

Teaching American History Grant: Learning Experience 2007-2008

(Jennifer Slauson, Rondout Valley High School)

Topic Title: Reform Legislation: Reaction to Industrialization

DATE: July 2007

Grade Level: 9-12

Overview of the Learning Experience:

This lesson is designed to focus on reform legislation passed in Great Britain during the 19th century in response to industrialization. The lesson can be easily adapted to a US History course by replacing British laws with American ones. The activity allows students an opportunity to practice their categorization skills while learning about political, civil, and social rights.

Learning Standards:

This lesson fits the Global History & Geography under Unit 5-G, and fits the US History & Government curriculum under Unit 3-A.

• New York State Social Studies Learning Standards

- » 2.2 - Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.
 - evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen
 - analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective
- » 2.3 - Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.
 - analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities
 - examine the social/cultural, political, economic, and religious norms and values of Western and other world
- » 5.1 - The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.
 - analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs
 - consider the nature and evolution of constitutional democracies throughout the world
 - compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making

Essential Question(s):

- How do working conditions affect workers productivity?
- What are civil rights, political rights, and social rights? Who is responsible for defining them?
- To what degree, if any, are social services such as unemployment insurance, compulsory education, and retirement insurance a right rather than a privilege?

Time Allotment: This lesson is designed to be completed in one 78 minute block.

Vocabulary (key terms):

- reform
- legislation
- human rights
- suffrage
- Parliament
- disenfranchised

Materials/Resources:

- Students
 - Reform Legislation Homework Questions
 - Copy of *Parliamentary Hearings on the Treatment of Women in Factories*.
 - List of 19th century reforms
 - British Reforms Worksheet
- Teachers
 - Farah, M. and Karls, A. World History: The Human Experience. Glencoe/McGraw-Hill: New York. 1999.
 - <http://www.victorianweb.org/>

Procedure:

1. Assign text reading and questions for homework (*British Reform Legislation Questions*.)
2. Bell Ringer Activity: Distribute copies of the *Parliamentary Hearings on the Treatment of Women in Factories* and ask students to read and respond to prompts.
3. Begin class by discussing and determining what are civil rights, political rights, and social rights. Relate student's ideas back to the *Women in Factories* reading.
4. In a whole class setting, discuss and review homework questions and solicit student responses.
5. Hand out a list of British Reform legislation and ask students to sort the laws on their Reform Legislation charts according to the categories listed. Working in pairs will provide students the opportunity to debate placement.
 - This activity can be completed in two ways depending on the level of learner.
 - ▶▶ For students who have difficulty writing ask them to cut and paste the laws on to their charts. Alternately, the lists could be pre-cut and students need just to paste in the appropriate space.
 - ▶▶ Advanced students may copy the laws directly on to their charts.
6. Closure: When students have had an opportunity to complete their charts, review as a class and complete question 10 of the homework question set.

Assessment:

Homework and classwork questions can be collected and graded. In addition, the following rubric can be used for students to evaluate their level of participation.

	Whole-Class	Small Group Work		Me, Myself, + I
	Participation	Shared Responsibility	Quality of Interaction	Responsibility
90+ Exceptional	I enthusiastically participated. I asked questions and offered answers/ideas.	In group responsibility was evenly shared I encouraged everyone to actively engage and stay on task.	I exhibited excellent listening and leadership skills and was aware of others' views and opinions in our discussions.	I accurately and completely sorted the British laws and thoughtfully responded to the "Reflection" questions.
80-90 Admirable	I actively participated. I asked at least one relevant question and presented ideas.	Everyone did something useful but it may not have been even.	I showed adeptness in interacting; lively discussion centered on the task.	I accurately and completely sorted the British laws and thoughtfully responded to the "Reflection" questions.
70-80 Acceptable	I presented a couple of ideas.	Responsibility was half shared. I wasn't really sure what I should do.	I listened attentively and discussion was good.	I sorted all the British laws and did the "Reflection" questions.
65-70 Amateur	I only spoke when I was called on.	We relied on one person to do it and then copied.	I didn't talk much. I was disinterested or distracted.	I got most of it done and quickly answered the "Reflection" questions.
50-65 Goof Off	I did not participate.	We just sat together.	I talked about something else.	I was more interested in my glue stick and only got a little bit done.
My score				
Teacher Score				

British Reform Legislation: Questions

Directions: Read pages 648-651 in your text. Then answer questions 1-9 in your own words.

