

Propositions activités DNL – Classe de 4^{ème} (et lycée)
« L'Europe dans la Révolution industrielle au XIX^{ème} s.»

Approche par l'histoire environnementale
+ question sociale (travail des enfants et condition des enfants pauvres)

Quelques pistes pédagogiques possibles pour des élèves de 4^{ème} DNL et lycée:

- 1) Une activité d'analyse de documents sur Manchester (transposition en anglais de l'étude faite en français)
⇒ Compétences HG d'analyse documentaire + restitution orale en groupe
- 2) Une activité d'analyse d'un document iconographique (la carte postale)
⇒ Compétences d'HG d'analyse d'un document iconographique + restitution orale individuelle ou à deux
- 3) Un jeu de rôle – débat public sur les effets sanitaires et environnementaux de l'utilisation du charbon dans l'industrie
⇒ Compétences transversales : argumentation, travail de groupe, oral
- 4) Deux possibilités en s'appuyant sur une adaptation pour enfants du roman *Oliver Twist* de Charles Dickens sur l'envers de la réussite industrielle anglaise et la condition des enfants pauvres (synthèse écrite et/ou scénettes) en interdisciplinarité
⇒ Compétences transversales : synthèse écrite, mise en contexte historique, restitution orale, mise en scène
- 5) Une étude documentaire (photos et lois) sur le travail des enfants en Angleterre et aux Etats-Unis pendant la révolution industrielle
⇒ Compétences HG d'analyse de documents variés + restitution orale en groupe
⇒ L'étude sur les lois est davantage orientée pour un travail en lycée

1- Activity sheet - Analysis of documents : Manchester « Cottonopolis » (4^{ème} DNL)

Manchester was the most industrialized city in the world in 1835, its growth was rapid and not controlled. It is nicknamed "Cottonopolis" because its development is linked to the textile industry but also to chemicals and the manufacture of machine tools. The products are then transported throughout the country and abroad using new means of transport.

Analysis of documents : « Industrial spaces in Manchester in the 19th century »

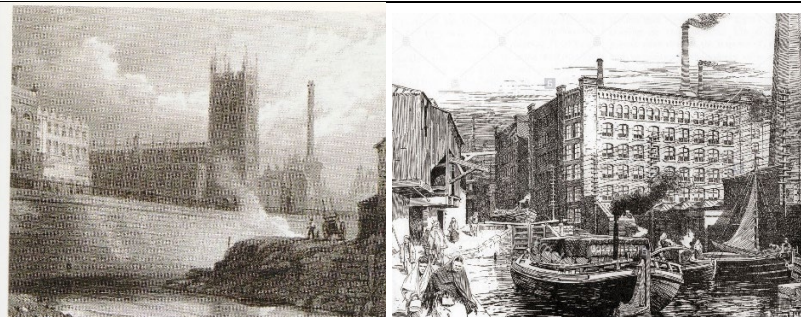


Manchester from Kersal Moor, William Wyld (49,1 x 31,9 cm), 1852, Royal Collection, United Kingdom

Kersal Moor is located north of Manchester. In 1805 there were 108 cotton factories in Manchester.

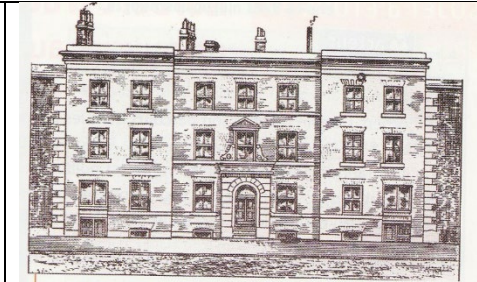
Communication channels used :

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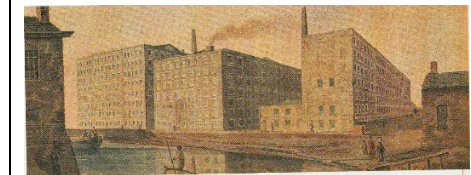
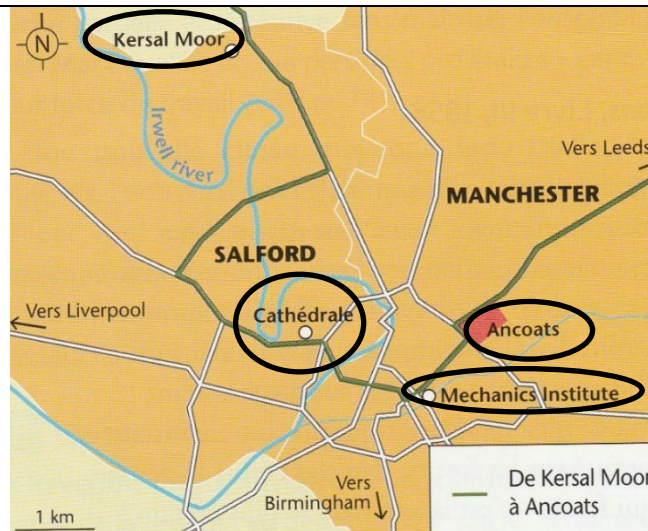
Manchester, view from the Irwell quay, anonymous engraving, XIXth century

The engravings contrast the historic districts and the new factories with the slums and workshops below the quay.



Mechanics' Institute in Manchester, Cooper Street.

It was created in 1824 by businessmen and industrialists to train artisans in mechanics and chemistry.



