

## Overview & Scheme of work

**‘Mills and Factories were the only basis for the Industrial Revolution in Manchester’.  
To what extent do you agree with this statement?**

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### ***How to use a study of Thomas Street, in the Northern Quarter of Manchester, to challenge traditional interpretations of the Industrial Revolution***

A Key Stage 3 History Resource produced by Historic England’s **Heritage Schools Programme**, in association with Hannah Barker, University of Manchester and Sarah Alderson, Stretford Grammar School, Manchester.

#### **Overview and Rationale**

This resource pack invites students to explore Manchester in the 1840’s – during the height of the Industrial Revolution. In schools, we tend to associate this period with factories; with a move to new modes of mass production and with extremes of wealth (rich factory owners) and poverty (factory workers and their families). This is particularly true in places like Manchester, where parts of the landscape are still dominated by mills. This view is reinforced by the interpretations provided to us in school textbooks, as well as on the television. More recent historical research, however, suggests that this traditional interpretation is only partly accurate.

Even in Manchester, where cotton was so important to economic growth, the ‘classic’ period of the Industrial Revolution, between about 1760 and 1850, witnessed not just the birth of the factory system and the rise of the cotton merchant, but also the rapid growth of more traditional means of production – the appearance of thousands of small businesses engaged in craft-based manufacturing.

Focusing not only on large scale industry, but also recognising these sites of small-scale production helps students to gain a fuller understanding of the Industrial Revolution, and to add another dimension to the more traditional story so often told in schools. In addition, focusing on small businesses helps students to uncover another exciting development in this period – the consumer revolution, or in other words, the growth of shopping! There were not only more things produced and sold, but also more things bought and consumed by ordinary people.

Through this resource, students will investigate the extent to which traditional interpretations of the Industrial Revolution in Manchester represent an accurate and complete picture of the city during this time. The lessons focus on houses in a street called Thomas Street, in what is now known as the Northern Quarter of Manchester, about half a mile from Piccadilly Railway Station. Today Thomas Street is made up of cafes, bars and boutique shops.

The original buildings, however, still remain; built in the 1780s as part of a series of large-scale urban expansions that turned Manchester from a modest provincial town into one of the ‘shock cities’ of nineteenth-century Britain. In the mid 1800’s, Thomas Street was home to a diverse mix of families and individuals, many of whom worked in the same building in which they lived.

By comparing traditional interpretations of the Industrial Revolution in Manchester, with the businesses on, and residents of, Thomas Street, students will gain a full and well-balanced view of the city during this period. By the end of the lessons provided in this pack, students will be able to confidently answer the question **‘Mills and Factories were the only basis for the Industrial Revolution in Manchester’**. **To what extent do you agree with this statement?**

## National Curriculum Links

This resource represents a depth study focusing on a significant event in Britain's history which links to the National Curriculum requirement for students to learn about *ideas, political power, industry and empire: Britain, 1745-1901* (National Curriculum for History, KS3).

For schools in Manchester, or the North West, this resource offers students the opportunity to carry out a study of **local history**; investigating the impact of the Industrial Revolution on their region. For those in other areas of the country, a valid and interesting study of the Industrial Revolution in Britain, using Manchester as a case study, is still possible.

Over **six** lessons, students will gain knowledge and understanding of Manchester during the Industrial Revolution and will develop a range of historical skills:

- *Understanding historical concepts such as continuity and change, similarity and difference and significance, and using them to make connections, draw contrasts and analyse trends.*
- *Understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed*
- *Creating relevant, structured and evidentially supported accounts.*

Please note: There are PowerPoint and other resources that can be downloaded from:

<https://historicengland.org.uk/services-skills/education/teaching-activities/industrial-revolution-manchester> to accompany this scheme of work

## Scheme of Work

	Lesson Focus	Objectives	Overview
1	<p><b>What was Manchester like in the Industrial Revolution?</b> The traditional view – Mills, factories and extremes of rich and poor.</p>	<p>To identify what students know about the Industrial Revolution and what they would like to know.</p> <p>To explore traditional interpretations of the Industrial Revolution.</p>	<p>This lesson invites students to explore the meaning of the terms “Industrial” and “Revolution” and to identify things they know; think they know and would like to know about this period of history.</p> <p>Students will then analyse traditional, modern-day interpretations of the Industrial Revolution and will form their own, initial impressions of the Industrial Revolution.</p> <p>For homework students will explore archive maps of Manchester to make observations about the area in this period.</p>
2	<p><b>How have traditional interpretations of the Industrial Revolution come about?</b></p>	<p>To compare contemporary (i.e. 1840s) and modern day interpretations of the Industrial Revolution in Manchester</p> <p>To reach conclusions about how and why traditional interpretations of the Industrial Revolution have come about.</p> <p>To make judgments on levels of wealth and poverty during the Industrial Revolution, based on traditional interpretations.</p>	<p>In this lesson students will compare the traditional, modern accounts of the period (that they explored in the previous lesson), with contemporary descriptions of mid nineteenth-century Manchester. They will reach judgments about why contemporary opinions were written and the impact this has had on traditional, modern-day interpretations.</p> <p>As a plenary, students will consider traditional interpretations of levels of wealth and poverty during the Industrial Revolution.</p>

