PERCORSO | 2

The First Industrial Revolution

di Laura Damini

- ## Riferimento al testo base:
  M. Onnis - L. Crippa, *Il Corriere della Storia*, volume 2, sezione 6, unità 2, p. 158
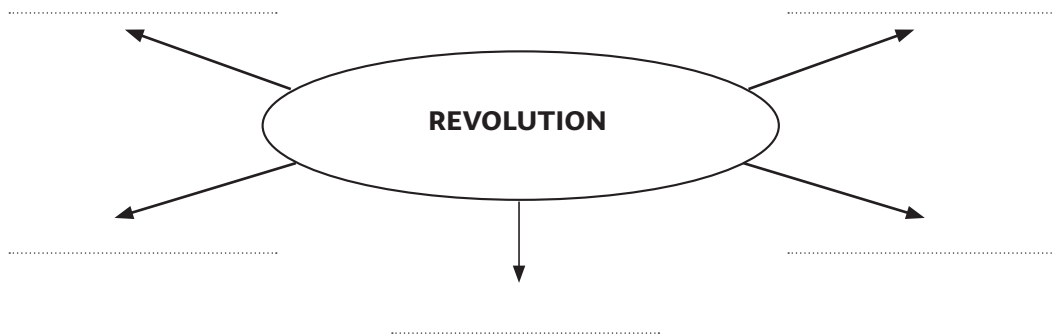
- ## Destinatari:
  Scuola secondaria di Primo grado, classe 2ª

- ## Liv. Linguistico:
  A2

Warming up

1. What comes to your mind when you think about the word REVOLUTION? Complete the spidergram, then share your conclusions with your classmates. Add new words to the diagram after the discussion.

```
...................                                    ...................


          \                                    /
           \                                  /
            REVOLUTION
           /          |          \
          /           |           \
...................    |    ...................
                ...................
```

Overview

2a. Read the text below, look at the timeline in your book on page 158 and complete the chart.

> The transition from a world of artisan manufacture* to a factory system is known as the **Industrial Revolution**. It began in Britain in the early years of the 18th century.
> In a little over a century, Britain went from a largely rural population to a country of industrialized towns, factories, mines and workshops.
>
> (from http://www.saburchill.com)
>
> * *homemade production*

What	
When	
Where	

2b. **Read the text again and choose the best definition for Industrial Revolution. Circle a, b, c or d.**

The Industrial Revolution was:
- **a.** a glorious war that led to the end of the monarchy.
- **b.** a radical change in the social structure that affected large numbers of people and took place in a relatively short period of time.
- **c.** a violent transition from one system of production in a society to the next that affected large numbers of people and took place in a relatively short period of time.
- **d.** a successful attempt by a large number of people to change the political system of their country.

2c. **Look at the pictures, read the text again and complete the captions.**
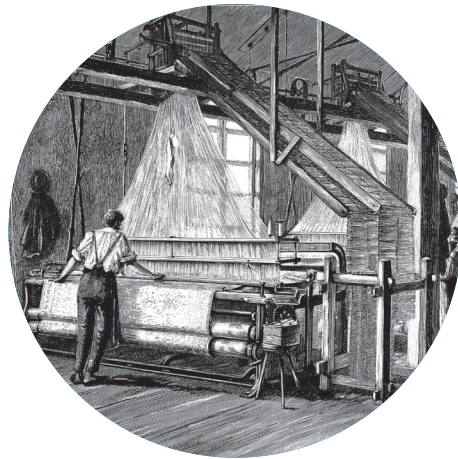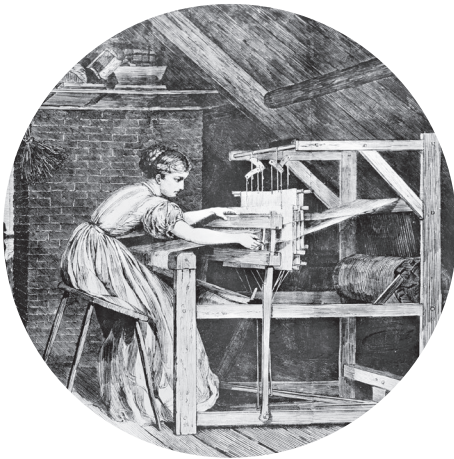
From .... to ....

