



History

Year 9 Home Learning Task

Public Health in Victorian Britain

Name: _____

Tutor Group: _____

Teacher: _____

Given out: Monday 21 October Hand in: Monday 4 November

Parent/Carer Comment
Staff Comment Enc: A3 sheet
Target

Reading task: Living Conditions in the 1800s

England saw a massive increase in population throughout the 1800s. There are many possible reasons for this including immigration, more children living to adulthood, and the industrial revolution which meant people came from far and wide, to live in cities where new factories had sprung up.

Many cities didn't expand fast enough to accommodate the growing population, leaving few buildings to rent, but thousands wanting to rent them. Many people lived together, in small rooms or buildings. This overcrowding brought with it atrocious living conditions.

In order to fully understand the extent of England's poor living conditions, it is important to understand the condition of public drinking water during the time. The people of London, dumped their waste into small channels, and these channels flowed directly into the Thames. The Thames was also the primary source of drinking water in the city. The condition of the water was so bad, that London authorities estimated that there were at least seven dead bodies in the river, and that the river was among the main sources for disease in the city.

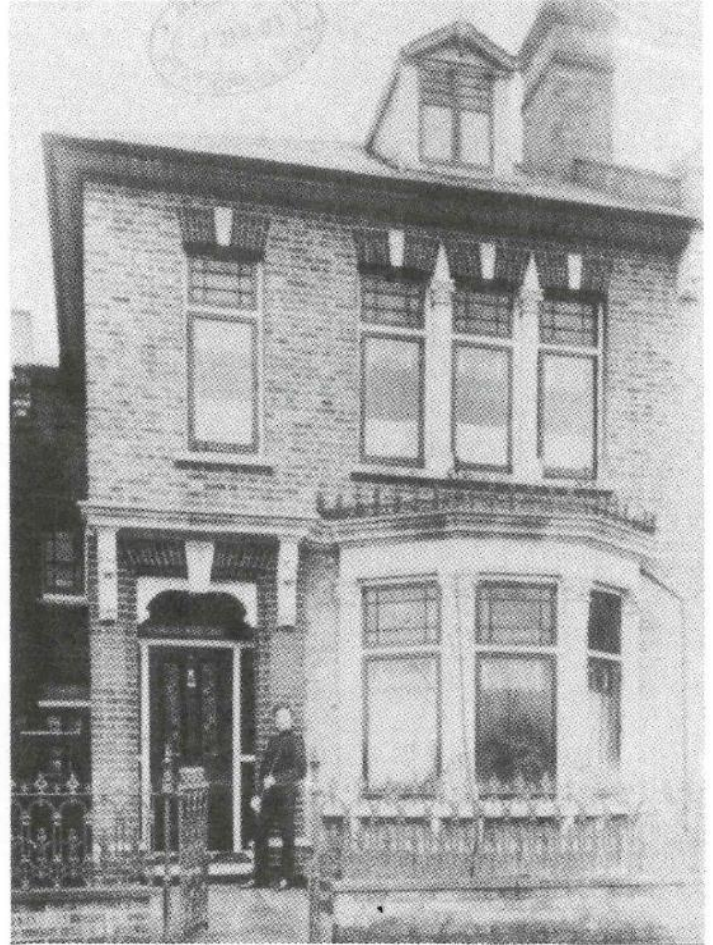
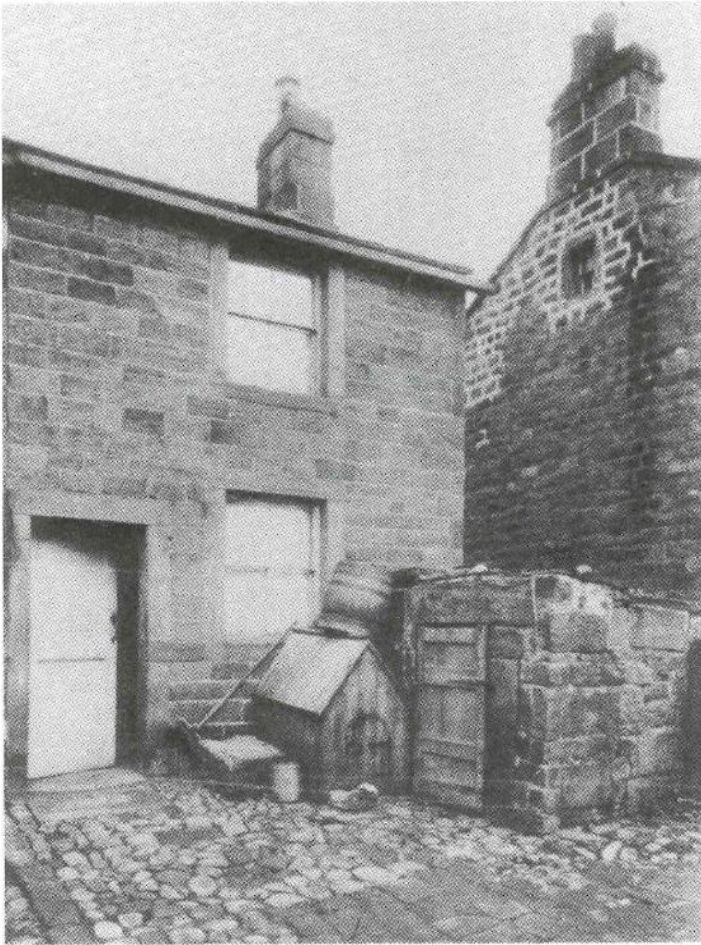
No one could escape the poor living conditions of the 1800s, not even children. Because many of their families did not earn a great deal, children were forced to help support themselves, and their families. Children would work for hours and they could be made to work in conditions that adults could not, or refused to work in, and most importantly of all they could be made to work for little pay. Children worked many jobs, from selling newspapers, to working in coal mines, but perhaps the most famous children's job in the 1800s, was that of the chimney sweep. Most houses burned coal or wood for heat, both of which clouded and blocked their chimneys. Children were chosen for this job because they were small, and could easily fit into a chimney, to clean it out. This work was dangerous, and many children got stuck in the chimneys, or died of breathing the hazardous soot all day. Chimney sweeps were not the only work that children did: hundreds of children also worked in coal mines. Coal mines were unforgiving on their workers, especially children. Miners were forced to crouch in cramped areas, and breathed air that was full of dust and dangerous chemicals. Injuries like severed or crushed fingers were common. One coal mine reported 349 deaths in a year, 58 of which were children under the age of 13. The atrocious living conditions and lacklustre acts to fix them did not go unnoticed in England.

