

Trade and Empire, 1750-1900

Vocabulary lists

As you work through this pack, write down any word or historical term that you do not understand. Find out its meaning from a dictionary, reference book or encyclopaedia. Here is a way of doing this:

Word or phrase	Meaning
Colony	a settlement of people in a new country, subject to the rule of the mother country

The following list gives some of the words that you are likely to come across. Write a definition on this sheet as you discover what they mean:

- Bengal
- Boers
- British Raj.....
- Civilisation
- Dominion
- Empire
- Free trade.....
- Imperialism
- Maoris.....
- Middle Passage.....
- Migrants.....
- Profit
- Trading posts.....
- West Indies.....

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Rhodes himself was behind the annexing of the territories of Bechuanaland (Botswana), Southern Rhodesia (Zimbabwe) and Northern Rhodesia (Zambia) in 1889. Rhodes was also determined to take over the territories governed by the Boers – the descendants of Dutch settlers in southern Africa – a policy which led to the Boer War (1899-1902). In 1918 Britain took over the former German colonies in Africa, thereby completing control over land ‘from the Cape to Cairo’.



The Empire East of Suez, 1890

British missionaries went to Africa to convert native people to Christianity. But white colonists relied increasingly on the repeating rifle and Maxim gun. Thousands of Africans were killed in the Zulu War of 1879, Rhodes' forces fought battles with the Matabele and Mashona tribes, and 20,000 died during the British annexation of the Sudan. Nonetheless, the British brought the benefits of schools, hospitals, factories, roads, railways, a higher standard of living, and sports such as cricket and rugby to the peoples of the Empire.

Most people in Britain took great pride in “The Empire on which the sun never sets”. The Empire provided an enormous market for the sale of British manufactured goods. At the same time, the countries of the Empire supplied Britain with raw materials for industry and food for the increasing population. By the end of the nineteenth century the Empire was changing. Canada, New Zealand and Australia had become Dominions, almost free from British rule but keeping Queen Victoria as their Queen. This was to lead in the twentieth century to most British colonies gaining independence, but staying linked as the Commonwealth.



Cecil Rhodes

Task

Make a list of the territories added to the British Empire between 1830 and 1900.

Unit 3: The Industrialisation of Britain

National Curriculum Key Elements

- 1 Chronology (a, b)
- 2 Range and depth of historical knowledge and understanding (a, b, c, d)
- 3 Interpretations of history (a)
- 4 Historical enquiry (a, b)

Activities

The aim of this unit is for students to learn about the key changes brought by the Industrial Revolution in the following industries:

- textiles – **Student sheet 12** (pages 26 to 28)
- iron – **Student sheet 13** (pages 29 and 30)
- steam – **Student sheet 14** (page 31)
- coal – **Student sheet 15** (page 32)
- communications – **Student sheet 16** (page 33)

Also when, how and why these changes came about, their causes and consequences, and how life was affected by these changes. Each activity provides scope for inquiry into and analysis/explanation of the life and work of the key inventors and their inventions, and opportunities for in depth studies.

While each industry is studied separately, with the aid of brief passages of information, pictures, diagrams, statistics and stimulus questions, the exercises are also intended to lead students to develop overviews of the main events and changes, by making links between the developments. For example, the application of steam power to industries, the development of the factory system, the importance of coal as a fuel for Britain's great nineteenth century industries, etc.

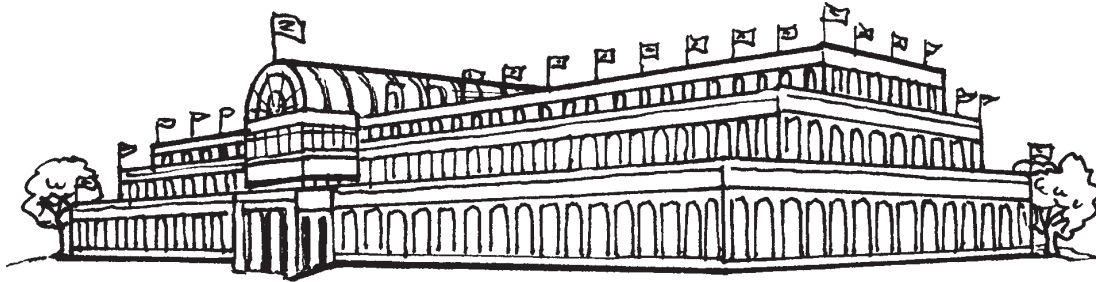
The Industrial Revolution lends itself to the analysis of interpretations, eg looking at different interpretations of the advantages of industrialisation in terms of economic gain and the disadvantages in terms of the social and environmental costs. Were people's lives better or worse off for the changes? No doubt students' assessments will rightly take into full account the sources depicting child labour in a textile factory and the appalling conditions in the coal mines, as evidence of social cost. But other sources and further investigation should prompt consideration of the gains (eg greater opportunities for travel and mobility). **Student sheet 17** (page 34) presents different interpretations as to why Britain lost the lead as an industrial power in the latter part of the nineteenth century.

Among the sources of information provided for students' historical study are various tables of statistics. Students can use the figures to draw straightforward deductions about rates of industrial change in the textile, iron and coal industries (and also in improving train service times), increasing output, etc. The statistics can also be used, together with other sources, to illustrate the impact of key developments, eg the increasing application of steam power to industry from c.1800, which, in turn, accelerated industrial development. Students could also consider how these statistics of a rapidly industrialising economy, are also indicators of the immense social and environmental consequences that followed.

The Transport Revolution was an integral aspect of the Industrial Revolution, but in view of both the scope of the transport aspects, and the popularity of the study of transport among students at KS3, this is the subject of a separate unit, ie *Unit 4*.

Why did Britain lose her lead?

The greatest sign of Britain's success in trade and industry was the **Great Exhibition**, which opened in a huge structure of iron and glass called the Crystal Palace, in London, in 1851. The six million visitors who came to the Exhibition that year saw a display of machinery and industrial products which demonstrated Britain's lead in invention and prosperity as 'the Workshop of the World'. The prosperity continued until the 1870s, but by 1900 Britain's great industries, such as coal and steel, were overtaken by those of the new industrial powers of the USA and Germany.



Crystal Palace

Task

Here are some of the reasons that help to explain Britain's decline in world trade in the last 20 years of the nineteenth century:

- A** The USA was bigger and richer than Britain: it was bound to take the lead.
- B** Britain fell behind on science and research allowing Germany to become the leader in new industries, such as the chemical industry.
- C** Some of the most enterprising and inventive people went abroad, eg to parts of the British Empire, and took their enterprise there, to the loss of Britain.
- D** In Britain education in the nineteenth century was biased towards the study of the Classics (Latin and Greek) rather than to engineering and industry.
- E** Trade Unions in Britain in the late nineteenth century were able to stop employers from developing industry as freely as they wanted.
- F** Foreign countries such as Germany and France put up tariffs against British goods, while Britain stuck to free trade and was open to goods produced in the rest of the world.
- G** In the late nineteenth century more steel was made in the USA and Germany than in Britain.
- H** Britain had been the fastest country to be industrialised and therefore the first to slow down.

How important do you think each of reasons A to G are in explaining why Britain lost her lead as an industrial power?

- Most important reasons
- Important reasons
- Less important reasons.....

What do you think should have been done to regain the lead?

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