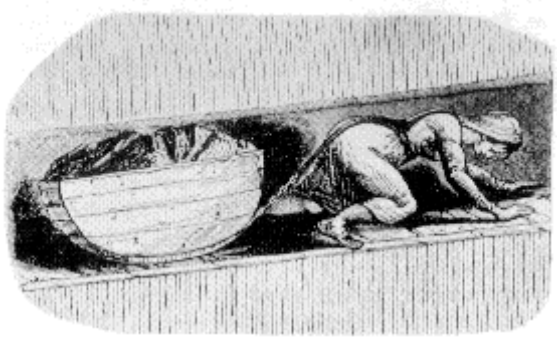
SOURCE 3. Housing.

Living conditions for workers were hard. They lived in very small houses in dirty streets. These houses shared toilet facilities and were wet and cold. The water supply sometimes spread diseases. During the 19th century legislation regulated housing. Public health acts were introduced covering issues such as sewage, hygiene, etc. Huge numbers of the working class died due to diseases spreading through their living conditions.

TEXT ATTACK

1.Read texts 1, 2 and 3 and find sentences to fill in the table:

Information constituents	Examples
Changes	people began to move to areas where there were more jobs
Working conditions	
Political action	during the 19th century some legislation regulated housing
Health	
Effects	
Places and location	



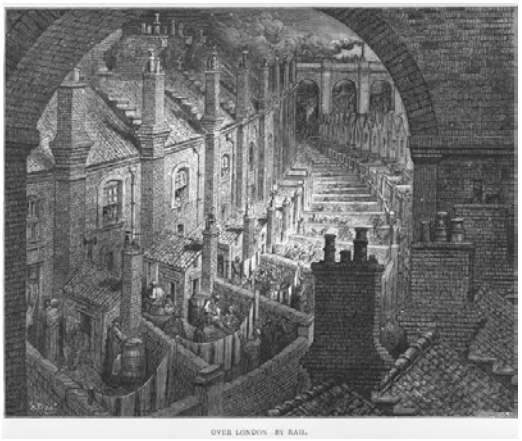
I wake up at

I work

I go to bed

Do you think their lives are different

3. Look at the picture. It shows the densely populated and polluted environments created in the new industrial cities like London. Read text 3 again. Which features can you find in the picture?



houses size

Distance between houses

Atmosphere/environment

Any other aspects

Over London by Rail Gustave Doré c. 1870.

READING B.

SOURCE 4. The 'Luddites' against the machines.

The industrialisation of the British economy cost many craft workers their jobs. A new movement called the 'Luddites' started near Nottingham and spread to other areas of the textile industry. Many weavers and other unemployed workers could not compete with machines which produced more and cheaper. Many of them turned against the machines and began destroying factories and machinery. They were known as Luddites, or followers of Ned Ludd, a folklore figure. The first attacks began in 1811. They gained popularity and the government used the army to protect industry. Many of the 'luddites' were hanged. But the riots went on and led to the formation of trade unions.

SOURCE 5. The origins of the Trade Unions.

The Industrial Revolution concentrated labour into mills, factories and mines, thus facilitating the organisation of trade unions to protect the interests of working people.

The main method used by the unions was strike action. A strike caused the cessation of production and skilled workers were hard to replace. The British government forbade workers to form any kind of trade union from 1799 to 1824. Later on, unions were restricted.

In the 1830s and 1840s the Chartist movement was the first large scale organised working class political movement which campaigned for political equality and social justice. Its 'Charter' of reforms was rejected by Parliament although it had been signed by 3 million people. In 1842 a general strike was organised by the Chartists which stopped the production of some goods across Great Britain. By the end of the 19th century the influence of the trade unions spread. They began to support socialist parties that later become the Labour Party.

TEXT ATTACK

1.Make a comparison between 'Luddites' and early labour movements like Chartist and Trade Unions. Fill in the table below.

