



Government of **Western Australia**  
School Curriculum and Standards Authority

# Humanities and Social Sciences: History

Teaching, learning and assessment exemplar

**Year 8**

**Investigating the Industrial Revolution**



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

This resource utilises electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default ‘auto play’ of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



## **This exemplar**

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

### **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:






- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, a sample assessment task and marking key
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

## Resources legend

The following symbols are used in this Teaching, Learning and Assessment Exemplar to provide teachers with information on the nature of the resources included in the lesson sequence:

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none"><li>• YouTube clips</li><li>• documentary</li><li>• podcasts</li></ul>
	Webpage	Online information source	<ul style="list-style-type: none"><li>• news article</li><li>• museum website</li><li>• government website</li></ul>
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none"><li>• student worksheets</li><li>• graphic organiser template</li><li>• interactive webpage</li></ul>
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none"><li>• collection of images</li><li>• card-sort activities</li><li>• materials for practical activities</li></ul>
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none"><li>• thinking routine instructions</li><li>• example of completed graphic organisers</li><li>• additional information on topic</li></ul>

Stock images from Microsoft 365<sup>®</sup> used with permission from Microsoft<sup>®</sup>.



## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



## **Investigating the Industrial Revolution (1750–1914)**

This exemplar can be used to develop students’ understanding of key historical concepts, knowledge and skills as they apply to aspects of the Industrial Revolution including technological innovations, population movements within Britain, the impact on people and society and the short- and long-term impacts.

If the suggested learning experiences and the relevant syllabus content for this unit have been studied, students will be well positioned to address the requirements of the assessment task to the best of their ability. The assessment task requires students to analyse three primary sources from the Industrial Revolution and answer some short and extended response questions.



## Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Humanities and Social Sciences, students assume increased responsibility and engage in important decision-making within the class and school to support their growing independence and collaborative skills. Exploration of alternative ideas, perspectives and world views allows students to see themselves as active participants in their own continuing development and that of their society.

In Year 8, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy, including the election process.

The concept of markets is introduced to further develop students' understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Students consider the influences on the way people work and explore the factors that influence people's financial decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the medieval period into the modern period. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of conflict, revolution and technological advancement.



## Achievement standard

By the end of the year:

Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students explain the types of laws and how laws are made within the Westminster system. They apply aspects of democracy, describe the rights and responsibilities of participants in the process, and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market. They identify how individuals earn an income, and methods used to achieve financial goals.

Students describe different landforms and landscapes, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geomorphic challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in Medieval Europe and describe patterns of change and continuity over the time period. They explain the significance of individuals, groups, events and developments, and how they were influenced by the beliefs and values of the time period. They explain the factors that led to the Industrial Revolution and the effects that this had on Europe and the world.

The image features a white background with several overlapping circles of varying sizes and colors. On the left, there are three overlapping circles in shades of light blue and teal. On the right, there are four overlapping circles in shades of light blue and teal. A large, solid red horizontal bar is positioned in the lower right quadrant of the image. The text "Lessons 1–16" is written in white, bold, sans-serif font on the red bar, with a thin white horizontal line underneath it.

## Lessons 1–16

## Lesson 1

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The Western Australian Curriculum content addressed in this lesson is below.

### **Industrial Revolution (1750–1914)**

- The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries

### **Communicating and reflecting**

- Represent information and/or data using appropriate formats to suit audience and purpose
- 

### **Resources**



Our World in Data – Population of England over history

<https://ourworldindata.org/grapher/population-of-england-millennium>



The Teacher Toolkit – Think-Pair-Share

<https://www.theteachertoolkit.com/index.php/tool/think-pair-share>



OER Project – Origins of the Industrial Revolution

<https://www.youtube.com/watch?v=ebs4cG20xkg>



EdrawMax – Cause and effect graphic organizer examples

<https://www.edrawmax.com/article/cause-and-effect-graphic-organizer-examples.html>

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>• understand the causes of the Industrial Revolution in Britain.</li></ul>	Students can: <ul style="list-style-type: none"><li>• identify and describe the population trend in Britain and suggest reasons for the spike in the 19th century</li><li>• construct a cause and effect graphic organiser that explains why the Industrial Revolution started in Britain, using information from the video.</li></ul>

### Introduction

- Display the graph Population of England over history webpage. Using the *Think-Pair-Share* instructional strategy, students discuss the following questions in pairs and as a class:
  - Identify and describe the trend in population in Britain.
  - Predict or suggest reasons for the spike in the 19th century.
  - Identify possible effects of such rapid population growth.

### Main activity

- Discuss the purpose and process of displaying information in a concept map or other graphic organiser.
- Show students the video *Origins of the Industrial Revolution* video, stopping where appropriate to complete the activity.
- Use the *Origins of the Industrial Revolution* video to construct a cause-and-effect graphic organiser to show why the Industrial Revolution started in Britain.

### Review of learning

- Using another student's cause and effect graphic organiser, students write an explanation of why the Industrial Revolution started in Britain.

## Lessons 2–3

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The Western Australian Curriculum content addressed in these lessons is below.

### Industrial Revolution (1750–1914)

- The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

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### Resources



John D Clare – Farming

<https://www.johndclare.net/KS3/3-4-1.htm>



K20 Center – Two Stars and a Wish

<https://learn.k20center.ou.edu/strategy/83>

### Teacher information

This pair of lessons gives students the opportunity to look at the Agricultural Revolution and then examine the perspective of some modern historians that it was not a revolution.

The *Farming* website used in this lesson sequence provides a series of webpages with useful sources. As these sources span a series of ‘pages’ that have an identical URL, the lesson outline identifies each webpage by its title (each page is navigated to from an opening ‘contents’ page). To reduce repetition, please be aware that all references to resources in this lesson outline are from the *Farming* website.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the continuity and change in farming practices from in the 1800s, with a focus on the Agricultural Revolution and how it caused the Industrial Revolution.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• construct and annotate a sketch map of an open field village, identifying the problems with open field farming</li><li>• describe key new farming techniques, such as the seed drill and selective breeding</li><li>• use evidence to write an evaluation of both the improvements and limitations of the Agricultural Revolution, as well as its potential links to the Industrial Revolution.</li></ul>

### Introduction

- Discuss sources A–D on the *Continuity or Change?* webpage. Students put the pictures of ploughing between 1500BCE and 1800CE in chronological order. The correct answer is DBCA. After giving students the answer, ask what these pictures tell us about farming in these time periods.