McConnel & Kennedy spanning mills, circa 1820

McConnel & Kennedy is located north-east of Manchester in Ancoats, the world's first industrial suburb.

Questions :

- 1) Locate by arrows on the map the different spaces presented in the documents. Also identify the communication channels used.
- 2) What elements in the documents show both the modernity and the dilapidation of the city?

Document : Manchester description by Alexis de Tocqueville

Tocqueville is a French writer and politician. He visited industrial England in 1835.

"The great manufacturing city of fabrics, threads, cottons... [...]

Favorable circumstance: 10 miles (1) from the largest port in England (2), which is the port in Europe best placed to receive America's raw materials safely and in a short time. Next to it, the biggest coal mines to run its machines at low cost. At 25 miles (3), the place in the world where these machines are best made. Three canals and a railway to transport products quickly throughout England and around the world.

To the head of manufactures, science, industry, the love of gain, English capital. Among the workers, men who come from a country (4) where the needs of men are almost reduced to those of the savage, and who work at very low prices; who, being able, force the English workers who want to establish competition to do much like them. [...] How can we be surprised that Manchester, which already has 300,000 inhabitants, is growing steadily with prodigious rapidity? [...] It is in the middle of this foul cesspool (5) that the greatest river of human industry takes its source and will fertilize the universe. From this filthy sewer pure gold flows. "

Alexis de Tocqueville, *Voyages en Angleterre, Irlande, Suisse et Algérie*, 1835

1 : 10 miles = circa 16 kilometers

2 : Liverpool, on the west coast, near Ireland

3 : Birmingham

4 : Ireland

5 : Cesspool : « cloaque » en français : lieu destiné à recevoir des immondices, des eaux usées. Peut aussi se comprendre comme un lieu dégradé.

Questions:

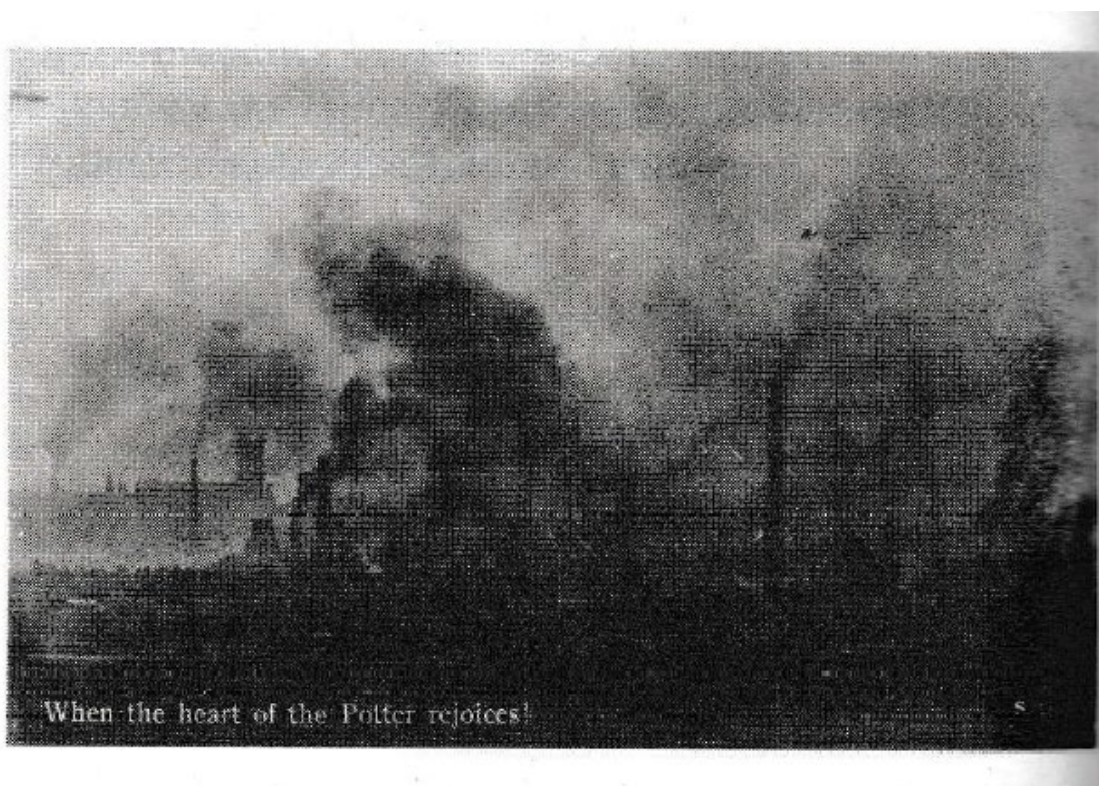
- 1) According to Tocqueville, what explains the development of industry in Manchester?
- 2) What are his criticisms of the city and the consequences of industrialization?

2- **Activity sheet - Analysis of document : « When the heart of the Potter rejoices ! » (« Quand le cœur des Potteries exulte ! », Stoke-on-Trent (XIXth century), postcard (4^{ème} DNL)**

Coal fumes became the main symbol of pollution in the 19th century, especially in English towns. Stoke-on-Trent was then the world's leading center for ceramic production, the region was nicknamed *The Potteries*, and part of the *Black Country* designation.

On the back of the postcard, we can read: « *This is the hole I am stuck in, very good for anyone with a bad chest* ».