<p><b>3</b></p>	<p><b>'Mills and Factories were the only basis for the Industrial Revolution in Manchester'. To what extent do you agree with this statement?</b></p> <p>Challenging traditional interpretations – a focus on Thomas Street</p>	<p>To examine primary source material relating to Thomas Street in the Northern Quarter, Manchester.</p> <p>To identify what these sources tell students about Manchester during the Industrial Revolution.</p> <p>To compare the information students have collected in this lesson with the traditional interpretations they studied in previous lessons.</p> <p>To reach conclusions about the extent to which traditional interpretations of the Industrial Revolution in Manchester reflect an accurate and complete picture of the city at this time.</p>	<p>In this lesson students will use census documents to investigate the residents of Thomas Street in the centre of Manchester.</p> <p>They will use their knowledge of Thomas Street to begin to challenge traditional interpretations of the Industrial Revolution uncovered in the previous lesson.</p> <p>In preparation for lesson 5, for homework students will identify two adverts from magazines or the internet for items they would like to own.</p>
<p><b>4</b></p>	<p><b>Manchester during the Industrial Revolution: A tour</b></p>	<p>To consolidate knowledge of the traditional and more modern interpretations of the Industrial Revolution.</p> <p>To examine geographical and physical evidence of Manchester city centre during the Industrial Revolution.</p>	<p>On the tour students will visit the Ancoats area of Manchester, which matches more closely with traditional interpretations of the period, and Thomas Street; the focus of Lesson 3.</p> <p>It is possible to carry out this scheme of work without taking the tour, however, students will benefit by gaining a more secure understanding of what the city might have been like during the Industrial Revolution. If you don't teach in Manchester or can't visit use Goggle Street View to take students on a 'virtual' version of the tour</p>

<p>5</p>	<p><b>'Mills and Factories were the only basis for the Industrial Revolution in Manchester'. To what extent do you agree with this statement?</b></p> <p>2) Challenging traditional interpretations – a focus on shopping!</p>	<p>To examine primary source materials -adverts for goods in the mid-1800s.</p> <p>To compare adverts from the mid-1800s with those from the present day to identify similarities and differences.</p> <p>To reach conclusions about what these adverts tell us about Manchester during the Industrial Revolution &amp; to make judgments about the extent to which their conclusions support traditional interpretations.</p>	<p>This lesson invites students to challenge traditional interpretations of the Industrial Revolution by encouraging them to consider the consumerism and purchasing power of the diverse range of people in Manchester during this period.</p> <p>Students will compare modern day adverts with those taken from the <i>Manchester Guardian</i> in 1841. They will consider what the adverts tell them about Manchester during the Industrial Revolution and to what extent these adverts support traditional interpretations of the period.</p> <p>Taking into account all that they now know, students will finally revisit the traditional interpretations of levels of wealth and poverty during this period and will challenge these commonly held beliefs.</p>
<p>6</p>	<p><b>Assessment: 'Mills and Factories were the only basis for the Industrial Revolution in Manchester'. To what extent do you agree with this statement?</b></p>	<p>To reach conclusions and make judgments about the extent to which the traditional interpretation of Manchester during the Industrial Revolution reflects a complete and accurate picture of the city during this period.</p>	<p>In this lesson students will reach and record final judgments, supported by evidence, on the extent to which traditional interpretations of Manchester during the Industrial Revolution reflect a complete and accurate picture of the city during this period.</p>

## Acknowledgements

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<ul style="list-style-type: none"><li>• Sarah Alderson, Stretford Grammar School, Manchester</li></ul>	<ul style="list-style-type: none"><li>• Elizabeth Sibbering, Manchester Guided Tours</li></ul>
<ul style="list-style-type: none"><li>• Hannah Barker, The University of Manchester</li></ul>	<ul style="list-style-type: none"><li>• Martin Dodge, Manchester Metropolitan University.</li></ul>

