

## KS3 HISTORY Britain 1750-1900

**Bring your year 8/9 pupils to The Workhouse to understand attitudes to the poor and to unemployment during the industrial revolution.**

Groups will undertake an interactive guided tour which includes the following elements:

- Short Victorian school lesson
- Guardians Quiz – a source-based ‘pop quiz’ looking at workhouse management issues
- Imagining the contents and style of decoration in the rooms and sketching plans based on evidence

Key skills used will include:

- Listening to and expressing opinions
- Questioning historical data
- Using a building as a primary source by looking at architectural clues

### BEFORE THE VISIT

#### **Essential Preparation**

The attached worksheet will be used for this activity. **It is essential that students have this worksheet as the tour is based on this worksheet, if not it can affect the students understanding of the tour.** We ask teachers to photocopy enough copies of this worksheet for the pupils and staff in your group. If you are unable to do so, please let us know at least one week before your visit so that we can make the copies at an **additional charge** of 50p per pupil.

#### **If you have time**

Students should carry out research into the background of the workhouse system, the Poor Law and various levels of provision for the poor. If requested, information can be provided in advance which includes the rules for Masters, punishment records, Guardians’ minutes, and other primary resources. They should be able to answer certain basic questions before visiting, for example:

- Why did people enter the workhouse?
- What happened to families when they entered the workhouse?
- What did people do in the workhouse? Etc.

#### **Your Visit**

The guided tour activity is designed for a visit from 10:00 to 12:30, though timings can be flexible. For costs see ‘Essential Information’.

A mid-morning break can be included if requested in advance.

A lunch area can be provided. We offer the following afternoon workshops to complete your visit, if you would like to stay on after lunch.

## **Workshop options**

**These activities are available as one to one and a half hour afternoon sessions to follow the morning session detailed above.**

1. **Citizenship through history – Child labour debate**  
Children are in mid-nineteenth century role as two groups of people: mill owners and social reformers. The groups work separately with evidence about child labour which includes tables of figures, photographs, illustrations and brief histories about individuals who were important in this field. The groups prepare arguments, then meet with the others to debate the pros and cons of child labour in the 19<sup>th</sup> century.
2. **Citizenship – Human rights discussion**  
In small groups, pupils look at object cards to decide which of the things pictured are 'needs' and which are 'wants'. In their group they must decide which 8 of the 24 cards are most important. They include clean water, a personal computer, education and freedom to practice your own religion. Groups must then present their decisions to the rest of the class to find out if they have reached a consensus. Pupils then look at copies of the Big Issue and write a short article or make a poster suggesting an article for the magazine.
3. **Citizenship through drama**  
**A terrible Experience for the Carney Family**  
Children hear a story about the plight of the Carney family, who have been forced into the Workhouse by their unfortunate circumstances. Children then work in small groups to develop scenes which illustrate the story, using skills of planning and improvisation.

**If you require further information or evidence, please contact the Community Learning Officer on 01636 817262.**

# Workhouse Workbook

Name:

Class:

Use this workbook when you visit The Workhouse,  
Southwell. Fill in the answers with pencil.