### Main activities

- Students are provided with access to the pages in the *Farming* website.
- The Farming website used in this lesson sequence provides a series of webpages with useful sources. As these sources span a series of ‘pages’ that have an identical URL, the lesson outline identifies each webpage by its title (each page is navigated to from an opening ‘contents’ page). To reduce repetition, please be aware that all references to resources in this lesson outline are from the *Farming* website.
- Using the *Farming in the 18th Century* webpage, students construct a sketch map of an open field village and annotate their sketch map with the problems of open field farming.
- Students complete the ‘Interrogating the source’ questions next to source 3.
- Using the *The Agricultural Revolution* webpage, students write a one-sentence summary of the new ways of farming – seed drill, Norfolk Four-Course rotation, selective breeding and enclosure.
- Using sources 3–10 on the *Challenge! Was there an ‘Agricultural Revolution’?* webpage, students identify one piece of evidence that suggests each of the new ways of farming was not as useful as some historians lead us to believe.
- Read sources 1–4 on *The Agricultural Revolution and the Industrial Revolution* webpage. Students make a list of five ways in which the Agricultural Revolution might have helped to cause the Industrial Revolution.
- Students individually respond to the prompt in a paragraph ‘There was no such thing as the Agricultural Revolution’. Teachers may wish to re-teach the elements of a paragraph and/or work with students to create a set of criteria that would make a good response.

### Review of learning

- Students complete a peer assessment of another student’s paragraph by providing them with two stars and a wish.

## Lesson 4

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The Western Australian Curriculum content addressed in this lesson is below.

### Industrial Revolution (1750–1914)

- The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries

### Analysing

- Interpret information and/or data to identify key relationships and/or trends displayed in various formats
- 

### Resources



History Crunch – Cottage Industry and Factory System in the Industrial Revolution

<https://www.youtube.com/watch?v=EpcH0bOrTpo>



University Center for International Studies – The Industrial Revolution: The Assembly Line Simulation PDF

[https://www.ucis.pitt.edu/esc/system/files/resources/documents/Assembly%20Line%20Simulation\\_0.pdf](https://www.ucis.pitt.edu/esc/system/files/resources/documents/Assembly%20Line%20Simulation_0.pdf)



Supplies for students to create the assembly-line product

### Teacher information

This lesson is an opportunity to simulate and reflect on the advantages and disadvantages of the move from the domestic system of production to the factory system.

The activity provided in the resources section can be adapted to final products other than snowflakes, such as paper aeroplanes, cubes, Lego cars and so on, depending on available resources.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>understand the differences between the cottage and factory systems.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>compare the quality and quantity of goods produced in the domestic and factory systems, identifying key differences in the methods and output</li><li>reflect on a simulation activity, addressing the major differences between specialised and unspecialised workers, the conditions of work, and the costs and benefits of factory labour and the assembly line.</li></ul>

### Introduction

- Show students the *Cottage Industry and Factory System in the Industrial Revolution* video. Using information from the video, students answer the question: How did factories become a necessary part of the Industrial Revolution?

### Main activity

- Provide students with the required resources and instructions from *The Industrial Revolution: The Assembly Line Simulation* PDF to allow students to simulate the domestic and factory systems.
- Students participate in or observe the production of the chosen good using the simulated methods of the domestic and factory systems.
- At the end of the simulation, the goods that have been produced are compared in terms of the quality and quantity of output.

### Review of learning

- Students write a short reflection of the simulation activity using some or all the following questions:
  - What are the major differences between the specialised versus unspecialised workers?
  - How did the conditions affect the work of the domestic versus the factory workers?
  - What would it be like to work in a factory for 12+ hours a day?
  - What are the costs and benefits of an assembly line?

## Lesson 5

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The Western Australian Curriculum content addressed in this lesson is below.

### **Industrial Revolution (1750–1914)**

- The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries

### **Questioning and researching**

- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork

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### **Resources**



School Curriculum and Standards Authority – Appendix A: British innovations during the Industrial Revolution



Project Zero: Harvard Graduate School of Education – Headlines  
<https://pz.harvard.edu/resources/headlines>

### **Teacher information**

This is the first in a two-lesson sequence looking at innovations from the Industrial Revolution.

The *Silent Card Shuffle* instructional strategy is a cooperative learning activity where participants work in groups to complete a task using only nonverbal communication. Each group receives a shuffled set of cards related to the lesson (Appendix A: British innovations during the Industrial Revolution). They must collaboratively arrange or sort the cards into categories silently, using gestures or physical actions to communicate. After a set time limit, groups present their results, and the teacher reviews the correct answers. The activity concludes with a debrief on communication challenges and how it connects to the learning objectives.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore key innovations during the Industrial Revolution in Britain, understanding the inventions, and the impacts these innovations had on society.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• research and summarise key information about their assigned innovation</li><li>• collaborate with their peers to create a class timeline, accurately ordering the innovations chronologically based on research.</li></ul>

### Introduction

- In a pair, students develop, categorise and complete the *Silent Card Shuffle* instructional strategy to categorise the innovations cards from Appendix A. Students share the different categories they used for the activity and discuss why they placed inventions in each category.
- Sample categories could include:
  - agriculture
  - power
  - manufacturing.

### Main activities

- Using the innovation cards from the *Silent Card Shuffle* instructional strategy, allocate pairs of students to each innovation.
- Each pair of students investigates their allocated innovation in terms of the Industrial Revolution in Britain. The key information they find and record in their notes is:
  - a brief biography of the person(s) concerned with the innovation.
  - the innovation itself. What does it do?
  - What changes happened as a result (both in the short-term and the long-term)?
  - anything else that is significant regarding this invention.

### Review of learning

- At the end of the lesson students write their innovation, date of invention and three pieces of information about the innovation on a piece of paper.
- Students create a class timeline of the innovations by putting themselves in chronological order without speaking to each other.

## Lesson 6

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The Western Australian Curriculum content addressed in this lesson is below.

