

Internetseiten

<https://schoolhistory.co.uk/industrial/industrial-revolution/>

Auf diesem britischen Online-Portal finden sich viele Materialien für den Geschichtsunterricht, die sich auch für den bilingualen Geschichtsunterricht in Deutschland eignen.

<http://spartacus-educational.com/IndustrialRevolution.htm>

Dieses britische Online-Portal bietet zahlreiche Primärquellen sowie kurze, gut verständliche Info-Texte unter anderem zur Zeit der Industriellen Revolution.

Verlaufsübersicht zur Reihe

1.–13. Stunde: Learning circle

14./15. Stunde: Living conditions in British towns

Minimalplan: Steht weniger Zeit zur Verfügung, können mehr Aufgaben als ursprünglich vorgesehen als optional gekennzeichnet werden.

Verlaufsübersicht zu den Stunden

1.–13. Stunde: Learning circle

Material	Verlauf
M 1–M 5	Learning stations on the Industrial Revolution / anhand von Primär- und Sekundärquellen grundlegendes Wissen zu zentralen Themenbereichen der Industriellen Revolution erarbeiten

14./15. Stunde: Living conditions in British towns

Material	Verlauf
M 6	Living in a town or in the countryside? / anhand einer Aussage eines Arbeiters über die Vor- und Nachteile des Stadtlebens nachdenken
M 7	Two cartoons on water quality / zwei Karikaturen zum Thema „Wasserqualität in den Städten“ zur Zeit der Industriellen Revolution analysieren
M 8	Life in British towns / verschiedene Quellen (Texte, Karikaturen und eine Statistik) zu den Themen „Lebensbedingungen in den Städten“, „Wasserqualität“ und „Gesundheit“ arbeitsteilig in Gruppenarbeit analysieren
M 9	Why did people move to the towns? / mithilfe eines Liniendiagramms Hypothesen zu den steigenden Bevölkerungszahlen in den Industriestädten Englands bilden

Materialübersicht

1.–13. Stunde: Learning circle

M 1	(Ka/Gd)	Learning Station 1: Changes in transport
M 2	(Gd)	Learning Station 2: Coal mining
M 3	(Gd/Tx)	Learning Station 3: Inventions
M 4	(Tx)	Learning Station 4: Working conditions
M 5	(Gd/Tx)	Learning Station 5: Agrarian Revolution

14./15. Stunde: Living conditions in British towns

M 6	(Im)	Living in a town or in the countryside? – Giving advice
M 7	(Fo)	“Monster Soup” and “Death’s Dispensary” – two cartoons on water quality
M 8	(Tx/Gd)	Life in British towns – looking at different sources
M 9	(Im)	Why did people move to the towns? – Finding reasons

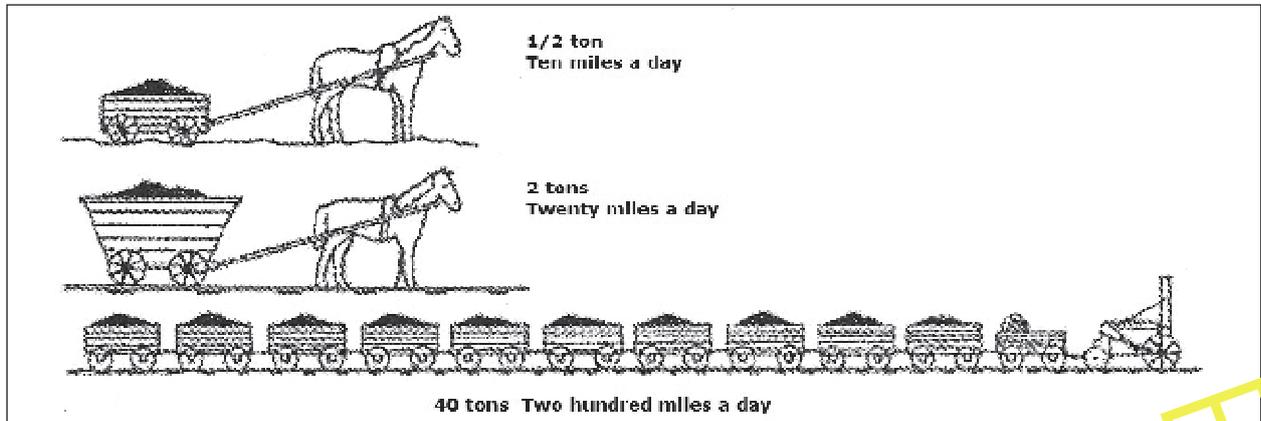
Ab: Arbeitsblatt – **Fo:** Folie – **Gd:** Grafische Darstellung – **Im:** (Gesprächs-/Handlungs-)Impuls – **Ka:** Karte – **Tx:** Text