In Jarrige François et Le Roux Thomas, *La contamination du monde, une histoire des pollutions à l'âge industriel*, Points Histoire, 2017



Questions :

- 1) Present the document.
- 2) Describe the picture.
- 3) How are pollution and risks denounced? In what literary mode? According to you, who could have made this postcard?
- 4) Based on your knowledge, how this postcard illustrates the health and environmental effects of using coal ?

3 - Activity – Role play (4^{ème} DNL)

Après avoir fait l'étude de cas sur Manchester, le rôle du charbon dans l'industrialisation de l'Angleterre, analyser la carte postale, on peut proposer un jeu de rôle sous la forme d'un débat public évalué par les pairs.

- 1) Partition de la classe : débatteurs, modérateur, évaluateurs
- 2) Recherche d'arguments (par tous les élèves)
- 3) Débat avec un ou deux élèves modérateurs
- 4) Les évaluateurs ont un débatteur ou modérateur en référence avec une grille avec différents éléments (arguments donnés, capacité à contre argumenter, modération, nombre de prises de parole, utilisation de vocabulaire spécifique à la prise d'opinion, vocabulaire disciplinaire lié au débat)

Topic of the self – assessed debate:

A municipal council meeting: ““The negative effects of coal use for the Stoke-on-Trent region”

Working approach:

- 1st step: History lesson: “Industrial Europe in the 19th century”
- 2nd step: presentation of the debate, division of roles (the debaters and the evaluators), researching arguments (pros and cons) in English.

All the pupils (the debaters and the evaluators) have to research arguments, based on a corpus and their own arguments.

- 3rd step: role play and evaluation

Public debate – Members :

- Residents living near factories and protesting against pollution and denouncing health problems
- Members of a Hygiene Council
- A factory boss
- Engineers
- Scientists

Fiche d'activité jointe

Name :

Class :

Date :

A ROLE PLAY: A municipal council meeting in Stoke-on-Trent

Topic of the debate: "The effects of coal use for the Stoke-on-Trent region"

Arguments: pros

Arguments: cons

Arguments: pros	Arguments: cons





Role – Play : A municipal council meeting

Topic of the debate: “The effects of coal use for the Stoke-on-Trent region”

Evaluator pupil’s name :

Debater / moderator pupil’s

name :

EVALUATION CRITERIA	KEYWORDS, ARGUMENTS, SPEACHING	EVALUATION (encircle the smiley)
The pupil used keywords	Which are ?	
The pupil expressed arguments to convince the others	Summarize the arguments :	
The pupil has spoken...	How many times ?	
The pupil has responded to the arguments	Summarize the arguments	
Did the pupil has changed his position? But he/she doesn't have to!		
The evaluator’s comment :		

4- Activity sheet – The condition of poor children in the 19th century in England (4^{ème} DNL)

D'après l'œuvre *Oliver Twist* de Charles Dickens :

- ⇒ Pour un autre point de vue sur la Révolution industrielle et la condition des enfants pauvres en Angleterre.
- ⇒ L'adaptation cinématographique est difficile pour des élèves de 4^{ème} (sur le plan linguistique, pour la sélection d'extraits du film)
- ⇒ Le roman en anglais est inaccessible pour des élèves de ce niveau.

L'adaptation du roman en bande-dessinée en français est facilement accessible mais la sélection de planches difficile pour le sujet (trop de planches) et ne pourrait pas se faire dans le cadre de la DNL mais pour l'HIDA en français par exemple (possibilité).

Ce qui peut être proposé en DNL:

- ⇒ Des extraits de l'adaptation littéraire dans une version pour enfants de la collection « Read in English » qui existe aussi en version audio (Harrap's school 2019)
- ⇒ Interdisciplinarité possible avec l'enseignant d'anglais

Présentation du roman *Oliver Twist or the Parish Boy's progress* est un roman feuilleton de Charles Dickens publié entre 1837 et 1839.

Le roman raconte l'histoire d'un orphelin soumis à des privations et maltraitances dans l'hospice où il a été placé après la mort de sa mère. Il est placé chez un croque mort, chez qui il travaille comme apprenti mais soumis aux brimades des employés, il s'enfuit pour Londres. Il y est recueilli par d'autres jeunes orphelins et entre sans le savoir dans un réseau de pickpockets.

Dickens a souhaité dans son roman montrer une autre facette de l'Angleterre en plein développement économique pendant la révolution industrielle, en dénonçant la condition des orphelins et la misère d'une partie de la population.