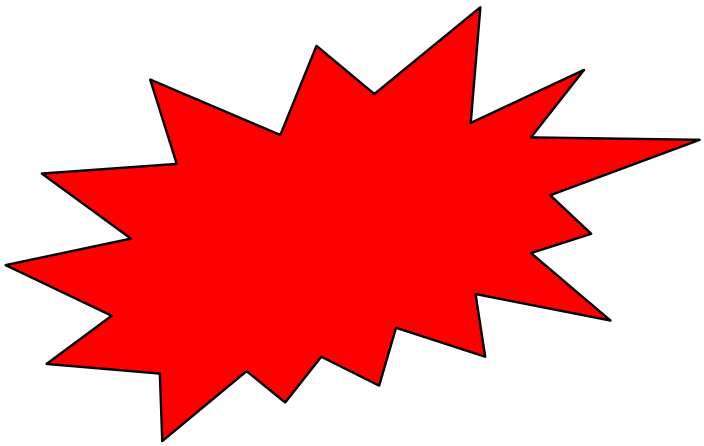
	Luddites	Chartist/Trade Unions
Time/chronology	Early 19th century	
Location		
Cause of creation	unemployment	
Method to protect workers		
Government reaction		
Evolution		Labour Party

2. Sorting and grouping. Work in groups of four. Read the sentences and group them into the different labour movements.

1. They organised strikes to stop production and to protect their interests.
2. They attacked factories and destroyed machines.
3. Most of them were unemployed because of the introduction of machinery.
4. They tried to start a political struggle for workers' rights.
5. They made proposals to the Parliament.
6. The movement disappeared in 19th century.
7. The movement was at the origin of Labour Party.
8. They organised the first general strike in Britain.

Labour movements	Sentences
Luddites	
Chartist and Trade Unions	

The Great Chartist Meeting on Kennington Common, 1848



TASK. GROUP WORK. FIGHTING FOR YOUR RIGHTS. A SIMULATION.

SETTING. Working conditions in a blast furnace.

The workers in this furnace suffer very hard conditions. Wages are low (1 pound a week). They work more than 15 hours a day, from Monday to Sunday. They live in very small houses without a water supply and have to share toilets. You must discuss new conditions and write an agreement including the new conditions.

PROCEDURE. Students work in groups of five. Each student is given a card. They must reach an agreement.

Simulation cards.

Factory owner.
You think the workers are paid enough. Their working hours are fine for you. But you are frightened of a strike which would stop production. Perhaps you would pay a little more and think about a day off, probably on Sunday.

Trade Union member 1.
You think that working conditions are terrible. Wages are very low, you need more than 1 pound per week. Working hours are too long,10 hours per day is already more than enough, and Sunday should be a day off.

Foreman in charge of your section.
Basically, you agree with the factory owner. But you are in charge of a section where workers often die. You think they should not work for so long. And they must have a day off. But their wages are all right. You only earn 2 pounds a week.

Government representative.
You are here to help to reach an agreement. New laws are coming to protect workers rights, but there isn't any legislation yet.

Trade Union member 2.
You think that working conditions are terrible. Wages are very low, you need more than 1 pound per week. Working hours are too long,10 hours per day is already more than enough, and Sunday should be a day off.

WHAT I HAVE LEARNED.

1. Look at the picture of this girl, a worker in a textile industry during the Industrial Revolution. Read the sentences below the picture. Are they true or false?