1. By the 1800's Great Britain was a *limited constitutional monarchy*. Describe what that means.
2. Describe the main purpose of the “Reform Bills”.
3. What was the main result of the Reform Act of 1832?
4. Define disenfranchisement.
5. What did the Chartists want? How did they attempt to get it?
6. Describe how Great Britain's political parties changed after 1832.
7. What did the Parliament Act of 1911 do?
8. Define suffrage.
9. Who were the suffragettes? What did they want? How/when did they get it?
10. [This question will be completed in class]

Using your Reform Legislation Chart	
Describe a reform law that helped women.	
Describe a law that helped children	
Describe a law that corrected a social problem	
Describe a law that corrected a political problem	
Describe a law that corrected an economic problem	

Parliamentary Hearings on the Treatment of Women in Factories, Great Britain, 1815

Adapted from "Factory Conditions," *Eyewitness to History*, Edited by John Carey. New York: Avon books, pp. 295-298.

Characters involved:

- Elizabeth Bentley – a young woman who worked in a factory for years
- Members of Parliament (M.P's) 1, 2, 3
- Harmon: Committee Chairman
- Speaker of the House

Speaker: Hear ye, Hear ye, this session of the Committee on the treatment of women in Factories will begin.
Mr./Ms. Harmon if you would please...

Harmon: What age are you?

Bentley: Twenty-three

Harmon: Where did you live?

Bentley: Leeds, England.

Harmon: When did you begin work at the factory?

Bentley: When I was six years old.

MP #1: At whose factory did you work?

Bentley: Mr. Burk's.

MP #1: What kind of factory is it?

Bentley: A textile factory. We made spun raw cotton into fabric.

MP #2: What was your business at the mill?

Bentley: I was in charge of a cotton-spinning machine.

MP #2: What were your hours at the mill?

Bentley: From 5 in the morning until 9 at night, when we were really busy.

MP #2: For how long might you work such an excessive schedule?

Bentley: I worked that sort of schedule for more than a year at one point.

MP #3: Was time allowed for meals?

Bentley: We got 40 minutes at noon.

MP #3: Did you have any time to eat your breakfast?

Bentley: No, we just ate when we could find a minute.

MP #3: What about time for drinking water or tea?

Bentley: No, just whenever we could.

Harmon: Do you consider your job to be physically difficult?

Bentley: Yes.

Harmon: Explain what you had to do.

Bentley: When the frames are full of cotton thread, the frames are stopped. I took the flyers off, and the full bobbins of thread off, and then carried them to the roller. I then put empty bobbins on, put the flyers back on and then got the frame going again.

M.P. #2: Does that keep you constantly on your feet?

Bentley: Yes, there are so many frames and they run so quick.

M.P. #2: Is your labor very fast and tiring?

Bentley: Yes, you don't have time for anything.

M.P. #1: Suppose you slacked a little bit, were late to work - what would they do?

Bentley: They would strap us with a strap of leather.

M.P.#1: And they are in the habit of strapping those who are the slowest at their job?

Bentley: Yes.

M.P. #1: Girls are hit as well as boys?

Bentley: Yes.

M.P. #1: Have you ever been strapped?

Bentley: Yes.

M.P. #1: Have you ever been strapped severely?

Bentley: Yes.

M.P. #3: Is the strap used so as to hurt you excessively?

Bentley: Yes it is. I have seen the overseer make little girls hug poles and then go down a row of them and just strap them as hard as he could.

M.P. #3: What was his reason for that?

Bentley: He was very angry.

Harmon: Are you permanently disabled as a result of your work?

Bentley: Yes I am. I have problems standing up straight. I have constant pain in my knees, shins, and back.

Harmon: When did these injuries begin to appear?