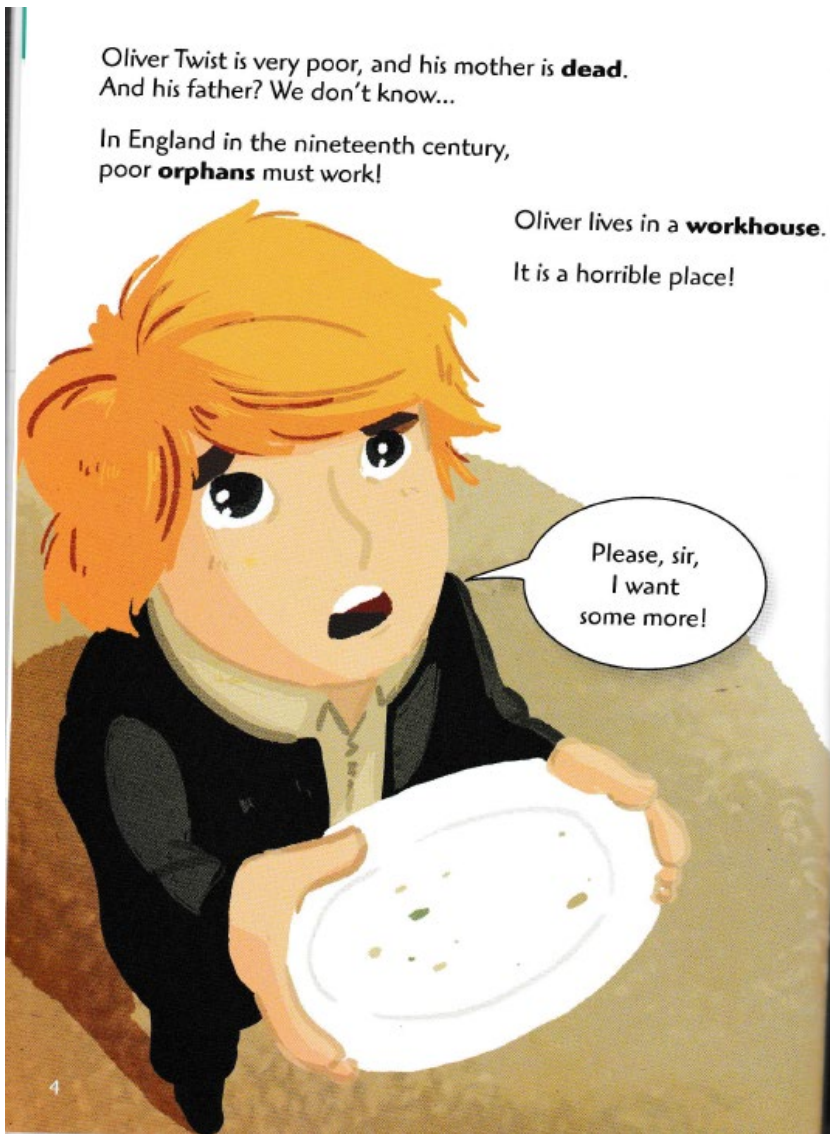
Préciser aux élèves que l'histoire se termine bien...

L'adaptation pour enfants commence lorsqu'à l'hospice, Oliver est tiré au sort parmi les autres pour demander une ration de nourriture supplémentaire.

Pistes pédagogiques possibles :

- 1) Après avoir étudié les différents extraits choisis (et fait le cours complet dont la partie sur les contrastes sociaux), proposez aux élèves de résumer en anglais l'histoire d'Oliver Twist et l'envers de la réussite affichée par l'Angleterre au XIX^{ème} s., alors en plein essor économique.
- 2) Autre piste possible : role-play sur des scènes choisies (pour une séance sous forme de scénettes)

Extraits possibles pour une synthèse écrite ou mise en scénettes (après avoir expliqué où l'histoire commençait) :



Oliver **must** leave the workhouse.

Now he works for Mr. Sowerberry, who makes **coffins**.

Mrs. Sowerberry does not like Oliver.
She is very **unkind** to him.

Another boy works for Mr. Sowerberry.
His name is Noah Claypole. He hates Oliver!



6

Mr. Sowerberry gives Oliver a new job. He must go to **funerals** and **pretend** that he is sad. What a strange job!

Noah is very jealous.

They fight.

Mrs. Sowerberry beats Oliver with a big **stick**.

Oliver is very sad. When he goes to bed, he begins to **cry**.

Poor Oliver!

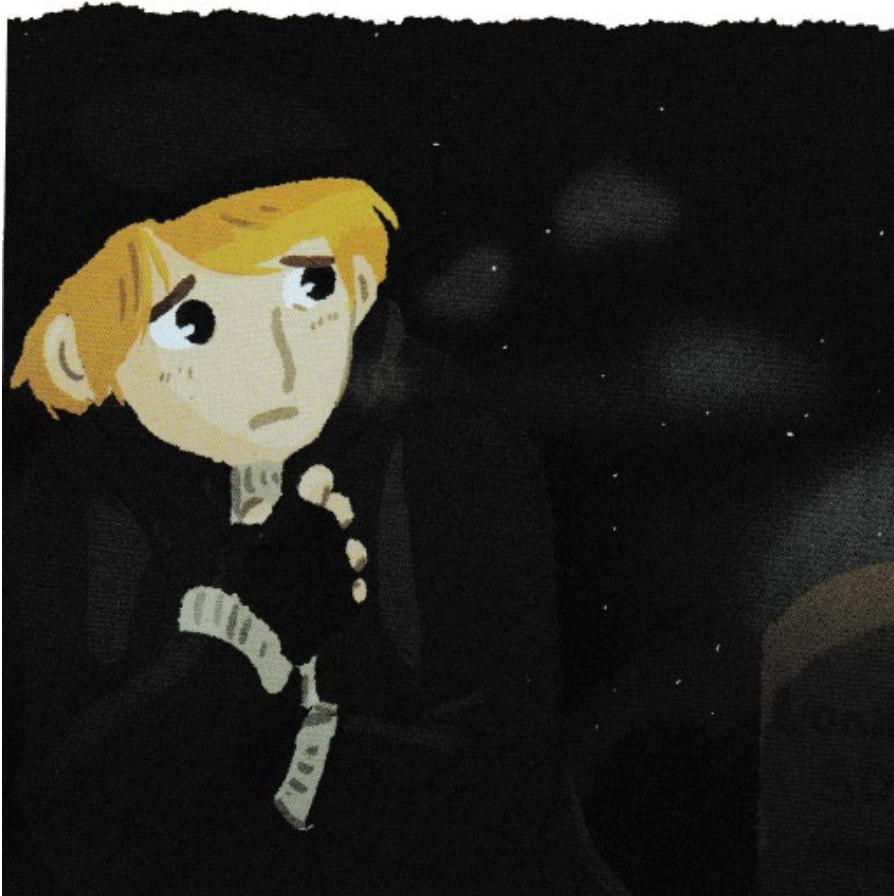


7

Oliver **runs away** in the middle of the night.