From .... to ....

Map skills

3. **Examine the map on your right and the map on page 158 in your book. Complete the following text with the words in the box.**

canals / colonies / iron / fuel (= combustible) / machines / coal / market / natural / cotton

Resources

In the 18th century Great Britain had many .... sources for .... ore* and .... This made the island an abundant place for natural .... and proved essential to the development** of all new ....

Great Britain, being a navy based country, had .... that made the transport of natural resources easier throughout the island. Moreover, the nation received cheap raw materials, like ...., from the .... and had a huge .... there.

(From https://ccalawh.wikispaces.com)

* *metal*
**expansion

Major canals
Coal field
Iron ore

Study skills

4a. **Read about another factor that led to the Industrial Revolution in Britain. Then complete the table on the next page with suitable expressions from the text.**

POPULATION GROWTH

Before 1760, Britain was a predominantly agricultural country with a relatively small population of less than 9 million. A "modern" government – a long-time constitutional monarchy – ruled* the country after the Glorious Revolution of 1688. They encouraged <u>improvements in the national economy</u>.
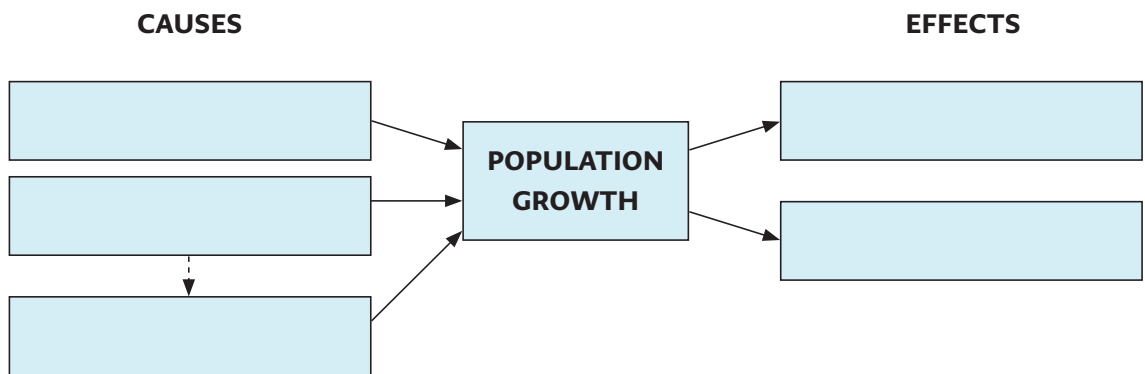
From about 1740, the population of Great Britain started to grow, largely because of a <u>declining death rate</u> that resulted from <u>improved living standards</u> and it continued to do so, with the population reaching 18 million by 1851. Such population explosion brought about both an <u>increased demand for food</u>, goods, and services, as well as <u>an enlarged labor force</u>.

(From http://www2.uncp.edu)

* *governed*

great need	
bigger number of people available for work	*enlarged labor force*
better daily life	
government in which the monarch must follow a constitution	*constitutional monarchy*
minor mortality	

4b. **Referring to the previous text, decide if the underlined events were causes or effects of the rise of population. Copy them in the correct boxes.**

CAUSES   EFFECTS

```
┌──────────────┐                                    ┌──────────────────┐
│              │─────┐                          ┌──→│                  │
└──────────────┘     │      ┌─────────────┐     │   └──────────────────┘
┌──────────────┐     └─────→│ POPULATION  │─────┤
│              │───────────→│   GROWTH    │     │   ┌──────────────────┐
└──────────────┘       ┌───→└─────────────┘     └──→│                  │
┌──────────────┐       │                            └──────────────────┘
│              │───────┘
└──────────────┘
```

Vocabulary

5. **Learn the following words.**

field

farming

crop

crop rotation


fence

landowner

Communication skills

6. Read about a third major change that occurred during the 18th century and find answers to the following questions. Be ready to answer them orally. Practice them with a partner. The picture dictionary above and the pictures below will help you.