## Where to go to find out more

### 1. Websites

- **Historic England's Heritage Schools Programme** aims to help children develop an understanding of their local heritage. More information at <https://historicengland.org.uk/services-skills/education/heritage-schools/> and Heritage Schools Vimeo [www.vimeo.com/heritageschools](http://www.vimeo.com/heritageschools) .
- At **Historic England's Education** website, there are 10,000 free, downloadable historic images, many of which provide snapshots of life during the Industrial Revolution. There are also curriculum related resources. See <https://historicengland.org.uk/education>
- The **Manchester Local Image Collection** is a unique photographic record of Manchester, its people, streets and buildings from a period stretching back to the 1840's and beyond. Search over 80,000 images on the website <http://images.manchester.gov.uk/>
- **The Historic England Archive** can produce Local History packs, containing aerial photographs and old maps for use in their classroom. Order a bespoke pack for your school at <https://historicengland.org.uk/services-skills/education/archive-education-resources/>
- The **John Rylands University Library Map Collection** comprises approximately 150,000 maps and 1,300 atlases. Its map collection, which includes Manchester, is searchable online at <https://luna.manchester.ac.uk/luna/servlet/lib1~1~1>
- The **National Library of Scotland** provides access to high-resolution zoomable images of over 120,000 maps of Scotland, England, Wales and beyond. The website allows you to view archive maps side-by-side. See the website <http://maps.nls.uk/>
- The website <http://manchester.publicprofiler.org/> offers a range of zoomable maps of Manchester. The website allows you to view archive maps side-by-side or to overlay them with one another.

### 2. Sites to visit

To further enhance your study, there are a number of museums and libraries in Manchester that are worth a visit. Many of them offer relevant workshops and activities for young people.

- The John Ryland's Library, Manchester <http://www.library.manchester.ac.uk/rylands/>
- Manchester Central Library – Archives and Local History - [http://www.manchester.gov.uk/info/448/archives\\_and\\_local\\_history](http://www.manchester.gov.uk/info/448/archives_and_local_history)
- Museum of Science and Industry, Manchester - <http://www.mosi.org.uk/> People's History Museum, Manchester - <http://www.phm.org.uk/>

## Lesson Plan 1: ‘Mills and Factories were the only basis for the Industrial Revolution in Manchester.’ To what extent do you agree with this statement?

**Challenging the traditional view of only mills, factories, and extremes of rich and poor**

**In this lesson students will explore traditional interpretations of the Industrial Revolution. Students will record prior knowledge of the Industrial Revolution and will form impressions of the Industrial Revolution, from modern accounts of the period.**

**For homework students will use archive maps of Manchester to begin to explore Manchester during the 1840s – the focus of this Scheme of Work. They will make observations about the area in this period.**

The lesson will take approximately 1 hour.

### Lesson Objectives

- To identify what students know about the Industrial Revolution and what they would like to know.
- To explore traditional interpretations of the Industrial Revolution.

LEARNING ACTIVITY	ACTIVITY DURATION	ACTIVITY DETAILS	RESOURCES PROVIDED
<b>STARTER: What do we mean by “Industrial” and “Revolution”?</b>	10 minutes	<p><b>Introduce topic – Industrial Revolution. Split the class into two, and ask each half to identify what they know by either the term “Industrial” or “Revolution” (What words do they associate with these terms? What do they think of?) Students produce a mind map.</b></p> <p>Class discussion - Students feedback their definitions to try to reach some conclusions about the meaning of the words and what these suggest the period of the Industrial Revolution may have been like.</p> <p>You may wish to provide students with a dictionary definition of the Industrial Revolution such as “<i>The <b>Industrial Revolution</b> was a period of major industrialisation that took place during the late 1700s and early 1800s.</i>” You can also state that Manchester played a key role in the Industrial Revolution.</p>	<a href="#">Lessons 1-6 PPTs</a>
<b>STARTER: What do you know and</b>	5 minutes	<b>Students complete row 1 of “Knowledge Record Sheet” provided to record existing knowledge of the Industrial Revolution and things that</b>	Knowledge Record Sheet found in <a href="#">Lessons 1-6 PPTs</a>