M 1

Learning Station 1: Changes in transport

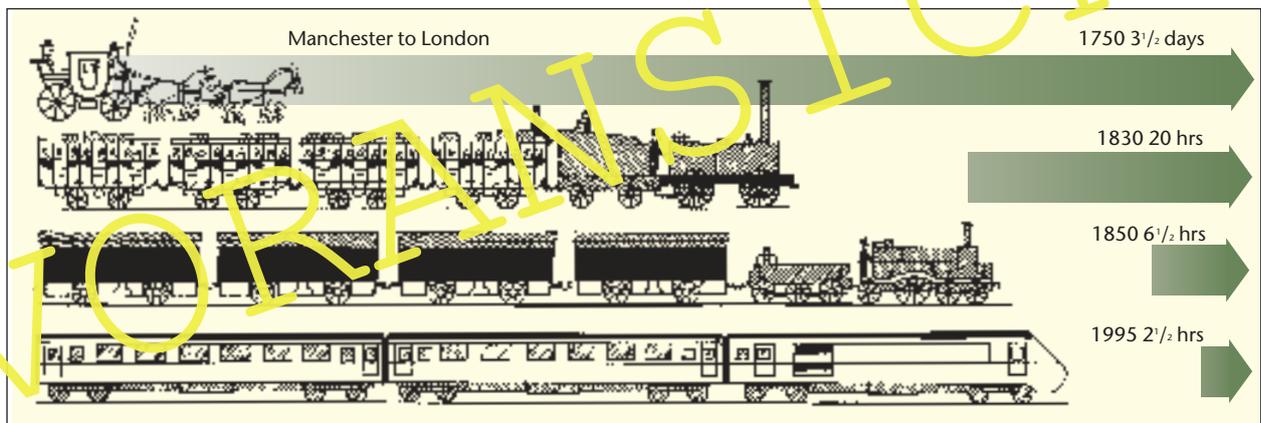
Part A: The Railways

Source 1: Transport of goods by road and rail



Source: <https://schoolhistory.co.uk/industrial/impact-of-the-railways-worksheet>

Source 2: Journey times



Source: © Spotlight on History. Vol. 1, p. 38. Berlin 1995: Cornelsen.

Source 3: Living conditions

The speed at which trains could travel also changed the food that people could eat. Fresh eggs, milk and fish could be carried into the new industrial towns. Fish and chips began to replace pigs' trotters¹ as a cheap working class supper!

Differences between different areas started to break down as people from different areas came into contact with each other. For example, local accents and dialects became less noticeable as people began to mix and talk to each other.