THE AGRICULTURAL REVOLUTION

Due to the population growth, there was a need for more food. A factor that led to increased food production was a new system of **four-field crop rotation** (*picture below*). It involved growing four different crops over four years in each field. So the field was never left fallow (= unproductive) as in the old open-field method of farming.
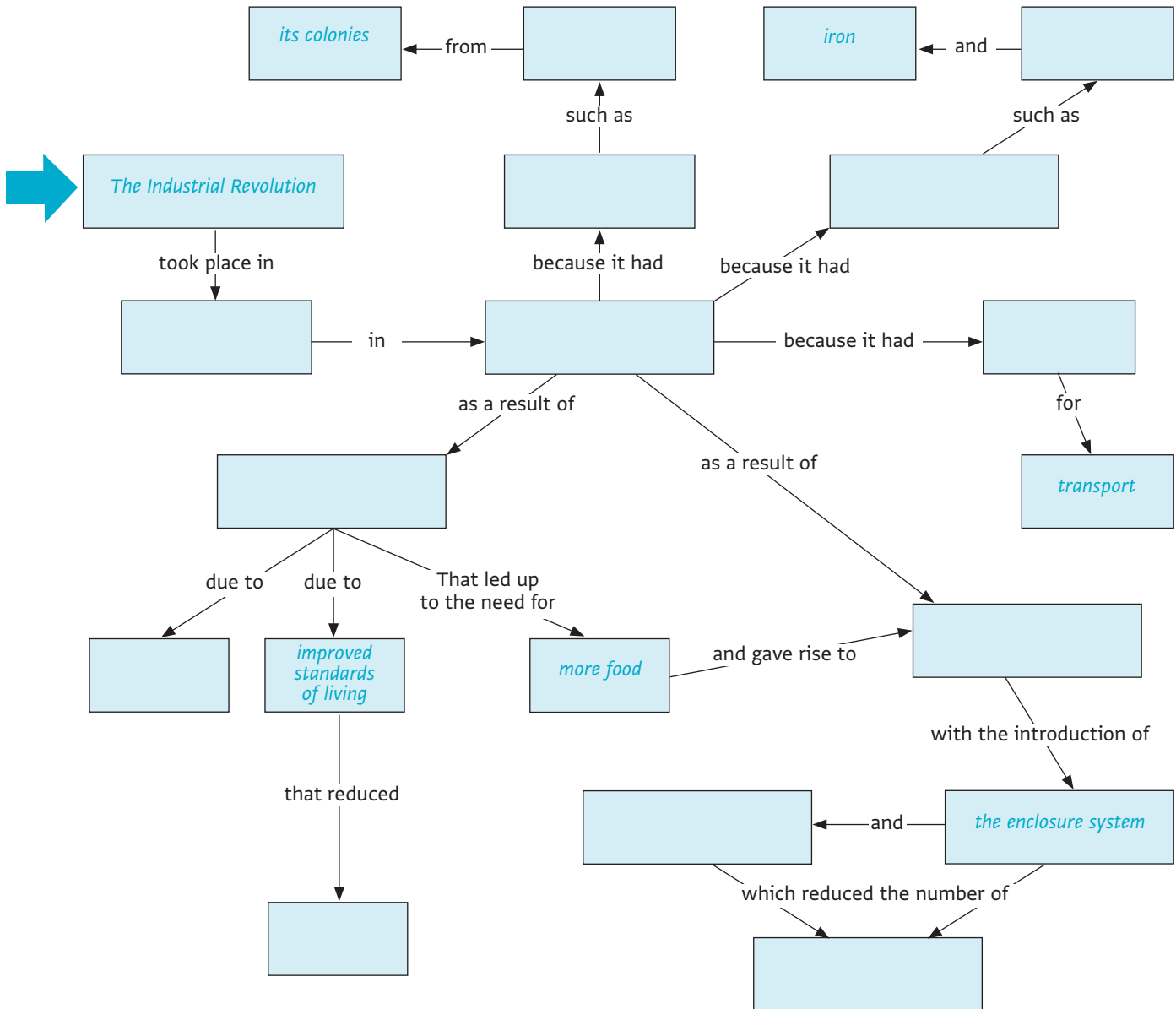
The new system was encouraged by a new way of organizing the land as a result of **enclosures**. The **enclosure system** allowed large landowners to put fences or walls around what had been common village