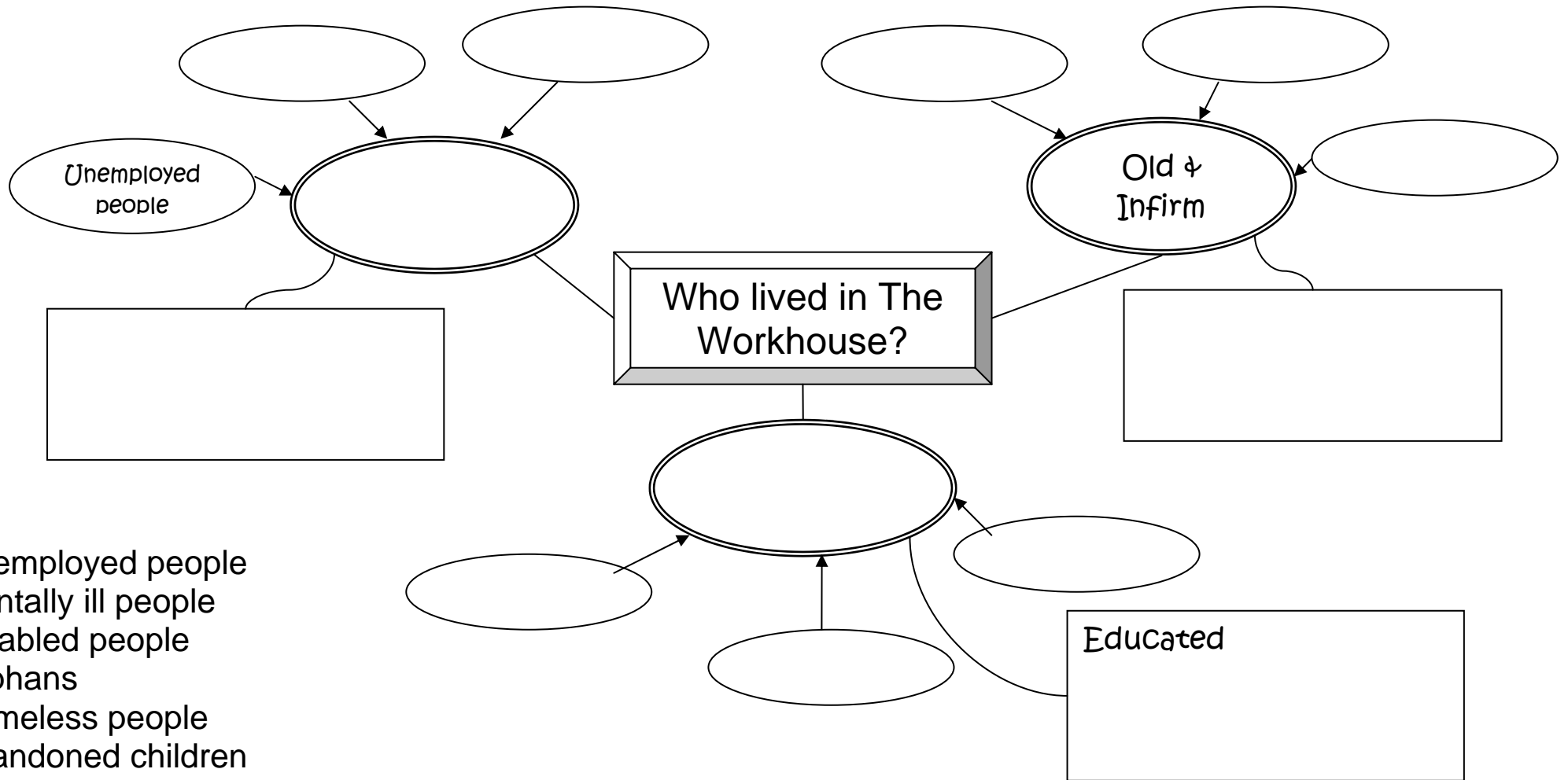
After your visit you can use the information you  
have collected to write a guidebook for  
The Workhouse.

# Fill in this diagram to explain who lived in The Workhouse and why.

In the double-outlined ovals write the names of the three main groups of people who lived here.

In the smaller ovals write some words from the list below.

In the rectangles say how these groups of people were treated in The Workhouse.



- Unemployed people
- Mentally ill people
- Disabled people
- Orphans
- Homeless people
- Abandoned children
- Single mothers
- Older people
- Children with families

During your tour you will find out about some punishments given to inmates. Write about three of them on this sheet.

<b>Name of inmate</b>	<b>What did they do?</b>	<b>How were they punished?</b>

## What was life like in The Workhouse?

What did people eat for ...?

Breakfast

Dinner

Supper

Treats

What happened to families who came here together?

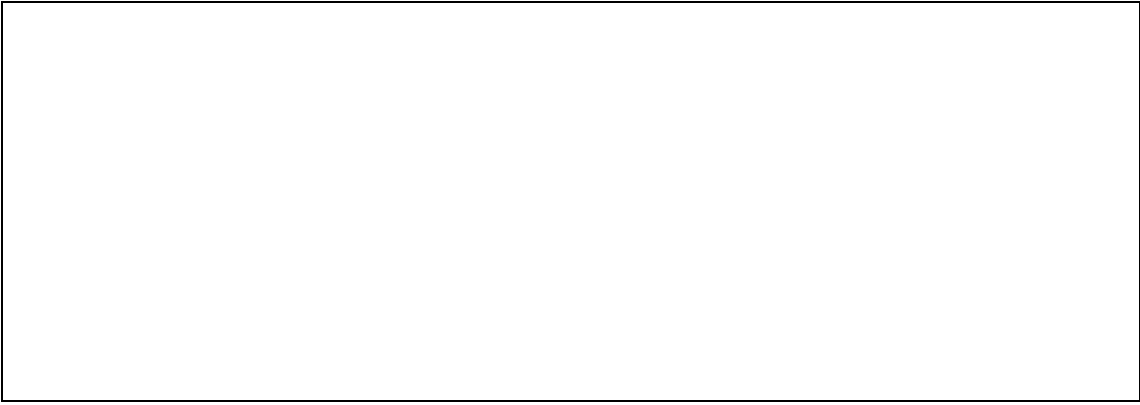
What work did people do in The Workhouse?