### **Industrial Revolution (1750–1914)**

- The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries
- The short- and long-term effects of the Industrial Revolution

### **Communicating and reflecting**

- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources

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### **Resources**



The Teacher Toolkit – Think-Pair-Share

<https://www.theteachertoolkit.com/index.php/tool/think-pair-share>



Student work from Lesson 5



K20 Learn – Elevator Speech

<https://learn.k20center.ou.edu/strategy/57>

### **Teacher information**

This is a continuation from Lesson 5 where students have completed research with a partner into an innovation. In this lesson, students will use the key concepts of significance and evidence to construct an argument for the importance of their innovation.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the significance of innovations from the Industrial Revolution.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• create a one-minute speech, justifying why their allocated innovation is the most significant using the evaluation criteria developed in class</li><li>• compare and contrast innovations, noting ways in which their innovation is more or less significant than others and ranking the innovations in order of significance based on these comparisons.</li></ul>

### Introduction

- To link this lesson with the previous lesson, students complete the Think-Pair-Share instructional strategy, brainstorming criteria that they could use to measure the significance of an innovation. Teachers may introduce students to assessment tools, such as Likert scales, checklists or rubrics.
- In pairs, students select 3–5 criteria that they will use to measure the significance of innovations from the Industrial Revolution and create a tool that they can measure all.

### Main activity

- Students require their research notes from the previous lesson to complete the student activity in this lesson outline.
- Working with their partner from last lesson, students use the *Elevator Speech* instructional strategy to develop a one-minute informal presentation on why their allocated innovation is the most significant from the Industrial Revolution.
- Students form new groups of four, each having investigated a different innovation. Existing pairs will be separated for this activity.
- Each student presents their *Elevator Speech*. Whilst listening to other students, they use their tool developed in the lesson introduction to assess the significance of each innovation.

### Review of learning

- Using the *Think-Pair-Share* instructional strategy, students return to their original partner and identify which innovation they assessed as most significant and justify the significance of the innovation.

## Lesson 7

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The Western Australian Curriculum content addressed in this lesson is below.

### **Industrial Revolution (1750–1914)**

- The short- and long-term effects of the Industrial Revolution

### **Analysing**

- Apply subject-specific skills and concepts in familiar and new situations
- 

### **Resources**



Project Zero: Harvard Graduate School of Education – See, Think, Wonder

<https://pz.harvard.edu/resources/see-think-wonder>



New York State Social Studies Resource Toolkit – How did the Industrial Revolution move people? PDF

<https://c3teachers.org/inquiries/industrialization-2/>



Teacher Toolkit – Exit Ticket

<https://www.theteachertoolkit.com/index.php/tool/exit-ticket>

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>• explore the relationship between resources, transport, and settlement patterns during the Industrial Revolution.</li></ul>	Students can: <ul style="list-style-type: none"><li>• identify and describe the connections between coal fields, inventions and transport infrastructure</li><li>• analyse the cause and effect of a specific change in population in Britain during the Industrial Revolution.</li></ul>

### Introduction

- The teacher divides the class into six groups and allocates each group a page from pages 6–11 of the *How did the Industrial Revolution move people?* PDF. Using the *See, Think, Wonder* thinking routine, students examine their group's page, collate their findings and share their findings with the class.

### Main activity

- Give students access to the sources from pages 6–11 of the *How did the Industrial Revolution move people?* PDF.
- Students discuss the sources provided either individually, in a group or as a whole class to identify and describe the relationships between resources, transport and settlement patterns. Use the below questions as prompts for discussion and/or written responses.
  1. Refer to *Map of Industry in Great Britain, 1715–1815, 2015* (p. 6)  
Describe the connections between:
    - the coal fields and particular inventions in the 18th century
    - the coal fields, inventions and dock development.
    - Are there any exceptions?
  2. Refer to *Image bank: Maps of Great Britain before, during, and after the Industrial Revolution, 1701–1911* (pp. 6–9).
    - Compare the maps in Image 1 (p. 7) and describe in detail what has changed regarding where people are living between 1701 and 1911.
    - Compare the town population statistics cited on the maps on p. 6 and p. 8, and describe the population change of four towns between 1801 and 1830.
    - With reference to the four maps of *The Extension of the Railway System in England and Wales, 1845–1914* (Image 3 [p. 9]), describe the growth of the railway system from 1845 to 1914.

### Review of learning

- Students use the *Exit Ticket* instructional strategy to outline the causes and effects of one change in population in Britain during the Industrial Revolution.

## Lesson 8

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The Western Australian Curriculum content addressed in this lesson is below.

### Industrial Revolution (1750–1914)

- The different experiences of men, women and/or children during the Industrial Revolution
- The short- and long-term effects of the Industrial Revolution

### Analysing

- Identify points of view and perspectives, attitudes and/or values in information and/or data
- 

### Resources



timelinesTV – Urban Slums – Timelines.tv

<https://www.youtube.com/watch?v=jHcWTNodhxA&t=0s>



National Geographic – Causes and Effects of Climate Change

[https://www.youtube.com/watch?v=G4H1N\\_yXBIA](https://www.youtube.com/watch?v=G4H1N_yXBIA)



K20 Learn – T-Chart

<https://learn.k20center.ou.edu/strategy/86>



Science and Industry Museum – Slums and suburbs: water and sanitation in the first industrial city

<https://www.scienceandindustrymuseum.org.uk/objects-and-stories/water-and-sanitation>



Science and Industry Museum – Manchester’s smoke nuisance: air pollution in the industrial city

<https://www.scienceandindustrymuseum.org.uk/objects-and-stories/air-pollution>



Resources to complete a poster



K20 Learn – Gallery Walk/Carousel

<https://learn.k20center.ou.edu/strategy/118>

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate the environmental issues of the Industrial Revolution and the impact of these experiences on different groups of people.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>identify and compare the causes and effects of environmental issues in both the Industrial Revolution and today, using their notes and research to support their understanding</li><li>create a persuasive campaign poster from the perspective of a historical environmental group, showing concerns and solutions for the time period.</li></ul>

### Introduction

- Students respond to five true/false statements linked to the Industrial Revolution, such as:
  - Smog, caused by factory smoke and coal fires, was a major environmental problem in cities like London and Manchester. (True)
  - Deforestation increased during the Industrial Revolution as wood was the main fuel source for factories. (False)
  - Factory waste and raw sewage were often dumped into rivers, leading to widespread water pollution. (True)
  - Poor sanitation and pollution contributed to the spread of diseases, such as cholera and typhoid in industrial cities. (True)
  - The government introduced strict environmental laws during the early years of the Industrial Revolution to prevent pollution. (False)

### Main activity

- Students view the *Urban Slums – Timelines.tv* and *Causes and Effects of Climate Change* videos to compare conditions in cities during the Industrial Revolution in England, as well as current environmental issues.
- While viewing the two videos, students are to note down causes and effects of environmental issues in both time periods using the *T-Chart* instructional strategy.
- Students use their notes from the video and the information provided by the *Slums and suburbs: water and sanitation in the first industrial city* webpage and the *Manchester's smoke nuisance: air pollution in the industrial city* webpage to complete the activity.

