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PowerPoint

# Children in factories Conditions and Punishments

# A Day in the Life of a Child Factory Worker



**Task :** use the skill of corroboration to find out the ‘average ’ experience of a 19th century child worker.

Sources of Information	Starting Age	Start Time	Hours worked	Type of work	Breaks	Wages ( Money )
The pay for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with women earning seven shillings (35p) and children three shillings (15p). For this reason, employers preferred to employ women and children. Many boys were sacked when they became an adult.						
“The smallest child in the factories were scavengers. They go under the machine, while it is going.....it is very dangerous when they first come, but they become used to it.”						
“We went to the mill at five in the morning. We worked until dinner and then to nine or ten at night; on Saturday it could be till eleven and often till twelve at night. We were sent to clean the machinery on the Sunday.”						
“In the evening I walked to Cromford and saw the children coming from their work. These children had been at work from 6 o’clock in the morning and it was now 7 o’clock in the evening.”						
“I began work at the mill in Bradford when I was nine years old.....we began at six in the morning and worked until nine at night. When business was brisk, we began at five and worked until ten in the evening						
“Very often the children are woken at four in the morning. The children are carried on the backs of the older children asleep to the mill, and they see no more of their parents till they go home at night and are sent to bed.”						
Many children worked 16 hour days under atrocious conditions, as their elders did. Ineffective parliamentary acts to regulate the work of workhouse children in factories and cotton mills to 12 hours per day had been passed						
The youngest children were usually employed as scavengers and piecers. Scavengers had to pick up the loose cotton from under the machinery. Children were expected to do this work while the machine was still working						
"A little girl about seven years old, who job as scavenger, was to collect incessantly from the factory floor, the flying fragments of cotton that might impede the work... while the hissing machinery passed over her, and when this is skillfully done, and the head, body, and the outstretched limbs carefully glued to the floor,						
normal shifts were usually 12-14 hours a day, with extra time required during busy periods. Workers were often required to clean their machines during their mealtimes						
Children as young as six years old during the industrial revolution worked hard hours for little or no pay. Children sometimes worked up to 19 hours a day, with a one-hour total break.						
The youngest children in the textile factories were usually employed as scavengers and piecers. Piecers had to lean over the spinning-machine to repair the broken threads.						
<b>Using the information found in all the sources - Write down the most commonly seen or corroborated information .</b>						

# Determining The Usefulness of A Source Using NACHOS.



**Discover:** how to judge the usefulness of a source using 'NACHOS' **Explore:** how useful the source presented below is **Skill:** source analysis and evaluation.

		Useful: explain	Not Useful: explain
<b>N</b>	<b>Nature</b> of the source. This means source type. EG: Letter, speech, diary, book, poster, newspaper report.		
<b>A</b>	<b>Author</b> of the source. This is the who and when. Are they an expert. Is it a primary eyewitness or secondary information?		
<b>C</b>	<b>Content</b> of the source. This means what it tells us. Does it contain important info, is it factual, opinion or biased?		
<b>H</b>	<b>Happening</b> This is about context. What was happening when the source was made. Could this add or detract value?		
<b>O</b>	<b>Omitted</b> is about limitations of the source. What is left out and the things it cannot tell us.		
<b>S</b>	<b>Special reason</b> is about motive or why. Is it propaganda, persuasion or created for another specific purpose?		
<b>Conclude:</b> the source is / is not useful. Answer should always have a 'yes' element!		Useful : <input type="radio"/>	Not Useful : <input type="radio"/>

“I work at the silk mill. I am an overlooker and I have to superintend the children at the mill. Their strength goes towards the evening and they get tired. I have been compelled to urge them to work when I knew they could not bear it. I have been disgusted with myself. I felt myself degraded and reduced to the level of a slave-driver.

**William Rastrick, interviewed in 1832.**



**How useful is source A ?**

**Intro :** *Not useful / somewhat / very useful*

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**P1 :** Content : does the **reliability** influence usefulness?

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**P2 :** Origin Useful ?

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**P3 :** Other reason ?

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**What am I  
THINKING ?**








# A Punishment to Fit the Crime.

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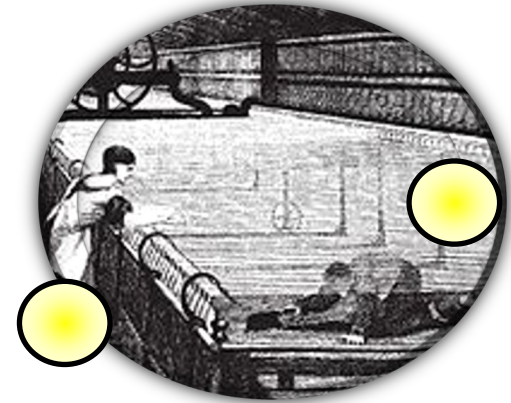
 **Discover:** the types of punishments used in factories **Explore :** the types of behaviors that led to these punishments **Skill:** empathy.