Task 1 -Revision of work for this term.

This term we have been studying Britain from 1750-1900, in particular looking at the terrible living conditions people endured. Have a go at these few questions to ease you into the booklet!

Solve these anagrams...	
1. dustrainl voleniotur	
2. ulationpop worgth	
3. eraloch	
4. carhttiss	
5. fustragtetef	
Answer these 5 questions...	
6. Name a disease that is caused by dirty water...	
7. Name 3 British cities which grew in the 1800s...	
8. What is a messy, crowded & unhealthy part of a city called?	
9. What was wrong with working conditions in the cities?	
10. What was wrong with living conditions in the cities?	
Find out the year... (some of these are in your books!)	
11. When was the first Public Health Act?	
12. When was The Great Stink?	
13. In what year did Prince Albert die?	
14. When did Louis Pasteur prove that germs caused disease?	
15. When was the second main Public Health Act made?	

Task 3 – A closer look at Victorian housing. Look carefully at these 2 pictures.



SOURCE 1

17 Otley Road, Leeds, in 1887
(the backyard with kennel and privy).



SOURCE 2

Titbits Villa, Dulwich, in 1884
(Private Mellish outside the house he won in a competition run by the magazine *Titbits*).

Now answer these questions. Think carefully before you jump to an answer.

1. Bronze - What are the differences between the 2 houses (Sources 1 & 2)?

2. Silver - Could people living in/renting houses like the one in Source 1 rebuild them themselves?

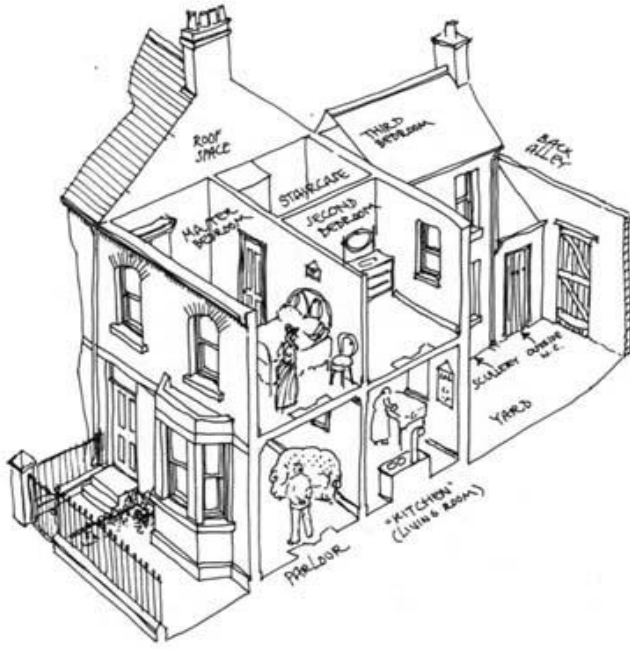
(Explain) _____

3. Silver - Who would need to step in and rebuild slums? _____

4. Silver - Why might demolishing slums and building new improved houses take time? _____

5. Silver - Who might need to pay for the rebuilding of slums?

Task 4 – Designing a new home for slum dwellers.



Draw a design for a new house to improve the lives of people living in slums.

Think carefully – the more luxurious it is then the more it will cost – will taxpayers want to pay more?

Think about the essential facilities/amenities needed to improve the lives of the poorer people & to stop the spread of disease.



Task 5 - Re-planning & rebuilding the slums.

On A3 paper - or larger - you need to re-design this slum area -before you do, you must answer the questions over the page.

CITY IN 1850.

This is just a part of the city.
The actual city is 15 times bigger than this.
The total population of the city is 150,000 people and this looks likely to double in the next 10 years.

KEY
T = Toilets
W = Water (standpipes not taps!)
C = Courtyards - for hanging washing, playing etc.

Artist's impression of a typical street....

1 Explain the problems that your group thinks exist in this city (IN FULL).

2 Describe how your group would improve/re-design this city (or this part of it)

3 What problems would there be in rebuilding a whole city?

4 Realistically how and why do you think Victorians made improvements to towns and cities?

5 Who do you think would like/hate the idea of rebuilding towns + cities? WHY?