Source: R.J. Higgins: 1997. <https://schoolhistory.co.uk/industrial/impact-of-the-railways-worksheet>

Vocabulary

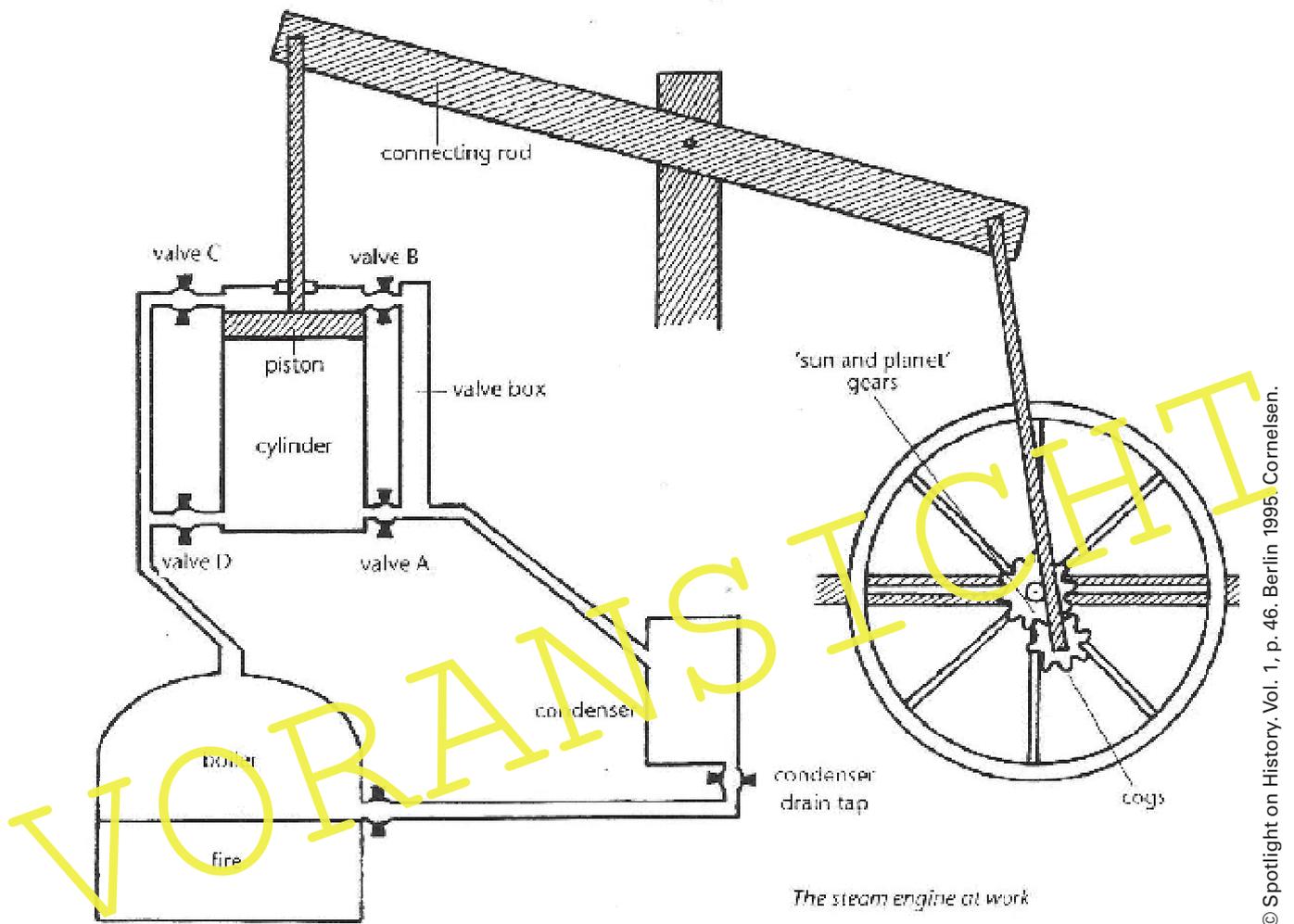
1 pigs' trotters: pigs' feet

M 3

Learning Station 3: Inventions

Part A: The steam engine

Source 1: James Watt's invention: A steam engine at work



© Spotlight on History. Vol. 1, p. 46. Berlin 1995. Cornelsen.