land. Consequently, they could expand the land under their control and produce more for the market. They became rich and invested in new machinery so they needed fewer workmen on farms. Many farmers moved to cities and the number of small farms began to decline.
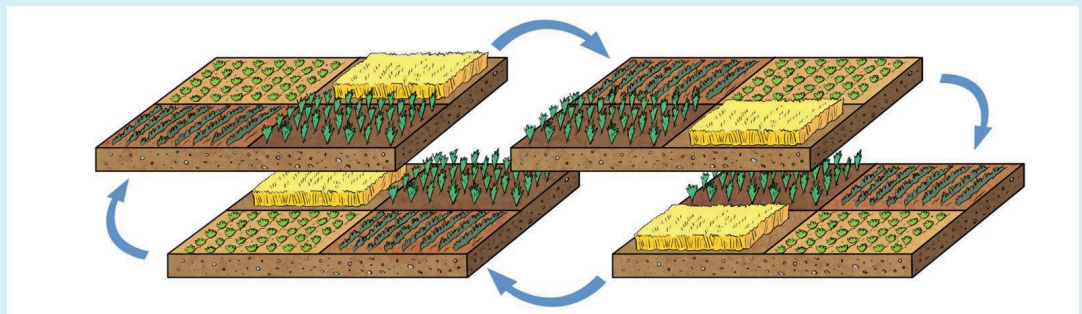
1. Why did changes take place in farming in the 18th century?
2. Why was the open-field system inefficient?
3. How did the four-field crop rotation increase food production?
4. What put an end to the open-field system?
5. What advantages did enclosures have for landowners?
6. What happened when innovations in farming were introduced?

