Section I: People and poverty

Introduction
(Student Book pages 4–39)

This section focuses on:

1 The consequences of industrialisation in Britain
2 Working conditions of men, women and children
3 Poverty and poor relief before 1834.

The focus of this section is on the impact of industrialisation on people, in particular the beginnings of the migration of population from the countryside as well as from Scotland and Ireland into the industrial towns of the north and the midlands. The Student Book explores the factors in the growth of the factories and of towns and their relationship with the movement of population. It also examines the theories that explain the rapid increase of the population since, certainly for the first half of this period, the increasing population of the industrial towns cannot be explained simply in terms of migration.

It then looks in some detail at the impact of industrialisation on working people – men, women and children, principally in factories and coal mines. The employment of women and children – often in preference to men – is a particular issue in this period.

The third part of this section examines the reasons for the large numbers of people who suffered when methods of mass production and the mechanisation of processes both in manufacturing and agriculture plunged several sections of the population into poverty. It also explores those economic forces that resulted in unemployment or very low wages. The problems poverty caused for the government and the provision of support for the poor, in various forms, is also highlighted. The important points to come out of this section are:

- The ways in which the social structure was changing with the emergence of an increasingly wealthy upper middle class as a result of industrialisation and a lower middle class of shopkeepers and small businessmen becoming comfortably off as a result of the rising population and expanding urban areas.
- At the other end of the spectrum, the aristocracy remained small and exclusive, although some were becoming involved in industrial pursuits.
- The rapidly growing population which seemed to be more noticeable amongst the working class.

1.1 The consequences of industrialisation in Britain

Activity: Change tracker: Britain c1815–c1851 – an age of transformation?
(Resource sheet 1.1a – two sheets)

This activity can provide a focus for plenary activities as topics are completed. It can be used independently by more able students, in pairs or groups, or as part of a teacher-led activity with lower-ability students. It is intended to be completed gradually at key stages throughout this course so that at the end it will provide an overview and quick reference point for discussion and essay writing. It is also a tool to support revision.

It would be helpful to students if these sheets could be enlarged onto A3 paper to allow space for more detailed notes for more able students and to support lower-ability students who may have difficulty writing in a limited space. When completed it can be used horizontally by students to inform an answer that might require comparison of aspects of topics, or vertically to build up a picture of Britain in 1815 and then in 1851.

By the end of the course, and when this record is complete, it can be used to support discussion of the extent of change over the period and to identify areas where change has been greatest or where more was achieved. In particular, students could discuss the extent of the transformation of Britain by c1851.

Differentiation

As indicated above, the chart is best enlarged to A3, particularly for lower-ability students. The completed chart will be useful for revision, so it is important that the information is accurate enough to promote improved grades. This activity can be modified further by providing lower-ability students with a statement bank that they can draw on to complete the sheet.
Activity: Why were factories built?
(Resource sheet 1.1b)
To start the activity, ask students to speculate on the prerequisites for establishing a business manufacturing cotton cloth, prior to reading page 5 of the Student Book.
This chart is intended to be used mainly but not exclusively with middle- and lower-ability students in conjunction with the section in the Student Book on factory-building (page 5).

Activity: Case study: How and why did Preston change and develop between 1815 and 1851?
(Resource sheet 1.1c)
This sheet is intended to be used in conjunction with Resource Sheets 1.1d, 1.1e and 1.1f.
For a starter activity provide contemporary pictures of towns such as Leeds or Sheffield before and after industrialisation. Students could be asked to compare two pictures and identify the features that have changed as a result of industrial development. (See CD-Rom).

This case study uses the development of Preston in Lancashire to exemplify the information on pages 6–8 of the Student Book. Students should be encouraged to work in pairs or groups. The sort cards on this sheet show the factors that explain why Preston grew as an industrial town and further information that describes how the town changed. It is important that students understand the difference between how and why so that they know what is expected of this type of question on the examination paper. The cards should also be used to support the activities on resource sheets 1.1d, 1.1e and 1.1f.

Extension
Challenge students to look more closely at the impact of Irish immigration. Ask them to answer the following question: Using the information on page 7 of your Student Book, explain why the Irish population of Preston rose between 1841 and 1851.

Activity: Why did Preston grow as a mill town between 1815 and 1851?
(Resource sheet 1.1d)
Students should use this alongside resource sheet 1.1c to record the outcomes of activities 1 and 2. The completed sheet will then support students in constructing an answer to the question using the writing frame on resource sheet 1.1e.

