

Task One - The Life of Charles Dickens and Workhouses

Focus Question: *What were the positive and negative effects of the Industrial Revolution on Victorian Britain?*

Part A: ardle.com/dickens.htm

Read the article about Charles Dickens and his childhood.

1. Summarise how Dickens' life changed when he was 12 years old.

2. Make an inference – how did Dickens' childhood affect his writings?

Part B: charlesdickenspage.com/dickens_london_map.html Click on Camden Town (Map A-3).

3. What family from "A Christmas Carol" lived there?

4. Make an inference - why might Dickens have chosen that location?

Click on Warren's Blacking Factory (Map E-6).

5. What is a 'blacking factory'?

6. What job did the 12 year old Charles Dickens do there?

7. How did this job affect his relationship with his mother?

Part C: harrison-associates.co.uk/prescot/workhouses.html

8. What happened to people who could not pay their bills?

9. Why were the conditions in the workhouses so harsh?

Part D: bl.uk/learning/histcitizen/Victorians/poor/workingclass.html

Important! Scroll down to 'workhouses'

Click on the image of the poster responding to the 'new' Poor Law.

10. Based on the poster, what were some of the problems people faced if they lived in a workhouse?

11. Provide evidence for how assigned work was the same for criminals and paupers (very poor people). Make an inference – why was the work the same?

Click on the document 'Cases and Deaths by Cholera.' (Third image, right above 'Casual Labor')

12. How old were most of the people that died?

13. What can you infer about the living conditions in the workhouses?

Task Two - Childhood and Education in Victorian England

Focus Question: *What were the positive and negative effects of the Industrial Revolution on Victorian Britain?*

Part A: logicmgmt.com/1876/schoolday.htm

Read the list of 10 rules which were found in a typical Victorian classroom.

1. Which rules should still be used in schools today? Explain why.

2. Which rules should NOT be used in schools today? Explain why.

Read 'A Day in a Victorian Classroom'

3. According to the Victorians, what was the purpose of attending school? Has the purpose of school changed?

Part B: bbc.co.uk/schools/primaryhistory/victorian_britain/children_at_school/

4. What was a 'Dame' school? Who would go to one? What would students learn there?

5. What was a 'ragged' school? Who would go to one?

Part C: prezi.com/cnguhagvsxkm/Victorian-era-education/

Note: Jane Eyre (by Charlotte Brontë) is mentioned throughout the presentation. As you know, she is a fictional character who 'lived' in the early 1800s.

6. Prior to 1870, why didn't many children attend school? What did boys study? What did girls study?

7. What impact did the 1870 and 1880 Education Acts have on the requirement for children to attend school?

8. What impact did the Education Acts have on girls' education?

9. How long were children mandated (required) to attend school? Make an inference – how might this impact a poor family?

Part D: victorianchildren.org/victorian-children-in-victorian-times/

10. Winston Churchill said that he could "count the times he had been hugged by his mother." Based on the information in the article, what can you infer about Winston Churchill? Why?

Task Three - Inventions and the Industrial Revolution

Focus Question: *What were the positive and negative effects of the Industrial Revolution on Victorian Britain?*

Part A: www.inventions-handbook.com/victorian-inventions.html

List 5 inventions of the Victorian Era. For each invention, explain how it impacted society.

1. Invention? _____
Impact on society

2. Invention? _____
Impact on society

3. Invention? _____
Impact on society

4. Invention? _____
Impact on society

5. Invention? _____
Impact on society

Part B: hiddenlives.org.uk/articles/poverty.html

6. How did the Industrial Revolution affect housing?

7. What impacted the hygiene of the poor? How?

Click on the image “London through the haze”

8. How did the Industrial Revolution affect pollution?

Part C: historylearningsite.co.uk/britain-1700-to-1900/industrial-revolution/diseases-in-industrial-cities-in-the-industrial-revolution/

9. Analyze the cartoon, “A filthy Father Thames.” What point is the cartoonist making? Explain your response.

10. Why did so many people die from diseases?

11. What was the cause of the cholera outbreaks in London? What percentage of infected people died as a result?

12. Why were cholera, tuberculosis, typhoid, typhus and smallpox spread so easily in the cities?

Part D: bbc.co.uk/history/british/victorians/speed_01.shtml

13. How did the introduction of the steam engine and the improvement of the railway system change Victorian rural and urban populations?

14. What was the impact of the telegraph on the Victorian communications systems?

Task Four - Children and Working Conditions

Focus Question: *What were the positive and negative effects of the Industrial Revolution on Victorian Britain?*

Part A:

bbc.co.uk/schools/primaryhistory/victorian_britain/victorian_children_at_work/

1. Why did poor children in Victorian England have to work?

2. At what age did children begin to work?

Click on the images in the photo gallery. Use the information to answer the following:

3. What kinds of jobs did children do? Why were *children* hired, rather than adults?

Part B: historylearningsite.co.uk/britain-1700-to-1900/industrial-revolution/children-in-the-industrial-revolution/

Read any 2 of the primary sources. Use that information to respond to the questions.

4. What dangers did the child worker face? How many hours did the child work? What punishment did the child face if they did not work as well as their boss wanted?

5. What dangers did the child worker face? How many hours did the child work? What punishment did the child face if they did not work as well as their boss wanted?

Part C:

www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html

The 1833 Factory Act made reforms in working conditions for children. Use the information in the article to answer the questions.

7. What changes were made in the amount of hours children under the age of 9 could work? Make an inference - how many hours a day could those children work prior to the reform?

8. What changes were made in the amount of hours children 9-13 could work?
Make an inference - how many hours a day could those children work prior to the reform?

9. What changes were made in the amount of hours children 14-18 could work?
Make an inference - how many hours a day could those children work prior to the reform?

10. How many hours a day were children required to attend school after the reform?
Make an inference – what might have school requirements have been prior to the reform?

**Part D: bl.uk/victorian-britain/articles/the-working-classes-and-the-poor
Important! Scroll down to "On the Streets"**

11. What was a 'mudlark'? Why did they have that nickname?

12. What did mudlarks collect and sell?

13. How much money could they earn?
