

Year 8 Home Learning – History

The following should take you up to May half term. It should roughly be about 7 lessons' work. Feedback: if you send the tasks marked * to your History teacher directly by email, they will happily mark them.

Lesson 1 Living Conditions in 19th Century Towns and Cities

Do some picture research and choose 3 pictures which best sum up the conditions in which people lived in Victorian towns and cities. At least one should be a photograph, and at least one should be a cartoon from a newspaper or magazine published at the time. You should label the pictures to explain what they tell us.

Lesson 2 Living Conditions in 19th Century Towns and Cities: Cholera

Watch this clip about the work of Edwin Chadwick and John Snow. Answer the questions below.

<https://www.youtube.com/watch?v=TT4Z1Ikf36w>. If this link is missing, search for 'BBC teach chadwick and snow'.

- 1) What was Chadwick asked to do?
- 2) What did he discover?
- 3) Why did he think this was good for the nation?
- 4) What did he recommend?
- 5) How did Parliament react?
- 6) Why did Parliament change its mind and what did it eventually do?
- 7) What did Chadwick believe about the causes of disease?
- 8) What theory did Snow have about the causes of disease?
- 9) How did he prove his ideas?
- 10) Explain why mapping the dead was so important in Snow's work.

* Write a letter from Dr Snow to the government, explaining what you think they should do, and why.

Government action on cholera. Read these points and answer the question underneath

1848: the British government passed a law making it possible for local councils to raise taxes to improve public health, e.g. to provide clean water and sanitation.

1875: the government made it compulsory for local councils to provide clean water and sanitation.

Why did it take so long for the government to take action? You may wish to refer back to the clips you have watched, especially the idea of 'laissez faire'.

Lesson 3. This is deliberately more challenging, so follow the instructions carefully and use the information you have learned.

* Write a **narrative account** of why conditions became so bad in industrial towns and cities of the 19th century.

You may use the following in your answer:

- The living conditions of poorer people.
- The arrival of infectious diseases such as cholera.
- Why the government took a long time before taking effective action.

Tips for writing a 'narrative account'

What is a 'narrative account'? It's just the story of towns and cities in the order in which it happened.

How do I start my answer? Begin the paragraph with 'One reason that conditions in industrial towns and cities became so bad was ...'

What about the next paragraph? At the beginning of the next paragraph, before you write about the next development, try to use a linking phrase.

Is that it? No. Make sure you keep focusing on the phrase 'why conditions became so bad in industrial towns and cities', and make sure you are using specific information from your own knowledge.

Lesson 4 Protest in the 19th Century

The Chartists were a group of people who organised petitions (or Charters) for the reform (change) of parliament. There were three main petitions: in 1839, 1842, and 1848. Here are the demands of the Chartists from 1848:

1. A vote for every man 21 years of age or above.
2. The secret ballot.
3. No property qualification for MPs.
4. Wages for MPs
5. Equal constituencies for MPs.
6. Annual elections.

Draw up a Chartist poster. This should explain to people of the 19th century why the Chartist demands are important. You must explain this in a simple, bold way, using pictures where possible.

Other forms of democracy: trade unions. Carry out some research and answer these questions.

- 1) What is a trade union?
- 2) When were they first set up in the UK?
- 3) Why were they so unpopular with the government and how were some people punished?

Lesson 6 Florence Nightingale. Use this clip to draw up a storyboard of 6-8 pictures with labels, showing the main achievements of Florence Nightingale.

<https://www.youtube.com/watch?v=jONlz7vaMnU>. If this link is missing, search for 'BBC teach florence nightingale'.

Watch this next clip and answer the questions underneath.

<https://www.youtube.com/watch?v=nc0cht6Yfl8>. If this link is missing, search for 'BBC horrible histories florence nightingale and mary seacole'.

- 1) What was the nature of the dispute between Florence Nightingale and Mary Seacole?
- 2) Explain why you think one of these women is more famous than the other.

Lesson 7 The Suffragettes. Carry out some research and answer these questions.

- 1) Explain why some women in the late 19th and early 20th centuries thought it was so important to gain the right to vote.
- 2) Explain the difference between the Suffragists and the Suffragettes.
- 3) Which group's methods of protest do you agree with more, and why?
- 4) Why do you think some women were against women being given the right to vote?
- 5) Explain whether you think that Emily Davison intended to be killed at the Derby of 1913?