He is hungry and **afraid**. But he is also very brave.

He decides to go to London. Maybe life is better in the city!

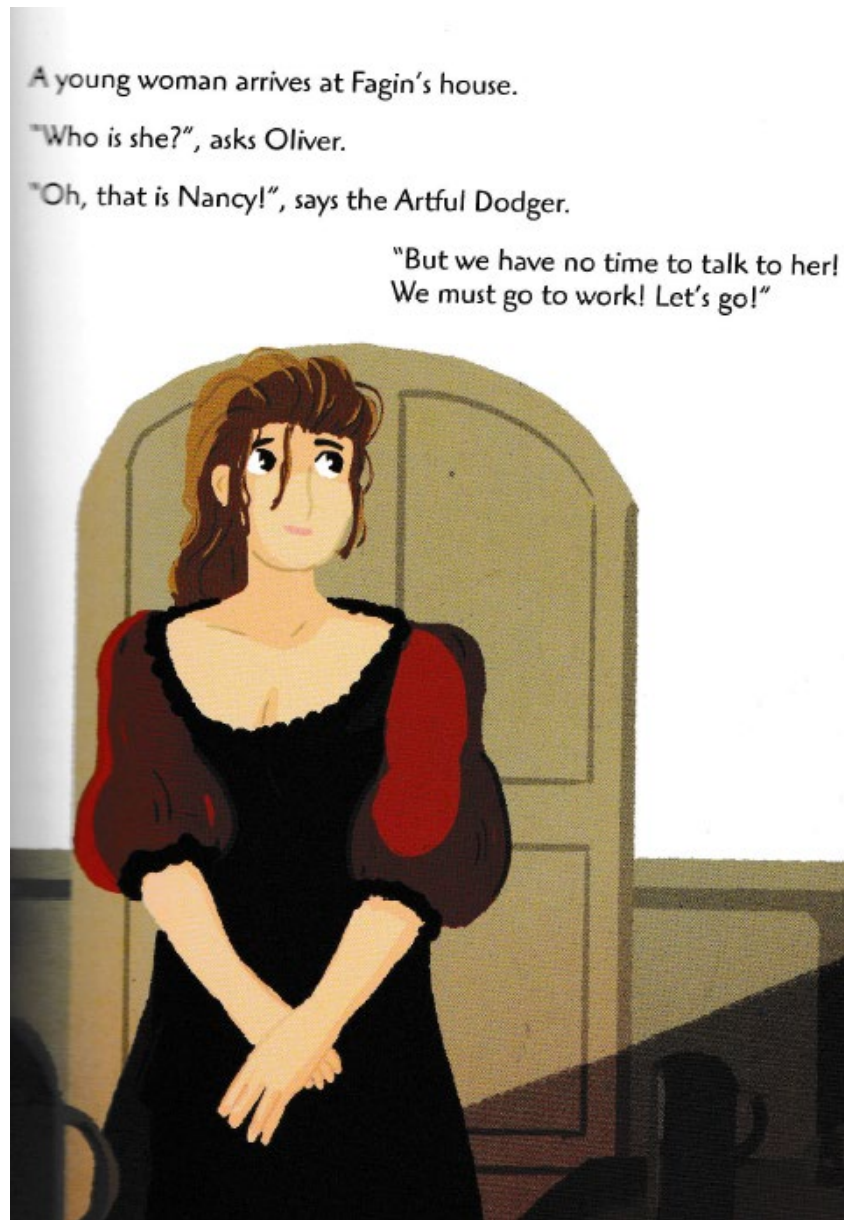


Oliver arrives in London. He meets a strange boy called the **Artful Dodger**.

The boy gives Oliver some **food**.

Oliver is happy: maybe he has a new friend!





Oliver and the Artful Dodger walk in the street.

An old man appears. Suddenly, the Artful Dodger **steals** the man's handkerchief from his pocket!

The Artful Dodger **runs away**.
But the old man **catches** Oliver.

Now Oliver **understands!**
The boys do not **MAKE** things.
They **STEAL** things!