Task 1: Work in pairs. Study source 1 and describe to each other how the steam engine works. Look up the technical terms below in a dictionary before you start and write the German translation in the table.

Vocabulary

English	German
boiler	
cog	
condenser	
connecting rod	
cylinder	
drain tap	
gears	
piston	
valve	

Learning Station 3: Inventions

Part B: Factory production: Spinning frame and power loom

Source 1: From cottage industry to factory industry

At the beginning of the _____ (a) most people living in Britain were farmers. Many of them did other work as well. Goods were made _____ (b). People worked in their own houses in rural villages and often the whole family was involved: Father, mother and children; all _____ (c). Even three-year old youngsters were expected to earn money. This system is known as cottage industry.

The biggest _____ (d) of all was the making of _____ (e) cloth.

Making cloth from wool involves two processes:

1. The wool must be spun into a thread.
2. The thread must _____ (f) into cloth.

As there were many _____ (g) areas, there was plenty of wool that could be turned into cloth. This was _____ (h) in the workers' homes. People worked long hours at this in dark, cramped rooms. However, despite the hard work they had to do, they could decide what hours they worked.

As the population grew, so did the _____ (i) for cloth. British merchants wanted to increase their _____ (j) by making more cloth in Britain. But the cottage industry was slow and inefficient.

Throughout the 18th century _____ (k) were invented to make the processes faster. These new machines could not be used in ordinary cottages. So the cloth-making industry was the first to change from a cottage industry to a _____ (l). From now onwards people worked in large factories in large towns and followed _____ (m) of work. Between 1750–1850 more and more people moved to towns to get work in these new factories. They were pleased to get work and to get _____ (n). However, the conditions of work there were often terrible.

undertaken • be woven • woollen • demand • profits • by hand • set routines • joined in
 • various machines • cottage industry • sheep farming • regular wages • 18th century
 • factory industry

Task: Read the text carefully and complete it by filling in the words in the box above. You may have to consult your dictionary for unknown words.

Source: IPTS: Arbeitskreis Bilingualer Unterricht in Schleswig-Holstein: Materialien zum Bilingualen Unterricht Geschichte 8. Jahrgang/Gymnasium, S. 187 (1997). Mit freundlicher Genehmigung des Instituts für Qualitätsentwicklung an Schulen Schleswig-Holstein (IQSH) als Nachfolgeorganisation des IPTS.

M 4

Learning Station 4: Working conditions

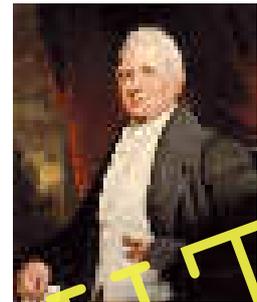
Part A: Working conditions in the factories

Source 1: William Cobbett, a critic of factories described what life there could be like. This article was published in a newspaper called *Political Register* in 1824.

Some of these lords of the loom employ thousands of miserable creatures. In cotton spinning, they are kept, fourteen hours each day, locked up in a heat of eighty to eighty-four degrees. What must it be like to toil day after day, in an average heat of eighty-two degrees?

Observe, too, that these poor creatures have no cool room to retreat to, not a moment to wipe off the sweat, and not a breath of air to save them from infection. The door of the place where they work is locked, save for half an hour at teatime when they can get water to drink. Even the rain water is locked up. If any is found with his window open, he is fined one shilling. Not only is there no fresh air, but for a large part of the day there is an abominable stink of gas. Mixed with the gas and the steam are dust, and what is called cotton flyings or fuzz.

In this climate healthy men are rendered old by the time they are forty, and children are deformed, and thousands of them are slaughtered by consumption before they reach the age of sixteen.