what would you like to know about the Industrial Revolution in Manchester?		they would like to find out.  Feedback lead by teacher	
What are traditional interpretations of the Industrial Revolution?	25 minutes	<p><b>Explain to students that they are to explore a popular / traditional interpretation of the Industrial Revolution. Discuss with students what we mean by an “interpretation”.</b></p> <p><b>Show clip of Danny Boyle’s interpretation of Industrial Revolution, taken from Olympic Games 2012 opening ceremony</b>  <a href="https://www.youtube.com/watch?v=4As0e4de-rl&amp;t=1160">https://www.youtube.com/watch?v=4As0e4de-rl&amp;t=1160</a></p> <p><b>Watch from 19:20min to 25:20min.</b></p> <p>As they watch clip, students complete first part of column 1 of interpretation table provided to record what they can see and hear in the clip.</p> <p>Explain to students that Boyle called this part of the ceremony “Pandemonium” which means “the capital of Hell” – ask the students why they think he called it this?</p> <p>Class discussion – what is Boyle’s interpretation of the Industrial Revolution. Students complete second part of column 1 of Interpretation Table.</p>	<p>Danny Boyle’s interpretation of Industrial Revolution, taken from Olympic Games 2012 opening ceremony (Pandemonium)  <a href="https://www.youtube.com/watch?v=4As0e4de-rl&amp;t=1160">https://www.youtube.com/watch?v=4As0e4de-rl&amp;t=1160</a></p> <p>Interpretation table found in <a href="#">Lessons 1-6 PPTs</a>  Teachers notes (below)</p>
Was the Industrial Revolution all bad?	5 minutes	<b>Recap with students the fact that Boyle’s interpretation appears to be largely negative. Ask students whether they could use what they have seen in the clip to argue that there were some positives to the Industrial Revolution? What might these be?</b>	
What conclusions can be drawn about traditional interpretations of the Industrial Revolution so far?	5 minutes	<b>Class discussion: Overall impressions of the Industrial Revolution from what we have learnt.</b>	
Homework: What can maps of Manchester from the mid 1800’s tell us about the city during this period?	5 minutes (explanation time)	<p><b>Students use <a href="http://manchester.publicprofiler.org/">http://manchester.publicprofiler.org/</a> to examine maps of Manchester city centre in mid-1800s and to make observations about the area in this period.</b></p> <p>Students complete homework sheet provided: Maps of Manchester in the 1700s and 1800s.</p>	<p>Maps of Manchester website  <a href="http://manchester.publicprofiler.org/">http://manchester.publicprofiler.org/</a></p> <p>Homework Sheet: Maps of Manchester in the 1700s and 1800s found in <a href="#">Lessons 1-6 PPTs</a></p>

## Lesson Plan 2: How have traditional interpretations of the Industrial Revolution Come About?

**In this lesson students will compare traditional accounts of the period, that they explored in the previous lesson, with contemporary descriptions of mid nineteenth-century Manchester. They will compare the two and reach judgments about why contemporary opinions were written and how / why more recent interpretations have come about.**

**As a plenary, students will consider traditional interpretations of levels of wealth and poverty during the Industrial Revolution.**

The lesson will take approximately 1 hour.

### Lesson Objectives

- To compare contemporary (i.e., 1840s) and modern-day interpretations of the Industrial Revolution in Manchester
- To reach conclusions about how and why traditional interpretations of the Industrial Revolution have come about.
- To make judgments on levels of wealth and poverty during the Industrial Revolution, based on traditional interpretations.

LEARNING ACTIVITY	ACTIVITY DURATION	ACTIVITY DETAILS	RESOURCES PROVIDED
<b>What do we know now about the Industrial Revolution in Manchester?</b>	5 minutes	<p><b>Students complete row 2 of “Knowledge Record Sheet” provided to recap knowledge and understanding from last lesson.</b></p> <p>Teacher led class discussion of previous knowledge.</p> <p>Teacher poses question – how did this traditional interpretation come about?</p>	<p><a href="#">Lessons 1-6 PPTs</a></p> <p>Knowledge Record Sheet found in <a href="#">Lessons 1-6 PPTs</a> (from previous lesson)</p>