### Review of learning

- Students create a diary entry of the life of a man, woman or child living in a slum OR working in a factory.

## Lesson 9

---

The Western Australian Curriculum content addressed in this lesson is below.

### Industrial Revolution (1750–1914)

- The different experiences of men, women and/or children during the Industrial Revolution

### Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question
  - Apply subject-specific skills and concepts in familiar and new situations
- 

### Resources



BBC Bitesize – Coal and the Industrial Revolution

<https://www.bbc.co.uk/bitesize/articles/zpfy3j6#zvrc96f>



BBC Bitesize – Textiles and the Industrial Revolution

<https://www.bbc.co.uk/bitesize/topics/zq226g8/articles/zys7xbk#zb36p4j>



Project Zero: Harvard Graduate School of Education – I Used to Think... Now I Think...

<https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

### Teacher information

**Message:** The key idea or information that the source is trying to convey. This could be explicit or implied. It may include facts, opinions, propaganda or arguments about an event, person or period in history.

**Perspective:** The point of view or bias of the creator of the source. This is influenced by factors, such as the author's background, nationality, social class, political beliefs, and the time in which they lived. A source may present one side of an event while ignoring others, shaping how history is interpreted.

**Usefulness:** How valuable a source is for a historian studying a particular topic. This depends on its accuracy, reliability, detail and relevance. Even biased or incomplete sources can be useful if analysed critically, as they provide insight into attitudes and beliefs of the time.

Prompts can include:

- What does this source tell us about that time?
- What can we tell about the people who are living at the time of the source?
- What might be the experiences of people who live/are experiencing what is happening in this source?

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the working conditions in factories and coal mines during the Industrial Revolution.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• collect and analyse a variety of sources, identifying the message, perspective, and usefulness of each source in understanding the working conditions in factories and coal mines.</li></ul>

### Introduction

- Show students two pictures, one displaying people working in a factory and one of people working in a coal mine. Examples are provided in the *BBC Bitesize* webpages. Ask students to nominate which working environment they would prefer to be employed in and justify their response.

### Main activity

- Teachers should teach or model how to identify the message, perspective and usefulness of a source using the information and prompts from the teacher information section
- Students collect a range of sources to show the working conditions in each of the workplaces. Teachers may provide resources (e.g. specific websites, textbooks etc.) from which students may select their sources or students can be asked to search the internet for sources.
- Students collect two sources about working in factories and two sources about working in a coal mine. The sources should include a range of formats, such as quotes, images, data or government reports.
- For each of their sources, students identify the message, perspective and usefulness.

### Review of learning

- Students use the '*I used to think... and now I think...*' thinking routine to write an exit ticket based on the work they have done during this lesson.

## Lesson 10

---

The Western Australian Curriculum content addressed in this lesson is below.

### Industrial Revolution (1750–1914)

- The different experiences of men, women and/or children during the Industrial Revolution

### Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question
- 

### Resources



School Curriculum and Standards Authority – Appendix A: Sample note-taking framework



Economic History Association – Women Workers in the British Industrial Revolution

<https://eh.net/encyclopedia/women-workers-in-the-british-industrial-revolution/>



History Extra – From family to factory: women's lives during the Industrial Revolution

<https://www.historyextra.com/period/industrial-revolution/womens-lives-roles-industrial-revolution/>



UF International Center – Human Values Continuum

<https://www.ufic.ufl.edu/pd/downloads/ici-Activities/human%20values.pdf>

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the differing experiences of people during the Industrial Revolution, focusing on gender roles and societal impacts, to understand how the revolution was experienced differently by women.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• describe the experiences of women during the Industrial Revolution.</li></ul>

### Introduction

- Propose the idea ‘all people experienced the Industrial Revolution in the same way’ to generate class discussion. Ask students to predict which social groups (e.g. working class, men, women, children) would have a different experience and why and how.

### Main activity

- Teachers can provide students with sources of information they can use to complete the student activity. Examples of possible sources of information include the *Women Workers in the British Industrial Revolution* webpage and the *From family to factory: women's lives during the Industrial Revolution* webpage.
- Using information from resources provided by the teacher or collected by the students, students complete Appendix A, Resource 2: *Experiences of women during the Industrial Revolution*.

### Review of learning

- Following the activity, using the *Human Values Continuum* instructional strategy students to position themselves along a continuum based on statements, such as:
  - Men experienced greater hardship than women during the Industrial Revolution.
  - Society’s gender roles in the Industrial Revolution are the same as those today.
- Select students to justify their location on the human values continuum.

## Lesson 11

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The Western Australian Curriculum content addressed in this lesson is below.

### Industrial Revolution (1750–1914)

- The different experiences of men, women and/or children during the Industrial Revolution

### Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question
- Interpret information and/or data to identify key relationships and/or trends displayed in various formats

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### Resources



The National Archives – 1833 Factory Act

<https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/>



Authentic Lessons for 21<sup>st</sup> Century Learning – Fist to five

<https://learn.k20center.ou.edu/strategy/68>

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate the effectiveness of the <i>1833 Factory Act</i> in improving working conditions for children during the Industrial Revolution by analysing primary sources.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>analyse and interpret sources to answer questions about the impact of the <i>1833 Factory Act</i> on child labour</li><li>justify their position on the effectiveness of the <i>1833 Factory Act</i>, supporting their opinions with evidence from the sources.</li></ul>

### Introduction

- Show students the *History Hook: The Factory Act* video from the *1833 Factory Act* webpage.