Homework

7. Go back to the previous texts. Complete the concept map below. Remember!
A concept map represents relationships through concepts. Words on the lines
(called linking words or linking phrases) specify the relationship between the
two concepts. Start from the blue arrow.

Concept map:

- *its colonies* ← from [ ] — such as → [ ]
- *iron* ← and [ ] — such as → [ ]
- → *The Industrial Revolution* — took place in → [ ] — in → [ ] — because it had → [ ] (upward)
- [ ] — because it had → [ ]
- [ ] — because it had → [ ] — for → *transport*
- as a result of → [ ]
  - due to → [ ]
  - due to → *improved standards of living* — that reduced → [ ]
  - That led up to the need for → *more food* — and gave rise to → [ ]
- as a result of → [ ] — with the introduction of → *the enclosure system*
  - *the enclosure system* ← and → [ ]
 - which reduced the number of → [ ]

UNITÀ

Assessment

1. **Pair/Class work** – **Check your homework with a partner. If there's something you're not sure about ask another classmate/other classmates. Then use the concept map to discuss with your deskmate how changes in agriculture and population were related to each other.**

Pre-listening activity

2. **Label the pictures with the following vocabulary.**

cottage / spinning / wheel / thread / weaver / cloth / steam engine / loom
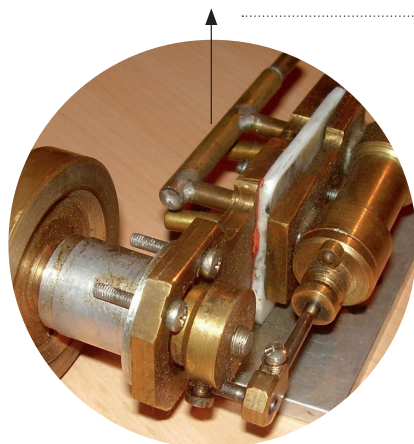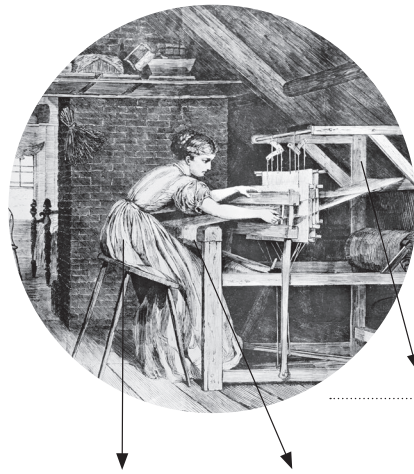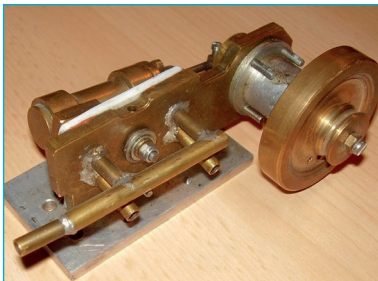
Listening activity

3a. 🎧 **MP3 tr.01** **Listen to the descriptions of some important inventions in the 18th century. Match the names of the machines with their inventors and write them under the pictures. Write the years the machines were invented too.**
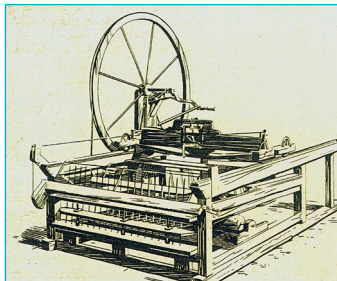
INVENTIONS
Power Loom / Spinning Mule / Steam Engine / Spinning Jenny / Water Frame

INVENTORS
Richard Arkwright / Edmund Cartwright / James Hargeaves / James Watt / Samuel Crompton

What ....
Who ....
When ....

What ....
Who ....
When ....

What ....
Who ....
When ....

What ....
Who ....
When ....

What ....
Who ....
When ....

3b. 🎧 **MP3 tr.01 Listen again and decide if these statements are true (T) or false (F).**
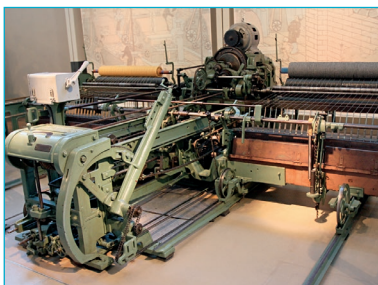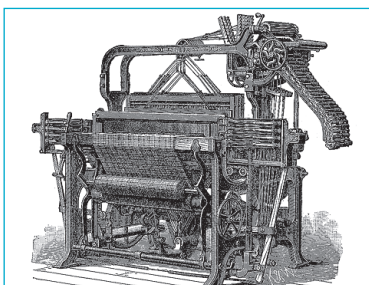
	T	F
1. Steam engines were invented to pump water from mines (= places where minerals can be extracted).		
2. Watt's invention needed a lot of fuel.		
3. Eight people were necessary to operate Hargeaves's spinning wheel.		
4. Arkwright's invention used water as its power source.		
5. Arkwright's invention was suitable (= OK) for cottage work.		
6. Crompton's invention was very different from Hargeaves's and Arkwright's machines.		
7. Cartwright's invention needed steam to operate.		

Use your knowledge

4. **Analyse the extract from *History of the cotton manufacture in Great Britain* written by a newspaper editor, Edward Baines, in 1835. It's about the impact of Watt's Steam Machine on the Industrial Revolution. Then answer the questions.**

At this period a power was happily discovered, of almost universal application and unlimited extent, adapted to every locality where fuel was cheap, and available both to make machines and to work them, both to produce goods, and to convey them by land and water. This power was the *steam-engine*, which, though not an invention of that age, was first made of great and extensive utility by the genius of James Watt.