The children who worked in the mills or factories had few to no rights. Some of the children were orphans ( they had no living parents ) to take care of them. The work was long , difficult and dangerous and they were treated very harshly. Put yourself in the shoes of a factory owner - listed below are some types of behaviors you don't want to see in your factory - think about how you will punish the children for these 'crimes' .

Poor Behaviour or 'Crime'	My Punishment Suggestion - no repeats!	What actually happened in the mill / factory ?
1 : It has been a long day in the factory. One small boy is getting sleepy and finding it hard to concentrate on his work.		
2 : A young boy is not getting enough work done.		
3 : One of the older girls is seen talking to some of the 'lads' ( boys ) in the factory.		
4 : One of the smaller boys is seen sitting down next to his machine.		
5 : A girl accidently knocks over her food can over that is placed next to her machine.		
6 : Work begins at 5am—a boy arrives at the factory at 5:15am.		
7: Work begins at 5am— it is 6 AM and a boy has still not arrived. You are told he is still at home sleeping.		
8 : An older girl is heard telling other children she will run away and that they should do the same.		
9 : A small girl stops her machine because she feel sick and dizzy.		
10 : An 11 year old boy has been heard whistling while he works his machine.		

# Children in Factories : working conditions.

 **Skill** : use the sources of information and your knowledge to answer the questions below.



What was a piecer's job ?

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Label this job ( P ) on the image

What was a scavenger's job ?

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Label this job ( S ) on the image

"The noise was what impressed me most. Clatter, rattle, bang, the swish of thrusting levers and the crowding of hundreds of men, women and children at their work. Long rows of huge spinning-frames, with thousands of whirling spindles, slid forward several feet, paused and then slid smoothly back again, continuing the process unceasingly hour after hour while cotton became yarn and yarn changed to weaving material. Often the threads on the spindles broke as they were stretched and twisted and spun. These broken ends had to be instantly repaired; the piecer ran forward and joined them swiftly, with a deft touch that is an art of its own."

**John Clynes became a piecer at the age of 10.**

How did John Clynes feel about the factory?

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"At a meeting in Manchester a man claimed that a child in one mill walked twenty-four miles a day. I was surprised by this statement, therefore, when I went home, I went into my own factory, and with a clock before me, I watched a child at work, and having watched her for some time, I then calculated the distance she had to go in a day, and to my surprise, I found it nothing short of twenty miles."

**John Fielder. Factory Owner:**

How far did the child walk in a day?

Why was John Fielder surprised by this?

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# What was It like for the children working in factories?



**Task :** match the original witness accounts ( top row ) with the simplified statements below.

"I have seen my master, Luke Taylor, with a horse whip standing outside the mill when the children have come too late.....he lashed them all the way to the mill."

"This he found was strictly forbidden in cotton mills. His overlooker, Mr. Smith, told him he must keep on his legs. He did for six and a half hours without a break."

"In the evening I walked to Cromford and saw children coming from their work. They had been there from 6 o'clock in the morning and it was now 7 o'clock in the evening."

"But accidents frequently occur; and many are the flaxen locks, rudely torn from infant heads, in the process."

"None of the work in which children and young persons are engaged in mills require constant attention. It is scarcely possible for any employment to be lighter."

" I have conversed about the factories some to this: Manchester is occasioned not by the labour , but by the defective arrangements for cleanliness and ventilation.

"There was another girl called Mary.....she knocked her food can to the floor. The master, Mr. Newton, kicked her and caused her to wear away'."

A

The hair of children got caught in machines and was ripped out.



B

A child was killed after being attacked by someone in the factory.



C

Children who were late were hit with a whip.



D

Children worked for 13 hours.



E

The work was not too hard but factories were dirty and dangerous.



F

The work was not very hard.



G

Sitting during work hours was not allowed.



## A factory reformer interviews factory owner Edward Baines.



Q : Good morning Mr Baines, let me get straight to the point. Do you really believe that the work in factories is easy for the children ?

A: \_\_\_\_\_

Q : Mr Baines, how long do the children work each day in your factory ?

A: \_\_\_\_\_

Q : Are the children who work in your factory punished in any way, if so how and what is this for ?

A: \_\_\_\_\_

Q : Don't you think that it is better not to have children as young as six working in your factory?

A: \_\_\_\_\_

Q : There was something else I wanted to ask you \_\_\_\_\_

A: \_\_\_\_\_

Q : Finally, Mr Baines, I have one more question \_\_\_\_\_

A: \_\_\_\_\_