### Main activity

- Provide students with Sources 1–3 and the accompanying questions available on the *1833 Factory Act* webpage.
- Students work individually or in groups to complete the source questions.

### Review of learning

- Students use the Fist to five instructional strategy to show whether they believe that the *1833 Factory Act* was effective in improving working conditions for children during the Industrial Revolution. Ask students who have given different numbers to provide evidence that justifies their response.

## Lesson 12

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The Western Australian Curriculum content addressed in this lesson is below.

### Industrial Revolution (1750–1914)

- The different experiences of men, women and/or children during the Industrial Revolution

### Communicating and reflecting

- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources
- 



The Merge – 35 Weird Jobs In The World That No Longer Exist

<https://www.themerge.in/old-jobs-that-no-longer-exist/>



Ladders – From leech collectors to knocker-ups, here are 16 weird jobs that no longer exist

<https://www.theladders.com/career-advice/from-leech-collectors-to-knocker-ups-here-are-16-weird-jobs-that-no-longer-exist>



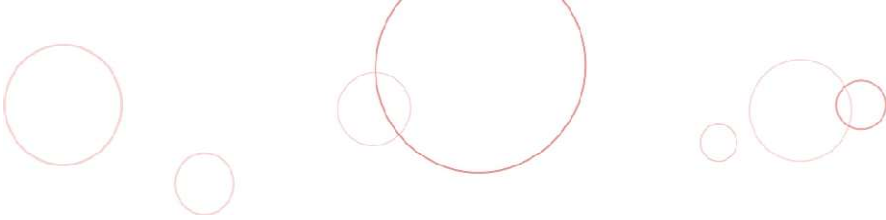
Seek.com – How to write a great cover letter

<https://www.seek.com.au/career-advice/article/how-to-write-a-great-cover-letter>

### Teacher Information

The top two websites in the resources section are provided as information sources for teachers to use.

This lesson could be used in conjunction with documentaries, such as *The Worst Jobs in History* and can be used to reinforce content learned about the experiences of workers during the Industrial Revolution.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore historical occupations from the Industrial Revolution and understand how to communicate job applications through a cover letter, gaining insight into the experiences of workers during this time.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• write a cover letter for a job from the Industrial Revolution, demonstrating an understanding of the job's responsibilities and context</li><li>• prepare a social media post that reflects on the challenges or excitement of their chosen job, connecting it to the realities of working during the Industrial Revolution.</li></ul>

### Introduction

- Provide students with a list of occupations that were required during the Industrial Revolution, such as knocker-upper, loom tuner, scavenger, doffer, tramwayman, pit brow lass, puddler.
- Ask students to describe what they think each of the jobs may involve.

### Main activity

- Explain to students the purpose of a cover letter and show them the *How to write a great cover letter* website.
- Based on research, students select a job from the list discussed in the introduction or find one of their own and write a cover letter as if they were applying for that job during the Industrial Revolution.

### Review of learning

- Have students create a social media post celebrating winning their dream Industrial Revolution job. The post should include one thing they are either looking forward to or dreading about the job.

## Lesson 13

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The Western Australian Curriculum content addressed in this lesson is below.

### **Industrial Revolution (1750–1914)**

- The short- and long-term effects of the Industrial Revolution

### **Analysing**

- Apply subject-specific skills and concepts in familiar and new situations
- 

### **Resources**



Inspired Education – The impact of the Industrial Revolution

<https://www.youtube.com/watch?v=hv2JdhMc144>



teach-nology.com – Concept Wheel

<https://www.capitalprepharbor.org/ourpages/auto/2017/4/27/43631938/content%20wheel.pdf>



BBC Bitesize – Introduction: social and political reforms

<https://www.bbc.co.uk/bitesize/articles/zgxywx#zhw2tcw>

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the impacts of the Industrial Revolution, key challenges, and responses to these challenges.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify and categorise the challenges of the Industrial Revolution</li><li>• analyse a historical cartoon to identify ways it highlights the inequality between workers and factory owners during the Industrial Revolution.</li></ul>

### Introduction

- Show students *The impact of the Industrial Revolution* video about the impacts of the Industrial Revolution. While watching, students note down the negative impacts and new ideas that originated in the Industrial Revolution.

### Main activity

- Provide students with a copy of a concept wheel from the *Concept Wheel* instructional strategy.
- In the centre of the wheel, students list the negative impacts and new ideas that occurred during the Industrial Revolution (e.g. climate change and trade).
- Each of the spokes represents a response to the challenges (e.g. the growth of the union movement). Within each of the spokes, students are to write a brief description of the negative impacts and new ideas and the outcome of these impacts and ideas.

### Review of learning

- Show the cartoon *Capital and Labour* from the *Introduction: social and political reforms* website originally published in 1843 in *Punch* magazine. Students identify the message of the cartoon in terms of showing the inequality between workers and factory owners.

## Lesson 14

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The Western Australian Curriculum content addressed in this lesson is below.

### Industrial Revolution (1750–1914)

- The short- and long-term effects of the Industrial Revolution

### Questioning and researching

- Select the best method for recording selected information and/or data
- 

### Resources



BBC Bitesize – Introduction: social and political reforms

<https://www.bbc.co.uk/bitesize/articles/zgxywx#zv3c8p3>



Project Zero’s Thinking Routine Toolbox – Here Now/There Then

<https://pz.harvard.edu/resources/here-now-there-then>



Project Zero – Headlines

<https://pz.harvard.edu/resources/headlines>

## Lesson outline

Learning intention/s:	Success criteria
Students will: <ul style="list-style-type: none"><li>investigate the political system of 19th-century Britain in comparison to 21st-century Australia, focusing on key political reforms during the Industrial Revolution and their impact on the political landscape.</li></ul>	Students can: <ul style="list-style-type: none"><li>compare the political systems of 19th-century Britain and 21st-century Australia</li><li>research and present information about a political reform movement, summarising its goals, actions and outcomes.</li></ul>

### Introduction

- Review the Australian political system with a five-question quiz:
  - Who has the right to vote?
  - How often are federal elections held?
  - What is a secret ballot?
  - What are the requirements to become an MP?
  - How are the sizes of electorates determined?
- The purpose of the quiz is to review the terminology around political systems that will be applied to reforms that occurred during the Industrial Revolution.