Bentley: When I was thirteen. It has gotten worse since. I cannot express the pain and weariness that I feel.

M.P. #2: For all this work, did you at least earn enough money to support your family?

Bentley: The money I made did help my family out. But it took all of us, including all 5 of my brothers, working just to barely make it. I guess I would have made more if I had been a man, but as a young girl I got paid hardly anything.

M.P. #2: What do you mean “as a young girl”? What does being a young girl matter?

Bentley: The factory owners said that kids can do less work than adults. So kids got paid less. They also said that girls are less capable than boys so they paid us girls even less. It always seemed to me though that I worked just as hard as anyone else. I think the owners just hired people like me so they could save money.

M.P. #3: One thing I’ve been wondering - how did you find time to go to school with all the hours you worked?

Bentley: I didn’t. I would love to learn to read and write, but I think it’s too late now. The owners used to call us stupid. I think he was right. I’ve never been able to go to school.

M.P. #1: What are you doing now?

Bentley: Because of my injuries, I cannot work a normal job. I am in the poorhouse.

Harmon: Thank you, Ms. Bentley. That will be all.

Speaker: Session in recess.

Hearings on the Treatment of Women in Factories

What year was this hearing?	
At what age did Elizabeth start working at the factory?	
What type of factory was it?	
What sort of hours did she work?	
How many hours per day?	
Describe the breaks she got during the day for eating and drinking.	
What happening if she slowed down or did sloppy work?	

What physical problem did Bentley end up with?	
Why did business owners hire women and children in factories and mines?	

Reflection: What sort of laws or changes do you think would fix the problems of the workers? (Write a paragraph.)

British Reform Legislation

DIRECTION OF REFORM	LAWS ENACTED
Toward Greater Human Rights	
Toward More Representative Government	
Toward Universal Suffrage	
Towards More Rights for Workers	
Toward Improved Education	

British Reform Legislation: Teacher's Key

DIRECTION OF REFORM	LAWS ENACTED
Toward Greater Human Rights	<p>1807: The Slave Trade Act becomes law abolishing the slave trade in the British Empire</p> <p>1882: The Married Women's Property Act meant that women did not lose their right to their own property when they got married and could divorce without fear of poverty.</p> <p>1884: Slavery is outlawed in the British Empire.</p>
Toward More Representative Government	<p>1832: The Reform Act of 1832 gave representation to new industrial towns; extended voting rights to adult males who rented land of a certain value (but specifically disenfranchised women and makes women's suffrage an issue)</p> <p>1911: Law restricted powers of the House of Lords; elected House of Commons became supreme.</p>
Toward Universal Suffrage	<p>1829: Parliament gives Catholics the right to vote and hold most public offices.</p> <p>1858: Law ended poverty qualifications for members of Parliament.</p> <p>1867: Reform Act gave vote to many working-class men (enfranchised all male householders.)</p> <p>1884: Law extended voting rights to most farmers and other men.</p> <p>1918: The Representation of the People Act gave women householders (women over 30) the vote and property restrictions for voting were lifted for men.</p> <p>1928: Women get the vote on the same conditions as men</p>
Towards More Rights for Workers	<p>1825: Trade unions are legalized</p> <p>1847: The Ten Hours Act reduces working hours</p> <p>1871: The Bank Holiday Act creates a number of fixed holidays which all sectors of society could enjoy</p> <p>1878: Factory Act of 1878 Code applied to all trades. No child anywhere under the age of 10 was to be employed. Compulsory education for children up to 10 years old. 10-14 year olds could only be employed for half days. Women were to work no more than 56 hours per week</p> <p>1909: Trade Boards Act set basic wages for 6 industries that were considered to pay low wages.</p> <p>1911: National Insurance Act gave workers the right to sick pay, unemployment pay and compulsory health insurance was provided for low-wage workers</p>
Toward Improved Education	<p>1870: Education Act sets the basis for universal primary education (elementary school), run by elected school boards.</p> <p>1902: Law created a system of state-aided secondary schools (high school). Industrial cities, such as London and Manchester, set up public universities.</p> <p>1908: Children and Young Person's Act provided with free school meals.</p>