Activity: Answer-building: Why questions/How questions
(Resource sheets 1.1e and 1.1f)
These two sheets provide a structure to build answers to questions that ask for ‘how’ or ‘why’ and are intended to help students to recognise the difference in the approach to answering these questions as well as the selection of supporting information. These two sheets should be used to follow the work completed on sheets 1.1c and 1.1d.
For lower and middle ability students, it may be advisable to approach the ‘how’ question first in which case it will be necessary to change the order in which the tasks are undertaken on sheet 1.1b (i.e. Tasks 3 and 4 can be undertaken before Tasks 1 and 2).

Once these tasks have been completed, students could then be asked to attempt the generic question on page 9 of the Student Book.

1.2 Working conditions for men, women and children

Activity: Cotton master 1816: How will you run your mill?
(Resource sheet 1.2a – three sheets)
This is a speculative activity. It is intended as an introduction to this section of the course to be used before reading the relevant pages of the Student Book. Its purpose is to stimulate interest and encourage students to check out their own responses with the information they are given in the Student Book (pages 10–18) on how mills and other industrial enterprises were run in the early 19th century.
Organise students into groups or pairs. Students read the scenarios and facts on the first of the three resource sheets. As part of a discussion, they respond to the prompts on the second resource sheet using the information they have been given. A useful part of this activity is the exchange of ideas with other groups. This can lead to further discussion to explore and resolve differences but importantly, they should recognise that not all factory owners ran their mills in the same way and that they differed largely in the way in which they treated their workforce.
When this activity is completed, students have a framework on which to carry out their own research using pages 10–18 of the Student Book.

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# Resource sheet 1.1a Change tracker: Britain c1815–c1851 – an age of transformation?

Read the information from the Introduction on page 2 of your Student Book. Use the table below to make notes on how Britain changed between 1815 and 1851. As you work through the Student Book and complete the Resource sheets, add further notes to the table as you learn more. When the table is completed, it will be a useful revision aid and it will also help you to answer the kind of questions that you might get on the examination paper.

<table>
<thead>
<tr>
<th></th>
<th>c1815</th>
<th>c1851</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population and urbanisation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rural life</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Industry, mines and working conditions</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Option 2A: The transformation of British society

| Transport industry and power industry | Poverty | Working-class rights and the vote |

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Resource sheet 1.1b Why were factories built?

Complete the spider diagram using the information on page 5 of your Student Book. In the numbered boxes write the main factors that led to factories being built. Expand your diagram by giving examples or explanations for each of the factors that helped the growth of factories.

1. 
2. 
3. 
4. 
5. 
6. The growth of factories. Why?
Resource sheet 1.1c Case study: How and why did Preston change and develop between 1815 and 1851?

This case study uses Preston in Lancashire as an example of how an industrial town grew and developed. Before you begin, read pages 6–8 of the Student Book. Each of the cards below has on it a factor that helps to explain why the town grew in the 19th century. There is also information that will help you to describe how the town changed.

Tasks
1. Cut out the cards and read the information on each one. In your group, look first at the factors that explain why Preston changed. Arrange the cards into their order of importance. Share your ideas with the rest of the class. Be prepared to explain your decisions.

2. Complete the diagram on resource sheet 1.1d using the ideas you have discussed. Then use this and resource sheet 1.1e to help you to write an answer to the question, Why did Preston grow and develop between 1815 and 1851?

Factor: Migration
- Industrial expansion was helped by the supply of labour coming from Preston’s extensive rural hinterland*
- The 1851 census showed that 52% of the population had not been born in the town
- In 1841, there were 1703 Irish born people in Preston; by 1851, this had risen to 5122

Factor: Population
- Between 1801 and 1851, Preston’s population rose from 11,887 to 69,361
- The most dramatic increase was in the 1830s and 1840s (it rose by 40% in each decade)

Factor: Urbanisation and expansion
- Open spaces in the town centre (gardens and orchards) became built up – partly by mills and also by streets of cheap, back-to-back houses to accommodate the rapidly increasing, working population
- The boundaries of the town expanded outwards into the surrounding rural areas
- The town centre became squalid and overcrowded – poor sanitation and lack of clean water made Preston one of the dirtiest industrial towns in Britain by the 1840s

Factor: Cotton masters
- Cotton spinning was already established in the town by 1815
- John Horrocks had built six mills along the canal in Preston by the time of his death in 1802
- Other cotton masters were attracted to Preston – by 1820 there were ten mills; by 1836 there were 42
- By 1850 there were 64 mills employing around 20,000 people, over half were women

Factor: Communications
- Improved roads and a canal linked the town with Liverpool and other cities and towns by the end of the 18th century. These prepared the way for industrial expansion
- By 1838, Preston was linked to London and other cities in the south by the railway

* hinterland area surrounding the developing town

Tasks
3. Look at the cards again and highlight the information that helps you to describe how Preston changed. Discuss the sequence in which these changes took place.