1. What power is the author talking about?

....

2. Is he keen on it or worried about it? How do you understand that?

....

3. What "cheap fuel" is he talking about?

....

4. How could people use that power?

....

5. Why is Watt called a "genius" in your opinion?

....

Homework

5a. **Complete the boxes with the following sentences.**

Factory workers could build a lot of / IRON PRODUCTION increased / was needed to fuel / pumped water from mines and improved the extraction of

COAL

STEAM MACHINES

made FURNANCES* work
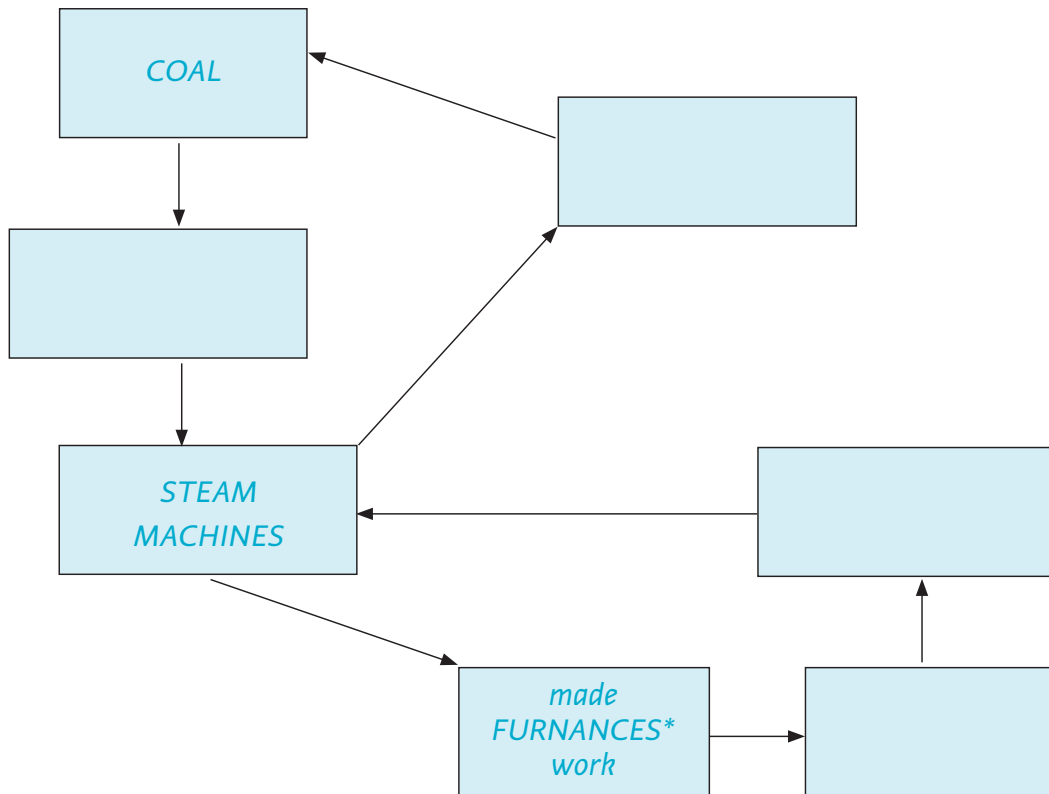
a very hot place where heat is produced to generate steam