<p><b>How and why did traditional interpretations come about?</b></p>	<p>20 minutes</p>	<p><b>Students examine two primary sources showing contemporary visitor's accounts of Manchester during the mid-1800s.</b></p> <p>Students' complete column 2 and 3 of interpretation table provided to record:</p> <ul style="list-style-type: none"> <li>• What does the source tell you about the Industrial Revolution?</li> <li>• What are the interpretations being provided by these visitors to Manchester?</li> </ul> <p>The Engels account focuses on Ancoats, Manchester, which will be visited as part of the accompanying tour (Lesson 4).</p>	<p>Contemporary accounts found in <a href="#">Lessons 1-6 Resources</a></p> <p>Interpretations Table found in <a href="#">Lessons 1-6 PPTs</a> (from previous lesson)</p>
<p><b>What are traditional interpretations of levels of wealth during the Industrial Revolution?</b></p>	<p>10 minutes</p>	<p><b>Discuss with students the relative wealth of the people featured in the traditional interpretations of the Industrial Revolution they have been studying (i.e., very rich industrialists and very poor workers)</b></p> <p>Give students an image of an individual / family typical of those featured in traditional interpretations. (Note. A pack of images has been provided, or feel free to select others of your own. These are not necessarily photos of Mancunians at the time but serve to illustrate the wealth / poverty of people at the time.) Ask them to imagine their level of wealth.</p> <p>Students place images on a spectrum of rich to poor (this could be a physical line of students, or a washing line hung up along the classroom for example). It is expected that the images will mainly be placed at one extreme or the other on the spectrum.</p> <p>Take a photo / record where the families have been placed / leave the spectrum up. You will need it in lesson 5.</p>	<p>Images of families found in <a href="#">Lessons 1-6 Resources</a></p>
<p><b>What conclusions can be drawn about traditional interpretations of the Industrial Revolution?</b></p>	<p>7 minutes</p>	<p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Overall impressions of the Industrial Revolution from what we have learnt.</li> <li>• Similarities and differences between contemporary accounts and traditional interpretations.</li> <li>• How and why contemporary accounts were produced.</li> <li>• How and why traditional interpretation has been formed.</li> </ul>	
<p><b>Draw conclusions about traditional interpretations of the Industrial Revolution</b></p>	<p>13 minutes</p>	<p><b>Student write up – see above</b></p>	<p>Interpretations Table found in <a href="#">Lessons 1-6 PPTs</a> (from previous lesson)</p>
<p><b>Plenary: What else would you still like to know?</b></p>	<p>5 minutes</p>	<p><b>Class discussion about whether there is still anything else they would you like to know. Teacher to lead students to start to consider whether the traditional interpretation presents a full and complete picture of Manchester during the Industrial Revolution.</b></p>	

## Lesson Plan 3: 'Mills and Factories were the only basis for the Industrial Revolution in Manchester.' To what extent do you agree with this statement?

### Challenging traditional interpretations – a focus on Thomas Street

this lesson students will

use census documents to investigate the residents of Thomas Street in the centre of Manchester. They will then use their new found knowledge of Thomas Street to begin to challenge traditional interpretations of the Industrial Revolution uncovered in the previous lessons.

In preparation for lesson 5, for homework, students will identify two adverts from magazines or the internet for items they would like to own.

The lesson will take approximately 1 hour.

### Lesson Objectives

- To examine primary source material relating to Thomas Street in the Northern Quarter, Manchester.
- To identify what these sources tell students about Manchester during the Industrial Revolution.
- To compare the information students have collected in this lesson with the traditional interpretations they studied in previous lessons.
- To reach conclusions about the extent to which traditional interpretations of the Industrial Revolution in Manchester reflect an accurate and complete picture of the city at this time.

LEARNING ACTIVITY	ACTIVITY DURATION	ACTIVITY DETAILS	RESOURCES PROVIDED
<p><b>What do we know now about the Industrial Revolution in Manchester?</b></p>	<p>10 minutes</p>	<p><b>Students complete row 3 of “Knowledge Record Sheet” provided to recap knowledge and understanding from last lesson.</b></p> <p><b>Teacher led class discussion of previous knowledge, and homework from lesson 1, to ensure student awareness of:</b></p> <ul style="list-style-type: none"> <li>• Growth of Manchester during the period in question</li> <li>• Location of Ancoats (as described in Engels source in previous lesson) and Thomas Street (to be explored in current lesson) and proximity of two.</li> <li>• Traditional interpretations of Industrial Revolution</li> </ul> <p>Teacher poses question – how accurate and complete is this interpretation?</p>	<p>Knowledge Record Sheet found in <a href="#">Lessons 1-6 PPTs</a> (from previous lesson)</p>
<p><b>What can Thomas Street reveal about the Industrial Revolution in Manchester?</b></p>	<p>10 minutes</p>	<p><b>Teacher introduces Thomas Street to students – map of location and images of buildings. See PPT provided.</b></p> <p>Students play “Thomas Street Happy Families”:</p> <ul style="list-style-type: none"> <li>• Students given one “character card” of a person who lived on Thomas Street in 1841 (provided) On it is recorded name, age, where born, job (inc. definition), if lived in cellar</li> <li>• Students search for others in the room who have a connection to them (age, job, surname etc.) – student feedback their findings</li> <li>• Students group themselves with others of the same surname (where able). In their “family groups”, students examine images of the frontage of their household today and a copy of the 1841 census for their full household (provided). Students use census to “house” any individuals not yet part of a household</li> </ul> <p><i>NOTES.</i></p> <ul style="list-style-type: none"> <li>• Remind students that these buildings would have looked significantly different in the early 1800’s and discuss why.</li> <li>• The Paton household is very large. You may wish to split this group of students into two for discussion purposes. Give each group a copy of the census and transcript so that they can see all of the members of the household.</li> </ul>	<p><a href="#">Lessons 1-6 PPTs</a></p> <p>Happy Family Cards found in <a href="#">Lessons 1-6 Resources</a></p> <p>Images of street frontages, census and transcripts found in <a href="#">Lessons 1-6 Resources</a></p>