### Main activity

- Read through the 'Political Reforms' section of the *Introduction: social and political reforms* webpage.
- Whilst reading through the 'Political Reforms' webpage, students complete the *Here now/There then* thinking routine comparing the political system in 21st century Australia and Britain in the 19th century.
- Students form groups of four and each person is assigned to one of the following events/movements: the Great Reform Acts, the trade union movement, the Chartists and universal suffrage.
- Students investigate their topic and take notes on:
  - When did the event/movement occur?
  - What caused the event/movement?
  - What were they trying to achieve?
  - What actions did the movement take?
  - What were the outcomes? Were they successful?
- Students share their findings with their group.

### Review of learning

- Using the *Headlines* thinking routine students create and share a newspaper headline with their group about the political reform they investigated.

## Lesson 15

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The Western Australian Curriculum content addressed in this lesson is below.

### Industrial Revolution (1750–1914)

- The short- and long-term effects of the Industrial Revolution

### Analysing

- Identify points of view and perspectives, attitudes and/or values in information and/or data
- 

### Resources



The British Museum – The Smithfield Parliament

[https://www.britishmuseum.org/collection/object/P\\_1867-0511-91](https://www.britishmuseum.org/collection/object/P_1867-0511-91)



The Teacher Toolkit – Think-Pair-Share

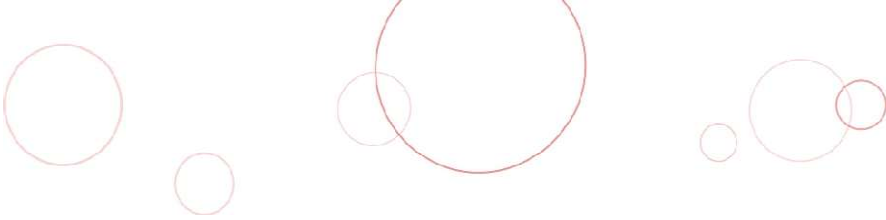
<https://www.theteachertoolkit.com/index.php/tool/think-pair-share>

### Teacher information

This lesson uses the satirical cartoon *The Smithfield Parliament (1819)* to model and practise source analysis skills. The cartoon suggests that giving everyone the vote would have the same consequences as giving animals the vote.

**Message:** The key idea or information that the source is trying to convey. This could be explicit or implied. It may include facts, opinions, propaganda or arguments about an event, person or period in history.

**Perspective:** The point of view or bias of the creator of the source. This is influenced by factors, such as the author's background, nationality, social class, political beliefs, and the time in which they lived. A source may present one side of an event while ignoring others, shaping how history is interpreted.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>examine a political cartoon from the Industrial Revolution to understand the message and perspective of the cartoonist towards universal suffrage, developing skills in interpreting primary sources.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>annotate and discuss the elements of the cartoon, identifying key symbols and messages related to universal suffrage</li><li>write a response about the cartoonist's perspective, using evidence from the cartoon.</li></ul>

### Introduction

- Show students *The Smithfield Parliament* cartoon available on *The Smithfield Parliament* webpage for one minute. After one minute, students write down everything they can remember from the source.

### Main activity

- Students are provided with a copy of the cartoon either digitally or as a hard copy so it can be annotated.
- Refresh students' memories about message and perspective from Lesson 9.
- As a class, discuss the elements of the cartoon and annotate the image.
- Students use the *Think-Pair-Share* thinking routine to consider the message and perspective of the cartoonist towards universal suffrage. Groups report their findings back to the class.
- Students use their ideas from the *Think-Pair-Share* thinking routine to write full-sentence answers to questions about the message and perspective of the cartoon.

### Review of learning

- Provide students with a checklist of what should be included in a good answer to enable students to complete a self-assessment.



## Lesson 16 Assessment

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See Appendix B: Assessment task – Source analysis



# Appendix A

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## Resources

## Lesson 5 – British innovations during the Industrial Revolution

### **Seed drill**

A device that sowed seeds at uniform depths and spacing, increasing the volume of crops grown by farmers.

### **Spinning Jenny**

A spinning frame that allowed a single worker to spin multiple threads at the same time, greatly increasing textile production.

### **Threshing machines**

Machines designed to separate grain from the husks and straw, dramatically increasing the efficiency of post-harvest processing.

### **Macadam road construction technique**

A method of building sturdy roads using layers of crushed stone, improving transportation networks.

### **Pedal bicycle**

A two-wheeled vehicle powered by pedalling, providing an efficient and popular means of personal transport.

### **Rotherham plough**

An innovative plough design that improved soil turning and aeration, increasing farming productivity.

### **Watt steam engine**

An efficient steam engine developed by James Watt that powered factories and revolutionised transportation and industry.

### **Incandescent light**

An electric light bulb that produces light by heating a filament, allowing for lights to be on for longer and for people to work more hours in a day.

### **Portland cement**

A strong form of cement invented in the early 19th century that is still used for modern construction.

### **Electric clock**

A timekeeping device powered by electricity, offering precision and convenience compared to traditional mechanical clocks.

### **Winnowing machine**

A mechanical device used to separate grain from chaff, significantly speeding up the harvesting process.

### **Spinning mule**

A machine that combined features of other innovations, producing finer and stronger yarn for textiles.

### **Steam locomotive**

A railway engine powered by steam that revolutionised transportation by making the movement of goods and people faster.

### **Electromagnet**

A type of magnet powered by electricity, essential for various industrial applications, including electric motors and generators.

### **Chemical fertiliser**

Substances added to soil to enhance nutrient availability, greatly improving crop growth.

### **Hollow-pipe drainage**

An effective drainage system using hollow pipes to prevent waterlogging in fields, promoting healthier crops.

### **Selective breeding**

The practice of breeding animals for specific desirable traits, improving livestock quality and size.

### **Haymaking machine**

An automatic tool that efficiently cut and collected hay, significantly improving the speed and ease of hay harvesting.

### **Electric telegraph**

A communication system that transmitted messages over wires using electrical signals, revolutionising long-distance communication.

### **Gas lamp traffic lights**

Early traffic control devices that used gas lamps to manage vehicle and pedestrian flow, improving safety and organisation.