Men

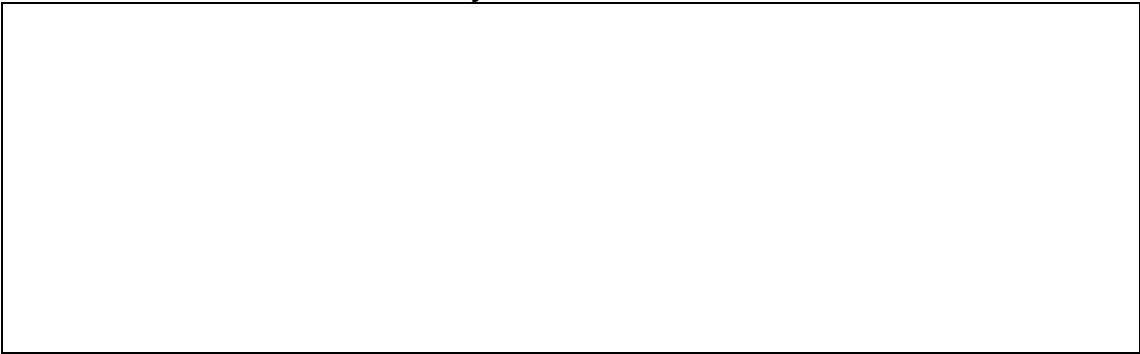
Women

Children

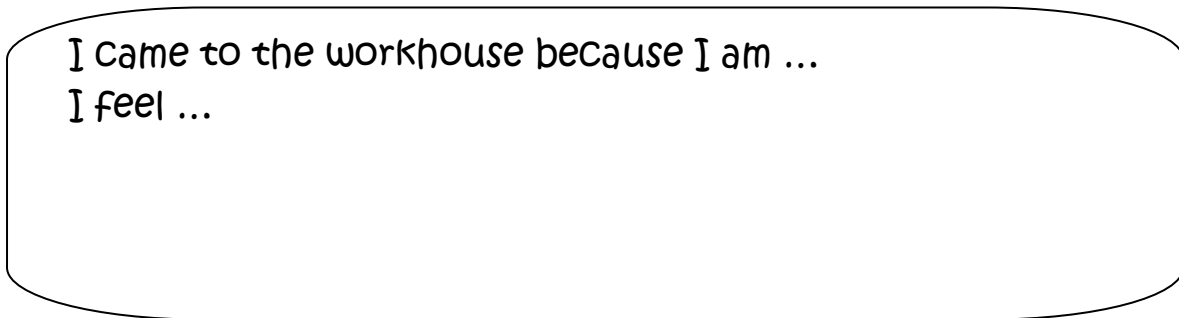
What did children learn in the Schoolroom?



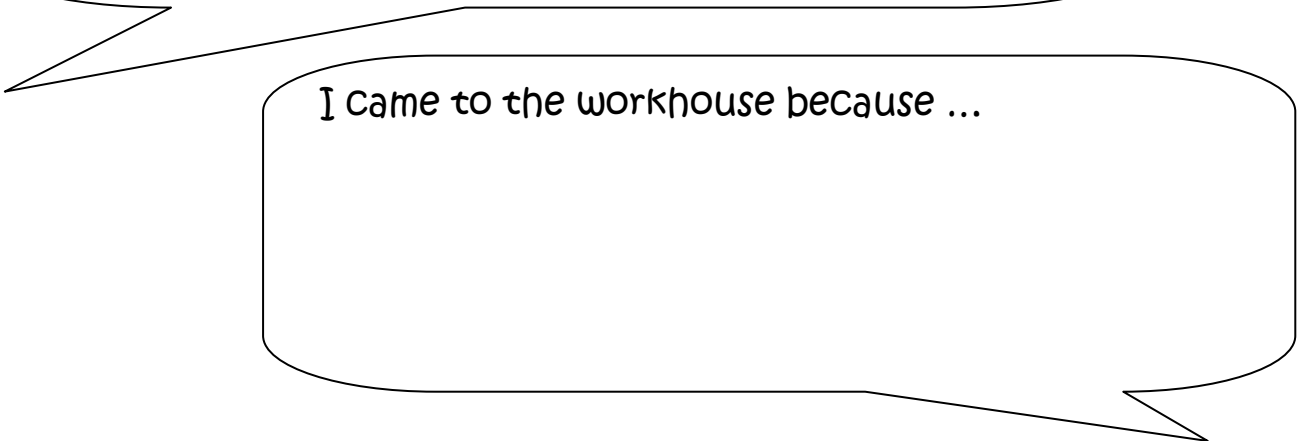
Some people say that workhouse children had a better life than other children. Why?



How did it feel to live in a workhouse? Think about different people's experiences.



I came to the workhouse because I am ...  
I feel ...



I came to the workhouse because ...