12

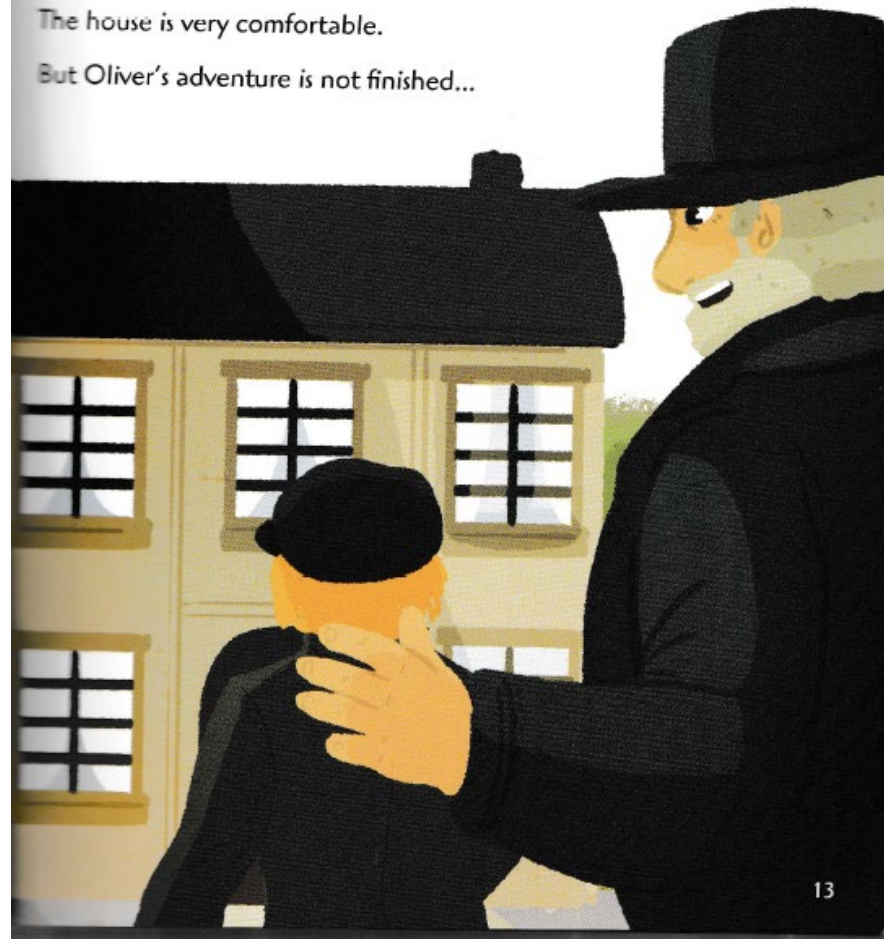
Oliver is very frightened. But the old man is very **kind**.
He sees that Oliver is not a bad boy.

"My name is Mr. Brownlow," he says. "Come with me!"

Mr. Brownlow takes Oliver to his house.

The house is very comfortable.

But Oliver's adventure is not finished...



13

One day, Nancy and her boyfriend Bill Sikes see Oliver in the street.

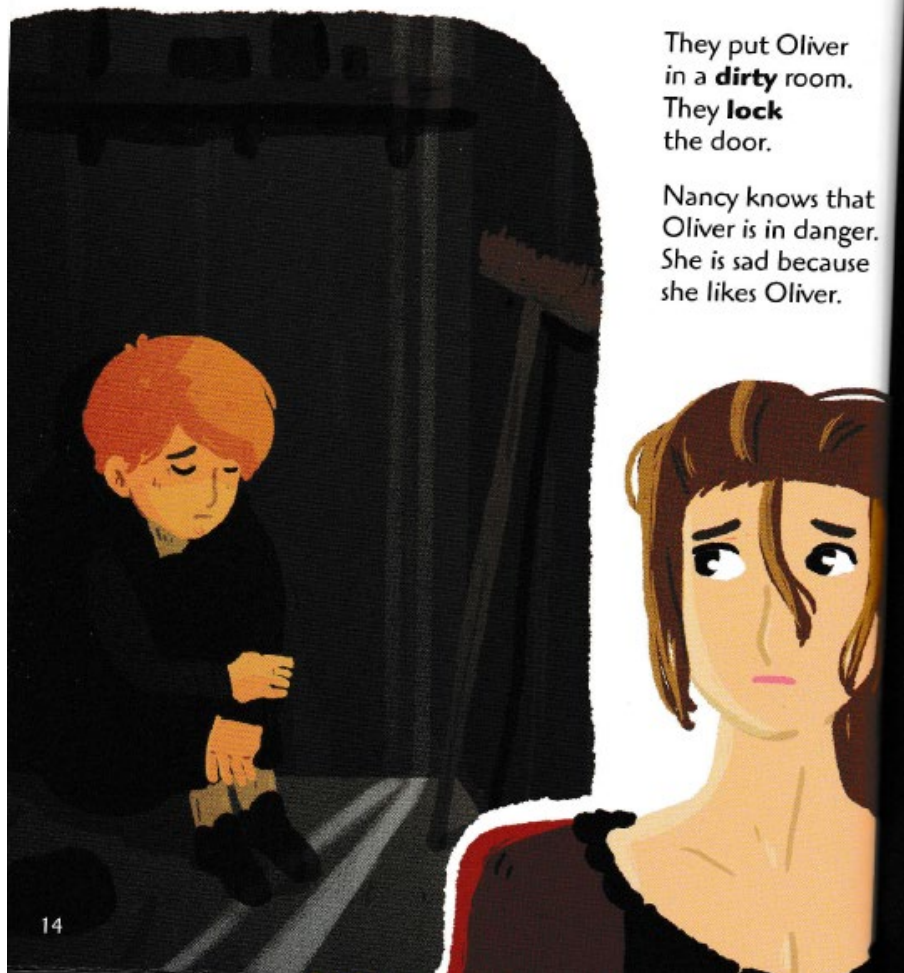
Oliver tries to run away, but Bill catches him.

They take him to Fagin's house. Fagin is very angry.

"**Lock him up!**" he cries.

They put Oliver in a **dirty** room. They **lock** the door.

Nancy knows that Oliver is in danger. She is sad because she likes Oliver.