4. Use Resource sheet 1.1f to help you to write an answer to the question, How did Preston change between 1815 and 1851?
Resource sheet 1.1d Why did Preston grow as a mill town between 1815 and 1851?

1. Look again at the cards. Each of the five cards is a factor that explains why Preston grew in the 19th century.
2. Write the factors in the boxes below. Then discuss in your group why each of these factors led to the growth of Preston.
3. Extend the information on your diagram by making notes around the diagram about the contribution of each factor.
4. Discuss which factors are linked and draw lines on your diagram to show this.
5. Use your chart to write an answer to the question ‘Why did Preston change and develop between 1815 and 1851?’ The writing frame (Resource sheet 1.1e) will help you.
Option 2A: The transformation of British society

Resource sheet 1.1e Answer-building: Why questions

Why questions

Question 2 Why did Preston grow as an industrial town between 1815 and 1851?

This is another example of the kind of question you may be asked on the examination paper. This question is asking you to explain why change and development took place. It uses Preston as an example.

Remember that why questions are asking for explanations of change and development, not descriptions. When explaining change in history, it is important to identify the factors that were responsible for bringing about change. You have put these on your diagram (Resource sheet 1.1c). This is one of the things that makes a why question different from a how question.

- Don’t forget that, once again, the aim is to gain the highest mark available.
- Remember, if you make a statement you need to back it up with factual information.

1 The writing frame below starts the paragraphs for you. Use Resource sheet 1.1c to select what information you are going to use to expand on these statements to build your answer to the question. There are also clues to help you.

2 Write an answer to the question when you have gathered the information you need.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Clues for supporting information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A number of factors combined to bring about the growth and development of Preston as a mill town.</td>
<td>Support this point by identifying the four main factors.</td>
</tr>
<tr>
<td>In the beginning of the period, the population increase, together with the enterprise of the town’s cotton masters, were responsible for the beginning of Preston’s growth as a mill town.</td>
<td>Select your supporting information. This might include population figures in 1815; the number of factories at the beginning of the period because of the increase in the available workforce made possible by the population increase.</td>
</tr>
<tr>
<td>By the 1830s, migration from the rural areas and also from Ireland further swelled the population and the workforce. As a result the cotton masters built more factories so even more people came to Preston to find work.</td>
<td>Support this with population figures by 1851 and information about the numbers migrating into Preston; increasing numbers of factories being built partly because of increase in the numbers of workers (include names of the local cotton masters).</td>
</tr>
<tr>
<td>The development of improved communications not only made it easier for people to migrate to Preston but also ensured the town’s industrial prosperity.</td>
<td>Support this with examples of the transport links that were developed and how these contributed to industrial growth.</td>
</tr>
<tr>
<td>By 1851, Preston had been transformed as a result of the impact of the population increase, migration and the building of cotton mills by enterprising owners.</td>
<td></td>
</tr>
</tbody>
</table>

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Resource sheet 1.1f Answer-building: How questions

How questions
The activities below are to help you build answers that will get you the highest possible marks in the examination. The first activity will look at questions that ask you to describe how something changed. The second activity looks at questions that ask you to explain why change took place. You will need to use the work you have done on Preston on Resource sheet 1.1c to answer these questions. However, in the examination it is likely that you will be asked more generally about how towns changed or why they grew. The basic ideas are the same.

Question 1 How did Preston change between 1815 and 1851?

Here is one way that you can build an answer to this question. REMEMBER: you are describing change and you need to support the points you make with facts.

Spaces have been left in this answer for you to supply the supporting information. There are also some suggestions in the right-hand column. You will have to think about which points they support. EITHER copy out the answer, filling in the spaces with the necessary information OR draw arrows from the information in the right-hand column to show where it would go in your answer.

An example of an answer
By 1851, the town of Preston had grown enormously in size and changed from a market town into an industrial one.

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

It grew dramatically in the 1830s and 40s _______________________ 

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

More and more people were drawn to the town because there was work in the cotton mills. ______________________________________

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

By the 1830s, communications between Preston and other cities and towns had developed______________________________

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

This brought more people and helped trade. However, as Preston became a successful industrial town, its growth did not make it a better place to live______________________________

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Supporting information
In 1820, there were only ten cotton mills but by 1836 this number had grown to 42.

In 1801, the population had been 11,887 but by 1851, this had grown to 69,361.

Canals, roads and from 1838, the railways, had linked Preston with Liverpool, London and other parts of the country.

Town-centre parks and open areas were built on to provide housing. By the 1840s, Preston was one of the dirtiest towns in Britain.

The population increased by 40% in each decade.

People came from the country areas around Preston. By 1851, there were also 5122 Irish-born people living there.