## Lesson 10 – Sample note making framework

### Student instructions

Students research and makes brief notes using the note making framework below.

Women in the Industrial Revolution	
Questions	Notes
What was life like for women before the Industrial Revolution (1760)?	
What changes occurred by the mid-19th century for women in terms of where they lived?	
What changes occurred by the mid-19th century for women in terms of work undertaken/employment conditions?	



## Women in the Industrial Revolution

### Questions

What changes occurred by the mid-19th century for this group in terms of changes to their standard of living?

### Notes



## **Appendix B**

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Assessment task

Source analysis



## Task details

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<b>Title</b>	Source analysis
<b>Description of task</b>	Students analyse three sources about the Industrial Revolution and complete a written in-class assessment comprising of five questions.
<b>Way of assessing</b>	Written work
<b>Evidence to be collected</b>	Source analysis test paper
<b>Suggested time</b>	50-minute lesson (Lesson 16)
<b>Differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Content descriptions

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### Knowledge and understanding

- The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries
- The different experiences of men, women and/or children during the Industrial Revolution
- The short- and long-term effects of the Industrial Revolution

### Humanities and Social Sciences skills

#### Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question
- Interpret information and/or data to identify key relationships and/or trends displayed in various formats
- Identify points of view and perspectives, attitudes and/or values in information and/or data
- Translate information and/or data from one format to another
- Apply subject-specific skills and concepts in familiar and new situations

#### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships



### **Communicating and reflecting**

- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources

### **Key concepts**

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Source, evidence, cause and effect, contestability.

**Instructions to students**

**The Industrial Revolution (1750–1914): source work**

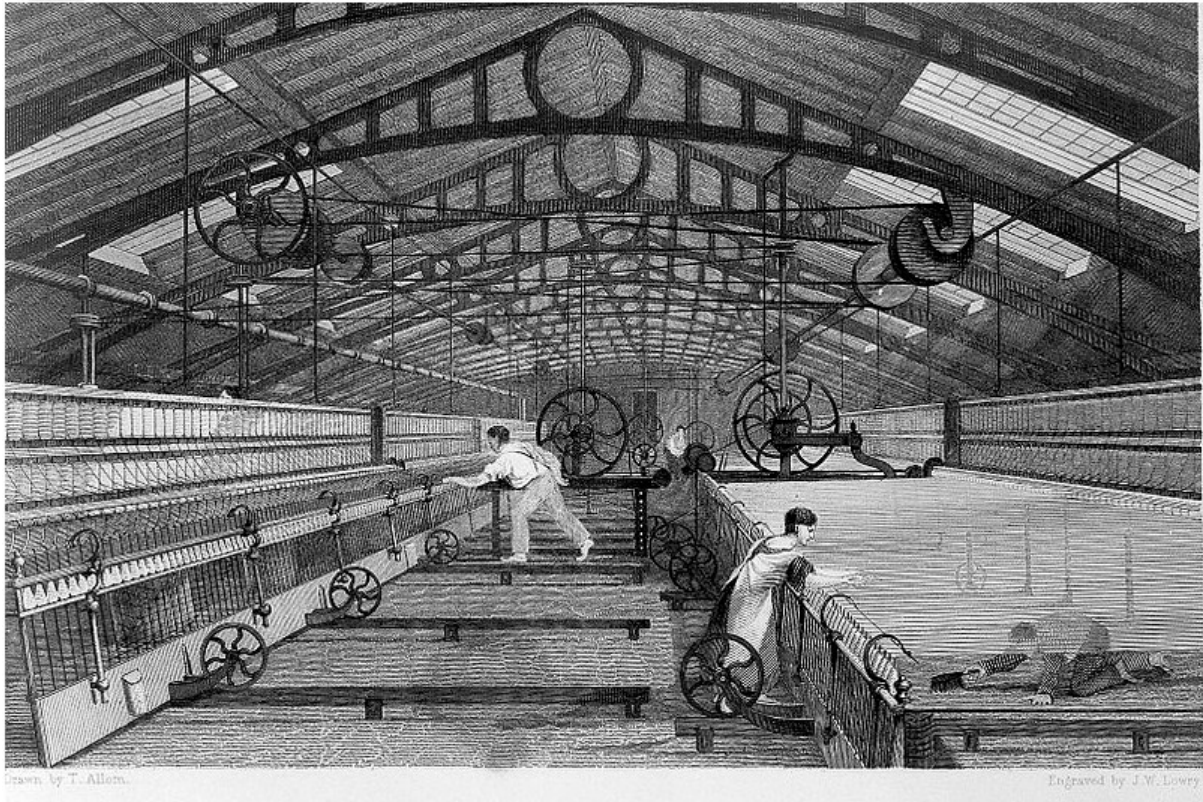
Use the three sources provided to answer the questions that follow.

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**Source 1**



Source 2



Mule spinning: scavengers and piecers at work. Image from: Allom, T. & Lowry, J. W. (1835). *Mule spinning* [Engraved illustration].

**Note:**

- Piecers – repaired broken threads.
- Scavengers – cleaned the area under the spinning mule of oil, dust and dirt.

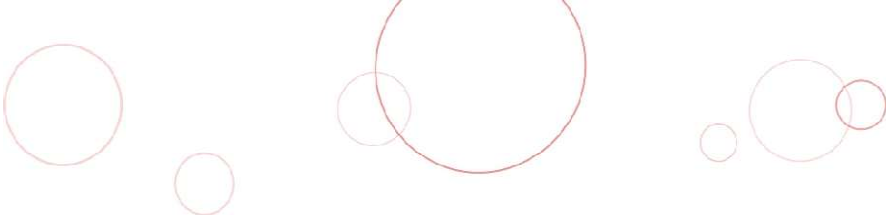


### Source 3

'My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr Rayner, the certificating surgeon of Bastile, was with me at the time.'