14

It is now midnight. Bill Sykes **wakes** Oliver.

Wake up! Wake up,
you stupid boy!
We are going to work!

What kind of work?
Can you guess?

They are going to **rob** a house!



15

Oliver is a small boy. He can go through the window of the house.

But there is somebody **inside!**

A man with a **gun!**

Bang! Bang! The man **shoots** Oliver.

Oliver runs out of the house. But he is **wounded**.
He falls down in the street. Poor Oliver!



Oliver wakes up. He is not in the street.
He is not in Fagin's house. He is in a comfortable bed!

An old lady and a young woman come into the room.

My name
is Mrs. Maylie.

My name
is Rose. I am
Mrs. Maylie's
niece.

Mrs. Maylie and Rose
are very kind.
They take **care** of Oliver.



5 – Analysis of documents : « Child labor in England in the XIXth century » (Lycée)

Texte long mais accessible

Document 1 :

During the late eighteenth and early nineteenth centuries Great Britain became the first country to industrialize. Because of this, it was also the first country where the nature of children's work changed so dramatically that child labor became seen as a social problem and a political issue.

Children of poor and working-class families had worked for centuries before industrialization – helping around the house or assisting in the family's enterprise when they were able.

Once the first rural textile mills were built (1769) and child apprentices were hired as primary workers, the connotation of "child labor" began to change. Charles Dickens called these places of work the "dark satanic mills".

These child apprentices were paupers taken from orphanages and workhouses and were housed, clothed and fed but received no wages for their long day of work in the mill. A conservative estimate is that around 1784 one-third of the total workers in country mills were apprentices and that their numbers reached 80 to 90% in some individual mills.

After the invention and adoption of Watt's steam engine, mills no longer had to locate near water and rely on apprenticed orphans – hundreds of factory towns and villages developed in Lancashire, Manchester, Yorkshire and Cheshire. The factory owners began to *hire* children from poor and working-class families to work in these factories preparing and spinning cotton, flax, wool and silk.

What happened to children within these factory walls became a matter of intense social and political debate. Pessimists such as Alfred (1857), Engels (1926), Marx (1909), and Webb and Webb (1898) argued that children worked under deplorable conditions and were being exploited by the industrialists.

Reformers called for child labor laws and after considerable debate, Parliament took action and set up a Royal Commission of Inquiry into children's employment. Optimists, on the other hand, argued that the employment of children in these factories was beneficial to the child, family and country and that the conditions were no worse than they had been on farms, in cottages or up chimneys. Ure (1835) and Clapham (1926) argued that the work was easy for children and helped them make a necessary contribution to their family's income. Many factory owners claimed that employing children was necessary for production to run smoothly and for their products to remain competitive. John Wesley, the founder of Methodism, recommended child labor as a means of preventing youthful idleness and vice.

Given the role of child labor in the British Industrial Revolution, many economic historians have tried to explain why child labor became so prevalent. The most common explanation for the increase in supply is poverty – the family sent their children to work because they desperately needed the income. Another common explanation is that work was a traditional and customary component of ordinary people's lives. Parents had worked when they were young and required their children to do the same. The prevailing view of childhood for the working-class was that children were considered "little adults" and were expected to contribute to the family's income or enterprise.

From the industrialists and factory owners – children were a cheap source of labor that allowed them to stay competitive. Managers and overseers saw other advantages to hiring children and pointed out that children were ideal factory workers because they were obedient, submissive, likely to respond to

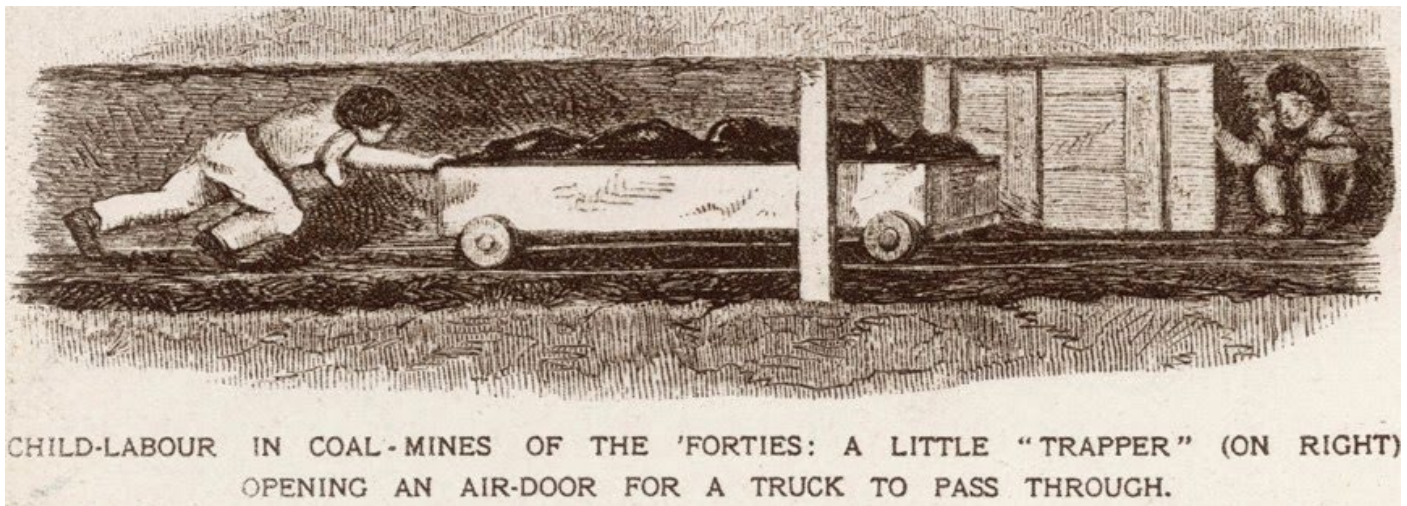
punishment and unlikely to form unions. In addition, since the machines had reduced many procedures to simple one-step tasks, unskilled workers could replace skilled workers. Finally, a few scholars argue that the nimble fingers, small stature and suppleness of children were especially suited to the new machinery and work situations. They argue children had a comparative advantage with the machines that were small and built low to the ground as well as in the narrow underground tunnels of coal and metal mines. The Industrial Revolution, in this case, increased the demand for child labor by creating work situations where they could be very productive.