5b. **Now write a text from the flow chart. Use pronouns to avoid repetition, linking words / phrases or the relative "that" to explain the arrows if necessary.**
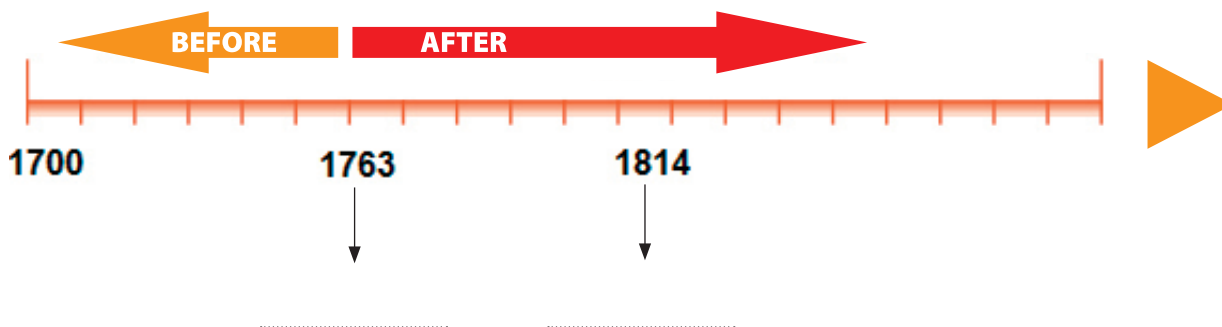
....

....

....

....

UNITÀ

Assess your knowledge

1. **Complete the timeline with the names of the machines invented in those years. Look at pages 162-163 in your history book if you need any help.**

BEFORE   AFTER

1700   1763   1814

....

Jigsaw reading

2a. **Group work** – **The teacher hands out some texts. Study the same letter text (A, B, C,...) in your group and be ready to give information about the main idea of the paragraph and the details you can find to support the main idea.**

2b. **Group work** – **Next, your teacher will regroup the class into five new groups so that each new group has a student who has read each text. Fill in the following graphic organizer by exchanging information. You have to tell each other about your text and then fill out the table. Use some of the expressions that you can find in the box on the following page.**

	Text A	Text B	Text C	Text D	Text E
Title					
Main idea					
Details					

Asking for clarification/information
- **a.** What's text (A, B,...) about?
- **b.** Could you explain that in more detail?
- **c.** I didn't understand the bit about the... Can you explain that again, please?

Making a point
- **a.** As I was saying...
- **b.** The fact is that...

Checking that you have understood
- **a.** So you mean that...
- **b.** So your point is that...

Code switching

3. **Pair work** – Look at these political cartoons and prints and read the text on the next page. Which picture better represents the information next to the squares? Write the letter of the corresponding picture in the squares.

J. Leech, *Cheap Clothing*, 1845
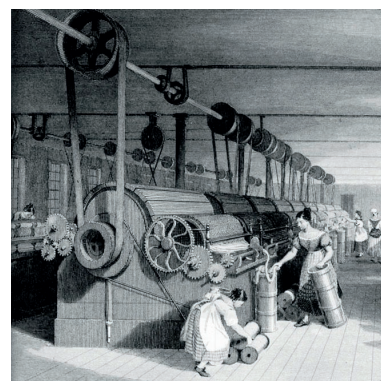
Victorian slum (seven dials district of London)

L.W. Hine, ca 1912

A suburb of Manchester in 19th century

Machines, T. Tingle, ca 1830

Thousands of new workers were needed to work the machines in the factories. ☐ Some mill owners built houses for them, but many workers were left to find a place to live in these new and strange urban places that were very different from country villages. ☐

People often found life very difficult in the fast growing towns and cities. ☐

They were dirty, noisy, busy places with terrible, overcrowded[1] and unhealthy houses. ☐

The arrival of people and the cotton industry created terrible living and working conditions. ☐

Many people were very poor and lived in overcrowded slum areas with much crime and disease. ☐

The businessmen who invested a lot of money in building cotton mills wanted to make as much money as they could. ☐

The Factory System was a new way of organising workers in these large factories where they worked up to 16 hours to keep the machines going. ☐

They often did repetitive tasks (the same job again and again). This was tiring and the conditions were often dangerous. ☐

There were no laws to protect people at work until the Industrial Revolution was well under way[2]. ☐

Many factory workers were children. ☐

They worked long hours too and they were often treated badly by the mill supervisors or overseers[3]. ☐

Sometimes children started work as young as four or five years of age. They suffered health problems and missed out on[4] schooling due to work. Many mill owners often took in orphans. They lived at the mill or "workhouse" and worked as apprentices for many years until their teens.