<b>What can Thomas Street reveal about the Industrial revolution in Manchester? (2)</b>	10 minutes	<b>In their complete households’ students discuss who lives in their house, their relationships with one another and how they make their living.</b>  Note. “Who Lived on Thomas Street PPT includes a slide of key Q’s and words to facilitate discussion.	
<b>What can Thomas Street reveal about the Industrial revolution in Manchester? (3)</b>	20 minutes	<b>Students use “envoy system” to share information about their household with others in the class.</b>  As they are doing so, students complete Who lived on Thomas Street? diagram to record information.	
<b>To what extent does information about Thomas Street lead us to challenge traditional interpretations of the Industrial Revolution?</b>	10 minutes	<b>Class discussion:</b> <ul style="list-style-type: none"> <li>• What do we know about the households on Thomas Street?</li> <li>• What does this tell us about Manchester during the Industrial Revolution?</li> <li>• To what extent do these sources support the traditional interpretation?</li> </ul> Note completed diagram of Thomas Street, provided on Who Lived on Thomas Street? PPT, will facilitate discussion.	
<b>Homework explanation</b>	5 minutes	<b>Students identify and bring in 2 adverts from magazines or on the internet for items / things they would like to own. These will be discussed during lesson 5.</b>	

## Lesson Plan 4: Tour - Manchester during the Industrial Revolution

On the tour students will visit the Ancoats area of Manchester, which matches more closely with traditional interpretations of the period, and Thomas Street; the focus of Lesson 2.

It is possible to carry out this scheme of work without taking the tour, however, students will benefit by gaining a more secure understanding of what the city might have been like during the Industrial Revolution.

If you are not teaching in Manchester or are unable to visit you could use Google Street View to go on a 'virtual' version of the tour.

The tour will take approximately 90 minutes.

### Lesson Objectives

- To consolidate knowledge of the traditional and more recent interpretations of the Industrial Revolution.
- To examine geographical and physical evidence of Manchester city centre during the Industrial Revolution.

### Resources Provided

- Tour Instructions – including tour script, route map & suggested activities can be found in [Lessons 1-6 Resources](#)

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## Lesson Plan 5: 'Mills and Factories were the only basis for the Industrial Revolution in Manchester.' To what extent do you agree with this statement? Challenging traditional interpretations – a focus on shopping!

In this lesson students will continue to challenge traditional interpretations of the Industrial Revolution by investigating the consumerism and purchasing power of the diverse range of people living and working in Manchester during this period.

Students will compare modern day adverts with those taken from the *Manchester Guardian* in 1841. They will consider what the adverts tell them about Manchester during the Industrial Revolution and to what extent these adverts support traditional interpretations of the period, particularly with regards to large scale mill production and extremes of wealth and poverty.

The lesson will take approximately 1 hour.

### Lesson Objectives

- To examine primary source materials -adverts for goods in the mid-1800s.
- To compare adverts from the mid-1800s with those from the present day to identify similarities and differences.
- To reach conclusions about what these adverts tell us about Manchester during the Industrial Revolution & to make judgments about the extent to which their conclusions support traditional interpretations.

LEARNING ACTIVITY	ACTIVITY DURATION	ACTIVITY DETAILS	RESOURCES PROVIDED
<b>What do we know now about the Industrial Revolution in Manchester?</b>	8 minutes	<b>Students complete row 3 of “Knowledge Record Sheet” provided to recap knowledge and understanding from last lesson and tour, and to chart development of knowledge and understanding.</b>	Knowledge Record Sheet found in <a href="#">Lessons 1-6 PPTs</a> (from previous lesson)