Tuttle Carolyn, "Child Labor during the British Industrial Revolution". *EH.Net Encyclopedia*, edited by Robert Whaples. August 14, 2001. <http://eh.net/encyclopedia/child-labor-during-the-british-industrial-revolution/>

Questions :

- 1) Highlight with a color in the text the reasons for child labor.
- 2) Highlight another color the arguments of the factory bosses.
- 3) What are the criticisms against child labour ?

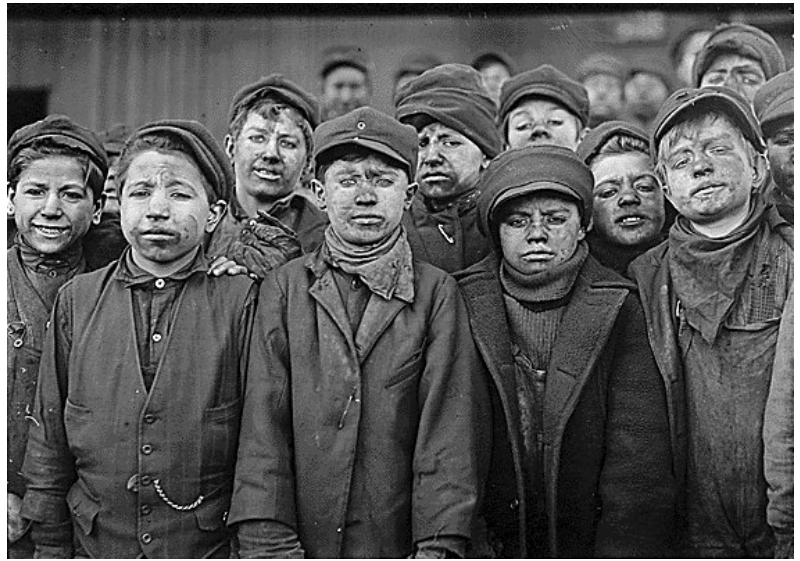
Document 2 : *Mining Child labor, Anonymus engraving, XIXth century*



Questions :

- 1) Present the document.
- 2) Describe the picture.
- 3) What seem to be the benefits of child labor ? Linked with the text.
- 4) What seem to be the difficulties of children ?

Document 3 : Child labor (anonymous pictures, XIXth century) (4^{ème} DNL)



Question :

Describe the pictures and suggest a hypothesis on their working conditions.

Document 4 : Child Labor and Education laws in Uk

1802 Health and Morals of Apprentices Act (not enforced): No apprentice in textile factories to work more than 12 hours a day. Night work was banned.

1819 Factory Act limits working day for children in cotton mills to 12 hours. Children under the age of 9 should not be employed, but magistrates did not enforce this. In 1833, Factory Act limits work for children in textile factories

Children aged 9-13 should work no more than 48 hours a week and includes provision for the education of children working in the textile factories (children under the age of 13 to attend school for 12 hours a week).

Inspectors employed to enforce law.

1842 Mines Act: Women and girls, and boys under the age of 10, were not allowed to work underground. Boys under the age of 15 were not allowed to work machinery.

1844 Factory Act: Children under 13 to work no more than 6.5 hours per day. Women and children aged 13-18 to work no more than 12 hours a day.

1844 "Ragged Schools" set up for the poorest children.

1847 Factory Act : limits women and children under 18 to 58-hour working week.

1860 Mines Act: Boys under 12 not allowed underground unless they could read and write.

1870 Education Act (Forster's Act)-sets up School Boards to provide schooling for 5-11 years old.

In 1875, Act passed which required all chimney sweeps to be licensed. Licences were issued only to sweeps not using climbing boys.

1878 Factory and Workshops Act: Employment of children under 10 banned. Regulations of control safety, ventilation and meals.

1880 Education Act school compulsory for children aged 5-10.

1891 Assisted Education Act funds each child, allowing schools to stop having to charge fees.

Questions :

- 1) Summarize the restrictions on child labor between 1802 and 1891.
- 2) How is the law respected ? Who controls ?
- 3) What made it possible to end child labor in England ?
- 4) In France, do you know who implemented the Education laws ? When ?

Document 5 : « The road to dividends » (4^{ème} DNL)

Anonymous cartoon, the National Child Labor Committee (U.S.), circa 1900



Dividends : les dividendes => ce sont les versements d'une entreprise à ses actionnaires

- 1) Present the document.
- 2) Describe the cartoon.

- 3) Explain the title.
- 4) What is the purpose of the author ?