

INDUSTRIAL REVOLUTION Work Station Fiesta!

NAME: _____

Station # 1: Textiles

To complete this station, use “The Textile Industry” section in your textbook (Pages 135-138), watch the YouTube video, “Revolution in the Textile Industry,” and refer to the photographs provided.

What are textiles?

Why did Britain have an advantage over other countries when it came to textiles?

Name 3 inventions that made textile-making much more efficient and briefly describe how they work:

○

○

○

What was the “Cottage Weaving Industry” and how was it affected by these new inventions? [Refer to Image #3 and perhaps do an additional search on Google if you are still unsure]

Who were the “Luddites”?

Look at Image #1. Is this a scene that would be normal in Canada today? Why/Why Not?

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Station #2: The STEAM MACHINE

To complete this station, use “The Steam Machine” section in your textbook (Pages 138-139), watch the YouTube videos, “Working Model of Stephenson’s STEAM ENGINE made of Glass!” and “The World’s First Steam engine Working” (Thomas Newcomen’s design) and refer to the photographs provided.

Mostly we think of the steam engine as a power source for factories and trains, but early on what was it used for (See p. 138 in your textbook)?

Briefly describe how a Steam Engine Works. Watch the first video mentioned above (glass steam machine) and look at other sources online. Draw a sketch to help explain.

Why do some people call the Steam Machine one of the most important inventions in Human history? How did it help shape the Industrial Revolution?

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Station #3: Iron & Coal

To complete this station, use “The Iron and Coal Industries” section in your textbook (Pages 139), watch the YouTube video, “9 The Industrial Revolution Coal and Iron” and refer to the photographs provided.

In point-form, list as many uses and benefits these products had on the Industrial Revolution in Britain.

Iron	Coal

Children often struggled through extremely difficult working conditions during the Industrial Revolution and coal mines were especially tough. Look at the photo and caption on page 147 of your textbook, and look at Image #1 at your station. Describe your reaction to these stories and photos.

Image #2 shows “Hector the Giant Lump of Coal”—a REAL children’s mascot from Australia. As you can see from the photo, he has children’s books. Why do you think coal companies would make a mascot like this—what are they trying to do? Do you think that Hector is a good role-model for kids?

Many of today’s coal mines look a lot different from the narrow tunnels in Britain. Modern machinery allows us to extract more ‘stuff’ from the earth. Is this good or bad? Why?

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Station #4: Transportation

To complete this station, use the “Transportation—From Market to Market” section of your textbook (Pages 140-142), as well as the documents provided.

Before the Industrial Revolution, was Britain’s road system in good shape? Explain.

Why is a good transportation system important for an industrial country?

Check out Images #1 and #2 (Canal system). What do you see in these images and how do canals make transportation easier?

Compare Image #3 to #4—What is similar and what is different?

Read the story in the green box on Page 142. Do you think you would have been excited, scared, both? What your reaction to the story.

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Station #5: Mechanization & the Factory System

To complete this station, read and check out the photos in your textbook on pages 143-146. If an Ipad is available, you can look at images online as well..

Draw a sketch/cartoon of the inside of a factory. Be sure to include visual details so that we can tell 1) What kind of factory is it? (What does it produce), 2) Who works there? 3) What are the conditions like? 4) Where do the workers sleep? 5) What powers the machines? You only have 10-20min so it doesn't have to be super-detailed, but try to include the elements described above. Use the rest of this sheet.