

History 6th Class: 4. The Industrial Revolution

Paired Units: History: 5. Kitty Wilkinson

Explore the Industrial Revolution including what life was like before and after, what changed, why it changed and the effects those changes had on people's lives.

Curriculum Information	
History	
Strand and Strand Unit	Skills
Eras of change and conflict: The Industrial Revolution <ul style="list-style-type: none"> • become familiar with aspects of these periods • examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally • record the place of people and events on appropriate timelines 	Working as a historian <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time and chronology <input checked="" type="checkbox"/> Change and continuity <input checked="" type="checkbox"/> Cause and effect <input checked="" type="checkbox"/> Using evidence <input checked="" type="checkbox"/> Synthesis and communication <input checked="" type="checkbox"/> Empathy

Resources
<ul style="list-style-type: none"> • <i>Explorers</i> History 6th Class Digital. 4. The Industrial Revolution: Unit Stimulus • <i>Explorers</i> History 6th Class Student Book: 4. The Industrial Revolution pp. 20-25

Useful Links
<p>Use George Cruikshank's <i>The British Bee Hive</i> sketch as a stimulus to discuss society during the Industrial Revolution:</p> <p>https://www.bl.uk/collection-items/the-british-bee-hive</p> <p>Learn more about Dublin's tenement houses from 14 Henrietta Street:</p> <p>https://14henriettastreet.ie</p> <p>The Sliabh Aughty Furnace Project is an Irish example of an Industrial Revolution age iron industry:</p> <p>https://www.furnaceproject.org</p>

Keywords

seed drill, steam engine, spinning jenny, textiles, power loom, factory age, Industrial Revolution, colony, suburb, tenement, factory inspector, rat-catcher, trapper, sweatshop

Lesson Suggestions

- Use the digital Unit Stimulus to introduce the topic of the Industrial Revolution and establish what children already know. The images depict the interior and exterior of Industrial Revolution age factories. The exterior image includes a river, which may have been important as both a source of water and means of transport. The interior depicts female workers and a male factory manager. The factory floor is filled with looms to weave cotton.
- Use the timeline on pp. 4-5 of the Student Book to locate the Industrial Revolution. Use the spread on pp. 18-19 to further contextualise. As children learn more about the Industrial Revolution, discuss how it fit into the bigger picture of events such as the Great Famine (4th Class Unit 14) and the American War of Independence (5th Class Unit 14).
- Locate Britain, and its colonies during the time of the Industrial Revolution, on a map.
- As you read through the unit, keep a running list of each invention and the associated inventors. Match each to their place on the timeline. Create a web diagram to show how each is connected to the other. Some will have multiple connections.
- Divide the class into groups and assign an invention of the Industrial Revolution to each. Give each group the task of debating that their invention was the most important invention of the Industrial Revolution. They should explain exactly what it is, the changes it brought and how it positively impacted society. They may do further research to back up their arguments. This could be extended by inviting each group to present counterarguments, drawing on the negative impacts of the inventions.
- Show the class George Cruikshank's *The British Bee Hive*. There is a link to the image in the Useful Links section. The image is a commentary on how British society was organised in a very structured hierarchy during the Industrial Revolution. Discuss the effect of such a structure. Did it justify the feelings of superiority from one class to the next? What kind of image might describe modern Ireland?
- Explore examples of tenement houses in Dublin. See Useful Links for more information.
- Have children imagine themselves as a rat-catcher, coal-trapper or worker in a sweatshop during the Industrial Revolution. Ask them to create a piece to share what their life is like. It could be a diary entry, a letter, or taking a little artistic licence - a social media post or vlog.
- As per the 'Working as a Historian: Change and Continuity' activity on p. 25 of the Student Book, discuss how each item in the table on p. 24 has either changed or continued. Think in particular about the impact of technology, the current climate situation and our increased awareness of the need to live sustainably.
- As per the 'Working as a Historian: Empathy' activity on p. 25 of the Student Book create a persuasive poster. This could also take the form of a letter, leaflet or speech.

Linkage and Integration

History: 5. Kitty Wilkinson pp. 26-29. Also linked to 6. Workshops and Factories pp. 30-35; 12. The History of Transport pp. 62-67 and *Life, society, work and culture in the past: Life in the 18th century, Life in the 19th century*

Geography & Science: 6. Climate Breakdown pp. 34-37; 7. Sustainability pp. 38-43. Also linked to *Environmental awareness and care: Science and the environment*

Language: Practise persuasive writing skills as part of the 'Working as a Historian: Empathy' activity on p. 25 of the Student Book.