

History – "From Cottage to Factory"

Topic: The Industrial Revolution in Britain **CAPS Reference:** Term 1 – *The Industrial Revolution in Britain and Southern Africa* **Duration:** 40 Minutes **Materials:** Paper, Pencil, Grey/Black crayon (for smoke/soot).

Learning Objective



- Students will contrast the "Cottage Industry" system with the "Factory System."
- Students will visualize the social changes (urbanization and child labor) brought by industrialization.

Instructions

1. Context (5 Mins):

- Teacher: *"Before 1750, most things were made by hand in small farmhouses. By 1850, machines had taken over. We are going to draw that massive change."*

2. The Procedure (30 Mins):

- **Stop 1: The Cottage Industry (Before)**
 - *Teacher Script:* "Imagine a family living in a green, quiet countryside. The mother sits by a window spinning wool on a wooden wheel. The air is clean. They work at their own pace."
 -  **STOP AND DRAW:** Draw a small house with a spinning wheel inside. Draw trees and a clear sky outside.
- **Stop 2: The Factory System (The Change)**
 - *Teacher Script:* "Now, imagine a massive brick building. It has tall chimneys pumping black smoke into the sky, blocking the sun. Inside, there are loud, dangerous machines that never stop. The air is full of soot."
 -  **STOP AND DRAW:** Draw a large square factory. Use your grey/black crayon to cover the sky in smoke.



- **Stop 3: Child Labor (The Workers)**

- *Teacher Script:* "The machines were built low to the ground. Factory owners needed small people to crawl underneath and fix them. They hired children as young as six. Imagine a child crawling under a dangerous machine."
- ● **STOP AND DRAW:** Draw a large machine (gears and wheels). Draw a small stick-figure child crawling underneath it.

3. Review (5 Mins):

- **Discussion:** Look at your drawing of the clean cottage vs. the dirty factory. Why did people move to the factories if they were so dirty? (Answer: Enclosure Acts/Need for money).