<p><b>To what extent did the tour of Manchester in the 1840's support or challenge traditional interpretations of the Industrial Revolution?</b></p>	<p>10 minutes</p>	<p><b>Class discussion</b></p>	
<p><b>What techniques are used in adverts to sell products to the public and who are they aimed at?</b></p>	<p>7 minutes</p>	<p><b>In small groups, students study modern day adverts they have brought in. Alternatively, use the ones provided in the PPT as examples of recent adverts.</b></p> <p>Students discuss:</p> <ul style="list-style-type: none"> <li>• What are they selling and who are they aimed at?</li> <li>• What methods do they use to sell the product?</li> <li>• What is the message?</li> </ul>	<p><b>Modern day adverts – to be provided by students</b></p> <p><a href="#">Lessons 1-6 PPTs</a></p>
<p><b>What can adverts from the 1840's tell us about shopping habits, and those who bought goods in Manchester during this period?</b></p>	<p>15 minutes</p>	<p><b>Students compare modern adverts with those taken from Manchester Guardian in 1841 (provided in PPT).</b></p> <p>They annotate them to record:</p> <ul style="list-style-type: none"> <li>• What are they selling?</li> <li>• What methods do they use to sell the product?</li> <li>• Similarities and differences to modern adverts?</li> <li>• What is the message?</li> <li>• Who would buy and who is selling the product?</li> <li>• Would people on Thomas Street buy / sell the product?</li> </ul>	<p><a href="#">Lessons 1-6 PPTs</a></p>
<p><b>To what extent do these adverts challenge traditional interpretations of the Industrial Revolution in Manchester?</b></p>	<p>10 minutes</p>	<p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• What do the adverts and accounts tell us about Manchester during the Industrial Revolution.</li> <li>• To what extent do these adverts support traditional interpretations of large-scale mill production, extremes of wealth and poverty and poor living and working conditions for the less well-off?</li> </ul>	
<p><b>To what extent does information about Thomas Street lead us to challenge traditional interpretations of the Industrial Revolution?</b></p>	<p>10 minutes</p>	<p><b>Taking into account all they now know, students revisit the “rich – poor spectrum” they created in lesson 2 (you should have taken a photo of the spectrum or it should still be on the wall).</b></p> <p>Students place Thomas Street families / individuals on the spectrum.</p> <p>How far do these individuals challenge traditional interpretations of wealth and poverty during the period?</p>	<p>Photo of rich – poor spectrum from previous lesson.</p> <p>Images of street frontages, census and transcripts found in <a href="#">Lessons 1-6 Resources</a></p>

## Lesson Plan 6: Assessment

‘Mills and Factories were the only basis for the Industrial Revolution in Manchester.’ To what extent do you agree with this statement?

In this lesson students will reach and record final judgments, supported by evidence, on the extent to which traditional interpretations of Manchester during the Industrial Revolution reflect a complete and accurate picture of the city during this period.

Use at least one lesson for this assessment. You may wish to allow students to do more than one draft of the assessment, to continue it at home for homework, or in subsequent lessons.

### Lesson Objectives

- To reach conclusions and make judgments about the extent to which the traditional interpretation of Manchester during the Industrial Revolution reflects a complete and accurate picture of the city during this period.

### Resources Provided within PPT - [Lessons 1-6 PPTs](#)

- Modern Interpretation of the Industrial Revolution (Hannah Barker, Professor of History, University of Manchester), including voice recording. Students read / listen to this document as a Starter Activity, to consolidate their knowledge and understanding of less traditional interpretations of the Industrial Revolution in Manchester. A printable transcript of the Modern Interpretation can also be found in [Lessons 1-6 Resources](#).
- Writing frame
- Sample Mark scheme. This may need to be adjusted in line with your school's marking policy.

## Teachers Notes for class discussion

### Lesson 1 and 2: Traditional and contemporary interpretations

- Traditional historical accounts of the industrial revolution have stressed new modes of production (factories and mills) and new inventions.
- Over the last 30-40 years, historians have debated the nature of the industrial revolution at length and have started to question the traditional accounts.
- Some argue that industrial development was so patchy and so slow that calling the period a “revolution” is not appropriate.
- Others have argued that, whilst not all of Britain experienced an industrial revolution, those areas that did (such as Manchester and the surrounding region) saw massive changes – mostly linked to new ways of producing things – such as textile mills – and to the production (and consumption) of more goods by the population as a whole.
- Many historians have pointed out that, whilst factories and mills were a feature of the industrial revolution, so was the continuation of more traditional forms of production (eg. workshops), with the ‘revolutionary’ aspect of change being linked more to the amount of goods that were made and the rising demands for these goods (see below), rather than their methods of production, which in many areas of the economy changed very little.
- Historical accounts of the industrial revolution that have focused on new forms of production such as factories and mills have emerged – at least in part – as a result of contemporary sources like those included in lesson 1.