William Cobbett
(1763-1835)

Source: National Portrait Gallery

Vocabulary

English	German	English	German
abominable		to render	
consumption (medical)		to toil	
degrees (see Glossary)			
fuzz			
loom			

Source: IPTS: Arbeitskreis Bilingualer Unterricht in Schleswig-Holstein: Materialien zum Bilingualen Unterricht Geschichte 8. Jahrgang/Gymnasium, S. 189 (1997). Mit freundlicher Genehmigung des Instituts für Qualitätsentwicklung an Schulen Schleswig-Holstein (IQSH) als Nachfolgeorganisation des IPTS.

Tasks

1. Read the text carefully and complete the vocabulary table. You can add more new words.
2. State what the author says about ...
 - a) ... working hours.
 - b) ... punishment.
 - c) ... the atmosphere in the factory.
 - d) ... breaks.
 - e) ... health.
3. *Optional task:* What does the author think of factory owners?
4. Explain how the working conditions today differ from those described in the text. Why?

Learning Station 4: Working conditions

Part B: Child labour

Source 1: Benjamin Gomersal from Bradford tells us about the working conditions in a mill.

I am about twenty-five years old. I have been a piecer¹ at Mr. Cousen's worsted² mill³, I have worked nowhere else. I commenced⁴ working in a worsted mill at nine years of age. Our hours of labour were from six in the morning to seven and eight at night, with thirty minutes off at noon for dinner. We had no time for breakfast or drinking [...]. I found it very hard and laborious⁵ employment. I had 2s.⁶ per week at first. We had to stoop⁷, to bend our bodies and our legs.

I was a healthy and strong boy, when I first went to the mill. When I was about eight years old, I could walk from Leeds to Bradford (ten miles) without any pain or difficulty, and with a little fatigue⁸; now I cannot stand without crutches⁹! I cannot walk at all! [...] I go upstairs backwards every night! I found my limbs¹⁰ begin to fail¹¹, after I had been working about a year. It came on with great pain in my legs and knees. I am very much fatigued towards the end of the day. I cannot work in the mill now.

The overlooker beat me up to my work! I have been beaten till I was black and blue and I have had my ears torn! Once I was very ill with it. He beat me then, because I mixed a few empty bobbins¹², not having any place to put them in separate. We were beaten most at the latter end of the day, when we grew tired and fatigued. The highest wages¹³ I ever had in the factory, were 5s. 6d.¹⁴ per week.

My mother is dead; my father was obliged¹⁵ to send me to the mill, in order to keep me. I had to attend¹⁶ at the mill after my limbs began to fail. I could not then do as well as I could before. I had one shilling a week taken off my wages [...]. I had frequently to stand thirteen and fourteen hours a day [...]. I was perfectly straight before I entered on this labour [...].

Source: William Dodd (1842): The Factory System Illustrated; <http://spartacus-educational.com/IRgomersal.htm>

Annotations

1 **piecer**: Spinner/in (a job in a mill) – 2 **worsted**: ein spezielles Garn – 3 **mill**: factory – 4 **to commence**: to begin – 5 **laborious**: mühsam, anstrengend – 6 **2s**: 2 shillings (see glossary) – 7 **to stoop**: sich bücken – 8 **fatigue**: Ermüdung – 9 **crutches**: Krücken – 10 **limbs**: Gliedmaßen – 11 **to fail**: versagen – 12 **bobbin**: Garnspule – 13 **wages**: Lohn – 14 **5s.6d**: 5 shillings 6 pence – 15 **obliged**: gezwungen – 16 **to attend**: hier: hingehen

Tasks

1. Work in pairs.
 - a) Read Source 1 carefully and underline important facts about the working conditions.
 - b) Imagine an inspector of the Parliamentary Commission on Factories of 1833 interviews Benjamin Gomersal about the working conditions in the mill. Write their dialogue.
2. *Optional task*: Factory owners who employed young children used many arguments to defend themselves. Try to imagine what they would say and list their reasons.
3. Child labour is not only a problem of the past. Use the Internet to research. Find out ...
 - a) ... in which **countries** child labour is a fact today.
 - b) ... which **jobs** children have to do there to survive.
 List your results in a table.