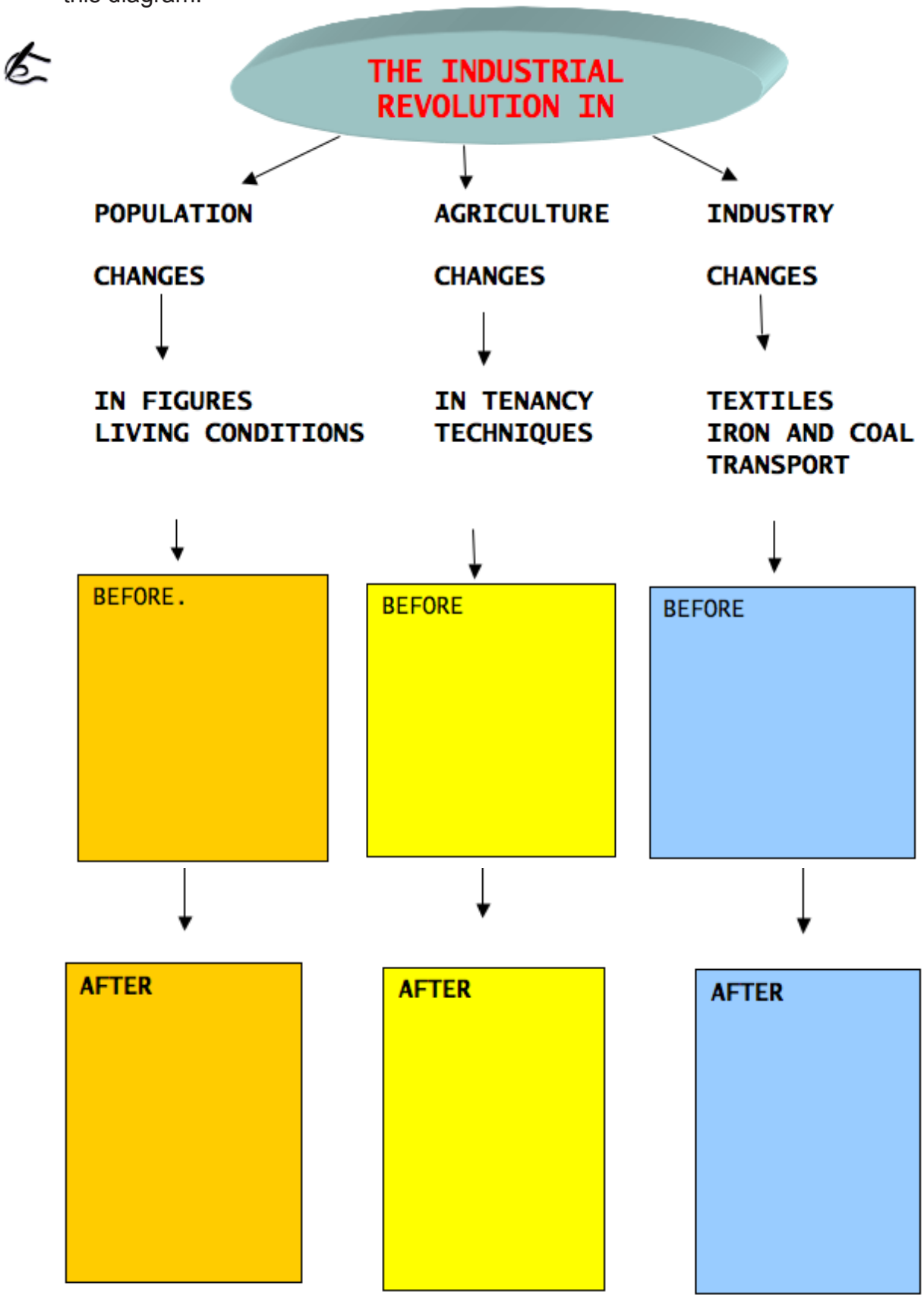
Sentences	T (true) F (false)
I lived in a very small house without water supply	
I worked eight hours a day in the textile industry	
I earnt enough money to buy good food and to pay rent	
I worked on Sundays too	
I studied at school in my free time	

2. Do children still work in the 21st century? Where? What do they do? What do you think about the situation?

Child recycling garbage. Saigon.

HOMEWORK. FINAL SUMMARY.

Revise the previous sessions and fill in this diagram.



THE INDUSTRIAL REVOLUTION IN BRITAIN. ASSESSMENT WORKSHEET.

Your task is reflecting on what you have learned and receive feedback from the teacher. Read the following statements about skills and knowledge you have learned during the project. Please, circle one of these options: YES NO NOT YET.

Self- assessment chart

I CAN...	Organize vocabulary into categories	YES	NO	NOT YET
	Identify the topic in a listening text	YES	NO	NOT YET
	Take notes from a listening	YES	NO	NOT YET
	Get valuable information from different sources	YES	NO	NOT YET
	Describe images and pictures	YES	NO	NOT YET
	Summarize the main ideas from a text	YES	NO	NOT YET
	Participate in group decision-making	YES	NO	NOT YET
	Write a text after analyzing a picture	YES	NO	NOT YET
	Participate in a role play	YES	NO	NOT YET

I KNOW	Changes in populaton	YES	NO	NOT YET
	Changes in agriculture	YES	NO	NOT YET
	New technology and inventions in textile sector	YES	NO	NOT YET
	New advances in the iron and coal industry	YES	NO	NOT YET
	Transport revolution	YES	NO	NOT YET
	Consequences of the Industrial Revolution	YES	NO	NOT YET
	Living conditions in industrial towns	YES	NO	NOT YET
	The origins of labour movement	YES	NO	NOT YET

2. FEEDBACK

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