(From http://www.newlanark.org)

[1] *with too many people;* [2] *after a long time it had started;* [3] *people that control what the workers did;* [4] *didn't receive*
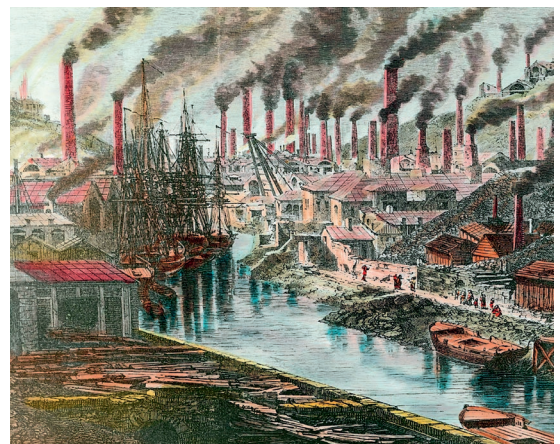
Video Watching

4a. **Pair work** – Search in the website http://webtv.loescher.it for the video clip from the film *Oliver Twist*, by Roman Polanski (2005) based on the 1838 novel of the same title by Charles Dickens (Victorian prose writer and social critic). Watch it and answer the questions.
Go back to the text above for help.

1. How old are the children? Where are they? What do they do there?
   ....

2. What does Oliver do when he finishes his supper? Why?
   ....

3. What does the master do?
   ....

4. What's Mr. Limbkins doing when the beadle (the man who controls the workhouse and orphanage) comes in?
   ....

5. What problem does the clip focus on?
   ....

4b. **Pair work** – Search in the website http://webtv.loescher.it for the video clip from a two-part BBC TV movie of Charles Dickens' novel *David Copperfield*, adapted by Adrian Hodges (1999). David's mother dies and he has to live with his stepfather, Mr. Murdstone, and his sister Jane, who don't love him at all. Watch the clip and write if the sentences are true (T) or false (F).

|	T	F
1. Mr. Murdstone thinks David's behaviour is bad.		
2. Jane doesn't want David to leave.		
3. Mr. Murdstone says that it's not useful for David to go to school.		
4. David is sent to London to look for a new family.		
5. The other workers at the warehouse are nice to David.		

Homework

5a. **Go back to the texts you have read and compare the domestic system to the factory system. Complete the table.**

	DOMESTIC SYSTEM	FACTORY SYSTEM
Workplace		
Energy used		
Working hours		
Type of work		
Living conditions		

5b. **Now look at this image by Ronald Lampitt and prepare a speech about the Industrial Revolution including the following topics:**
- **a.** changes that led to the Industrial Revolution;
- **b.** quality of life during industrialization;
- **c.** cities and social problems.
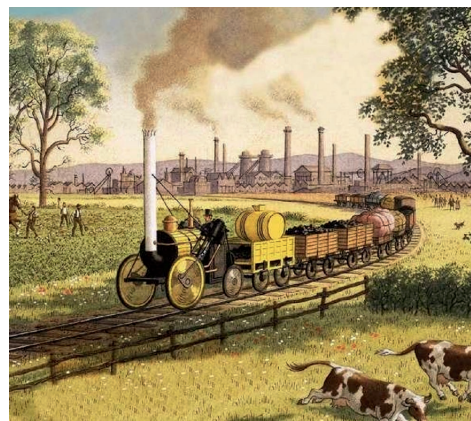
Writing

6. **Look at the prints on pages 172-173 in your book. Imagine you are:**
- **a.** a journalist for a local 18th century newspaper. You have been to the opening ceremony of "The Rocket". Write a short article about it;
- **b.** a child working in a cold mine. Write about your daily routine and working conditions.

a. ....

....

....

b. ....

....

....