Notes on the contemporary sources:

- Engels, who went on to work with Karl Marx on the *Communist Manifesto* (1848), was keen to critique the impact of factory life on the new class of urban, industrial worker. In his work with Marx, he predicted that the widening gulf between the new working class (the proletariat) and their employers (the bourgeoisie) would result in revolution.
- Schopenhauer’s comments were typical of many affluent travel writers of the nineteenth century (especially the early part of the century) who were impressed by the industrial developments that they witnessed in Manchester. Unlike Engels, she did not travel round the back streets of Manchester and Salford to see how its poorer inhabitants lived but was taken on tours by factory owners. She was little interested in providing social critiques and her views were coloured by her amazement at the ways in which new machines could increase productivity.

### Lesson 3: A focus on Thomas Street

- Thomas Street was a street dominated by trades (small-scale manufacturers and retailers). Such small businesses were at the heart of economic growth during the industrial revolution but are often ignored in favour of newer forms of production, especially factories, including cotton mills.
- Tradesmen and women also constituted a large and important section of urban society which in Manchester was not just made up of a rich bourgeoisie and a poor working class.
- Households were not just made up of husbands, wives, and their children, but might include employees (both in the trade that made the household its living or as domestic servants), lodgers and separate households in the cellar, which was the least desirable place in any house to live.

- Though male heads of household were described with an occupation, their wives and children may also have worked with them in their trade. Some households were headed by women.
- In all of these trading households work and domestic life would have taken place under the same roof. This meant that in a typical house on Thomas Street, with a shop on the ground floor facing the street, with parlour behind it, two bedrooms on the first floor and perhaps a workshop on the top floor (marked out by the very wide style of windows at numbers 31 and 33) and/or commercial storage plus a two-chamber cellar, space was often very limited.

### **Lesson 5: A focus on shopping!**

- Many of the advertisements provided concern goods that were made or sold by the sorts of tradesmen and women who lived on Thomas Street.
- You will notice that they use very similar techniques, to sell the products, as those used today - eye-catching images / words, fashion, must have items, latest product, foreign and exotic, makes you become a certain type of person.
- It's hard to be sure who bought these goods as the sort of evidence we have today about 'disposable income' isn't available in this period. Though newspapers were not cheap, you did not have to be well-off to buy one as you could read them in pubs.
- One clue is in the language used in adverts (e.g. 'ladies', 'gentlemen', 'first rate', 'superior') which suggests that they were aimed at a rich audience - but this is likely also to be a ploy to flatter readers. Who would have bought the contents of a drapers but another draper? Female mill workers were also a familiar target in contemporary writing for spending money on their clothing. Like richer women, they too were concerned with fashion.
- Quite a few of the goods at least claim to be from abroad, as well as others being more local in origin – so that Manchester consumers can buy items from around the world.

### **Some notes on Cost of living around 1840**

#### *Wages*

- Around 1840, the average labourer (someone doing an 'unskilled' or 'semi-skilled' job) probably earned between 30 and 40 old pence per day, or 180 – 240 pence per week working 6 days. In 'old' money, 12 pennies (written 12d) made up a shilling (written 1s) and 20 shillings, or 240 pence, made one pound (£1). So, the average labourer earned about 10s – to 20s per week (50p - £1 in modern money). A typical wage for male factory workers was about 15s (75p) a week, but women and children were paid much less, with women perhaps earning seven shillings (35p) and children three shillings (15p).
- The sort of tradesmen and women that we are looking at on Thomas Street relied on the profits from their businesses, rather than wages. They probably earned around £3 - £6 in profits per week from their businesses, but this would vary between businesses and profits could go up and down depending on the time of year and the general state of the economy.
- Housing
- Whole houses (and shops) on Thomas Street like the ones we are looking at could be rented for between £25 and £30 per year (or roughly 10-12 shillings per week). Some tradesmen and women owned the houses that they lived and worked in, but most of those on Thomas Street rented. Renting cellar rooms was much cheaper, perhaps 2 shillings a week for two cellar rooms.

- Cost of buying things
- 1 lb (1/2 kg) loaf of bread = ½ d (0.2p)
- 1 lb (1/2 kg) potatoes = ½ d (0.2p)
- 1 lb (1/2 kg) butter = 9d (3.75p)
- 2oz tea (57g) = 8d (3.3p)
- Women's printed cotton gown = 2s 6d (12.5p)
- Man's shirt – 18d (7.5p)
- Watch = £1

*More sources of information on the cost of living in the nineteenth century (all London-focused):*

<http://www.victorianlondon.org/finance/money.htm>

<https://www.oldbaileyonline.org/static/Coinage.jsp#costofliving>