British Parliamentary Papers. (1836). No 353. *Extract from a factory inspectors report.*





(c) Describe one aspect of Source 1 that would cause you to question whether it is a realistic view of what a blacksmith’s workshop in the 19th century was really like. (2 marks)

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**Question 2**

(a) Describe the factory scene in Source 2. (4 marks)

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(b) Explain one way Source 2 is useful to the historian in terms of showing factory life. (3 marks)

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## Marking key

Description	Marks
<b>Question 1a: Elements of life in a blacksmith's workshop (2 x 2marks)</b>	
Describes an element of life in the iron forge	2
Makes a general statement about an element of life in an iron forge	1
<b>Subtotal</b>	<b>/4</b>
<b>Question 1b: Message of Source 1</b>	
Outlines a message of Source 1 and provides one piece of supporting evidence from the source	3
Outlines a message of Source 1 and attempts to provide supporting evidence from the source	2
Identifies a message of Source 1	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 1c: Veracity of Source 1</b>	
Describes one aspect of Source 1 that would cause someone to question its realism	2
Makes a general statement about how Source 1 is unrealistic	1
<b>Subtotal</b>	<b>/2</b>
<b>Question 2a: Description of the factory scene</b>	
Describes the factory scene in Source 2, making detailed reference to several aspects in the source, including the building/size, the people/age of workers; the difficult working conditions, the risks involved in the work, such as the children having their hands in the machines while they are in operation	4
Describes the factory scene in Source 2, making reference to several aspects in the source, including the building/size, the people/age of workers, the equipment/machinery, the difficult working conditions and/or the risks involved in the work	3
Describes the factory scene in Source 2, making reference to some aspects in the source, such as the building/size, the people/age of workers and/or the equipment/machinery and/or the difficult working conditions	2
Makes a general statement about the factory scene in Source 2	1
<b>Subtotal</b>	<b>/4</b>
<b>Question 2b: Explanation of the usefulness of Source 2 to the historian</b>	
Explains one way that Source 2 is useful to the historian in terms of showing factory life, which could include: <ul style="list-style-type: none"> <li>the types of equipment/machinery used in such factories</li> <li>that children were the majority of the workers</li> <li>the difficulty of the work</li> <li>the danger involved in the work</li> </ul>	3
Describes one way that Source 2 is useful to the historian in terms of showing factory life	2
Makes a general statement about the usefulness of Source 2	1
<b>Subtotal</b>	<b>/3</b>

Description	Marks
<b>Question 3: Comparison and contrast of Source 1 and Source 2</b>	
<p>Provides similarities and differences in the ways Source 1 and Source 2 depict factory life, using at least one detailed example for the similarities and at least one detailed example for the differences to support the response</p> <p>Similarities could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• children are shown as being part of factory life in both sources</li> <li>• the work depicted in both sources appears dangerous; there are no safety rails around the furnace in Source 1 and the workers have their hands in the machines while they are in operation in Source 2</li> <li>• all the people in each source appear to be dressed quite simply. They may all be from a lower/poorer social class</li> </ul> <p>Differences could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• the size of the two factories is different and there are many more machines in the factory shown in Source 2</li> <li>• a family with adults and children makes up the workforce in Source 1 but in Source 2 the workers appear to mostly be children</li> <li>• the work is being done by hand in Source 1 while there are many different machines being used in Source 2 that are repaired and cleaned by the workers</li> </ul>	4
Provides similarities and differences in the ways Source 1 and Source 2 depict factory life using an example of the similarities and an example of the differences to support the response	3
States a similarity and a difference in the way Source 1 and Source 2 depict factory life	2
States a similarity or difference in the way Source 1 and Source 2 depict factory life	1
<b>Subtotal</b>	<b>/4</b>
<b>Question 4: Message of Source 3</b>	
Explains the message of Source 3, providing detailed evidence from the source to support the response	3
Describes the message of Source 3, providing some evidence from the source to support the response	2
Makes general statements about Source 3	1
<b>Subtotal</b>	<b>/3</b>
<p>Answer could include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• the factory inspector believed that the treatment of the boys, such as the very long working hours, was cruel and that the factory owners should be punished: 'In the presence of one of the masters, [I] referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power.'</li> <li>• the factory inspector discovered that the boys worked very long hours, 'having been two days and a night thus engaged'</li> <li>• the factory inspector confirmed that all the boys experienced the very long working hours: 'I asked every boy the same questions, and from each received the same answers.'</li> </ul>	

Description	Marks
<b>Question 5: Discussion of two impacts of the Industrial Revolution (Evaluating)</b>	
<b>For each impact discussed (2 x 3 marks)</b>	
Discusses an impact of the Industrial Revolution, providing detailed examples of how the impact affected people's lives, Britain's economy and/or British influence in the world Makes detailed reference to all three sources in the response	3
Describes an impact of the Industrial Revolution, providing some examples of how the impact affected people's lives and/or Britain's economy and/or British influence in the world Makes some reference to the sources in the response	2
Makes a general statement about the impact of the Industrial Revolution May make reference to the sources	1
<b>Subtotal</b>	<b>/6</b>
Note: The specific points made in the response will depend on what has been taught in the classroom.	
<b>Total</b>	<b>/29</b>



## Acknowledgements

### Appendix B

'Student question and answer booklet Source 1' Scott, W. B. (1861). *Iron and Coal* [Painting]. Retrieved May, 2025, from [https://commons.wikimedia.org/wiki/File:William\\_Bell\\_Scott\\_\(1811-1890\)\\_-\\_In\\_the\\_Nineteenth\\_Century\\_the\\_Northumbrians\\_Show\\_the\\_World\\_what\\_Can\\_Be\\_Done\\_with\\_Iron\\_and\\_Coal\\_-\\_584372\\_-\\_National\\_Trust.jpg](https://commons.wikimedia.org/wiki/File:William_Bell_Scott_(1811-1890)_-_In_the_Nineteenth_Century_the_Northumbrians_Show_the_World_what_Can_Be_Done_with_Iron_and_Coal_-_584372_-_National_Trust.jpg)

'Student question and answer booklet Source 2' Allom, T., & Lowry, J. W. (1835). *History of the Cotton Manufacture in Great Britain: With a Notice of its Early History in the East, and in all the Quarters of the Globe ... and a View of the Present State of the Manufacture* [Engraved drawing]. Retrieved May, 2025, from <https://wellcomecollection.org/works/k7k5pfcw/images?id=ssyga4am>

'Student question and answer booklet Source 3' British Parliamentary Papers. (1836). [Extract from a factory inspectors report]. Retrieved May, 2025, from <https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/source-1/>

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