

FACTORY LIFE

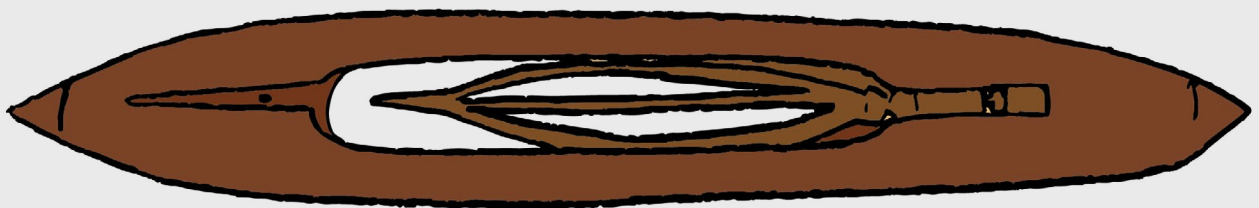


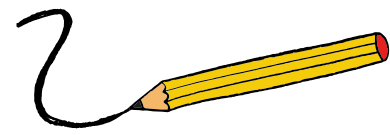
TEACHER BACKGROUND NOTES

David grew up during the Industrial Revolution. This was a time when inventions in technology and machines helped new and old industries develop. Machines took over jobs which used to be done by hand meaning they could be done a lot quicker. During this time, thanks to new machines, the cotton industry in Scotland grew. Enslaved people forced to work on plantations in America and the Caribbean grew and picked raw cotton. This cotton was then shipped to Scotland where it was woven into cloth in factories called cotton mills. The cloth was then sold all around the world.

Before David was born, his grandparents moved from Ulva (a small Scottish island off the coast of Mull) to Blantyre, the outskirts of Glasgow, in search of a better life. Here they found work at Blantyre Cotton Works factory. David was born on 19 March 1813 in the factory worker's accommodation, Shuttle Row. He lived here with his family in a single room, known as a single-end. At one point, there were seven people in the Livingstone family home – David, his father and mother, and his two brothers and two sisters. It was very cramped!

The Livingstone family were poor, so at the age of 10 David began working in the cotton mill as a piecer. His job involved ducking under the cotton spinning machines to tie together the broken threads. This was a very dangerous job because the machines were moving all the time, so he had to be careful not to get injured. Life in the mill was difficult, with strict bosses, long working hours, low wages and loud machines that could cause deafness. After a long day at work, working from 6am to 8pm, David went to school in the evening. When David was 19 years old, he was promoted to be a spinner. But through hard work, study and ambition he left the cotton mill to pursue his dream of becoming a missionary doctor.





ACTIVITY 1

THE JOURNEY OF COTTON

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2–04a

I can use evidence selectively to research current social, political or economic issues. SOC 2–15a

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2–16b

During the early 19th century cotton goods were extremely sought after. Factories, like the Blantyre Cotton Works, shipped their products all over the world. But the cotton trade was far from fair...

TASK A

Look at these two images:

Can you think of any connections between the two?



© David Livingstone Trust

TASK B

Read the statements below to help you work out the connection.

- 1. The cloth was made into different types of goods such as clothing, curtains and tablecloths.**
- 2. Cotton was grown in huge fields and was hand-picked by enslaved people.**
- 3. The raw cotton was then shipped to Britain where it was bought by cotton mills including Blantyre Cotton Works.**
- 4. Inside the cotton mills, the raw cotton went through many machines until it was woven into cloth.**
- 5. People from Africa were enslaved and taken to America and the Caribbean where they were forced to work in cotton plantations.**
- 6. These cotton goods were then shipped all over the world and sold to customers for lots of money.**



Livingstone's red cotton shirt

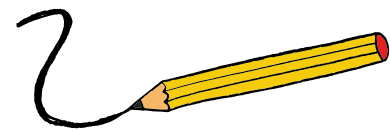
© David Livingstone Trust

TAKING IT FURTHER

In the 19th century, people from Africa were enslaved and forced to work picking cotton in America and the Caribbean. Today many people are still made to work in terrible conditions while picking cotton. To find out more about problems in the modern day cotton industry, look at 'Cotton Unfolded' from the SFTF www.scottishfairtradeforum.org.uk/take-action/cotton-unfolded.

Is there cotton in your school uniform? Why not get in touch with ApparelXchange to find out about ways we can make school uniforms more sustainable. <https://www.apparelxchange.co.uk/>





ACTIVITY 2

A DAY IN DAVID'S LIFE

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. SOC 2–19a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b

From Monday to Saturday the village bell would ring at 5am. This is when David had to wake up, have his breakfast, do his chores and get ready for work. At 6am David would begin working in the cotton mill for a 14-hour shift. He would finish work at 8pm and go straight to school where he would study for 2 hours. At 10pm David would leave school and go back home to Shuttle Row where he would study for another 2 hours by candlelight. At midnight David's mum would tell him to blow out his candle and go to sleep. Sunday was David's only day off work, when he would go to church twice a day and, if he was lucky, he could play outside.

TASK A

On Mondays how many hours did *David* spend:

1. working in the mill
2. studying at school
3. studying at home
4. sleeping

On Mondays how many hours do *you* spend:

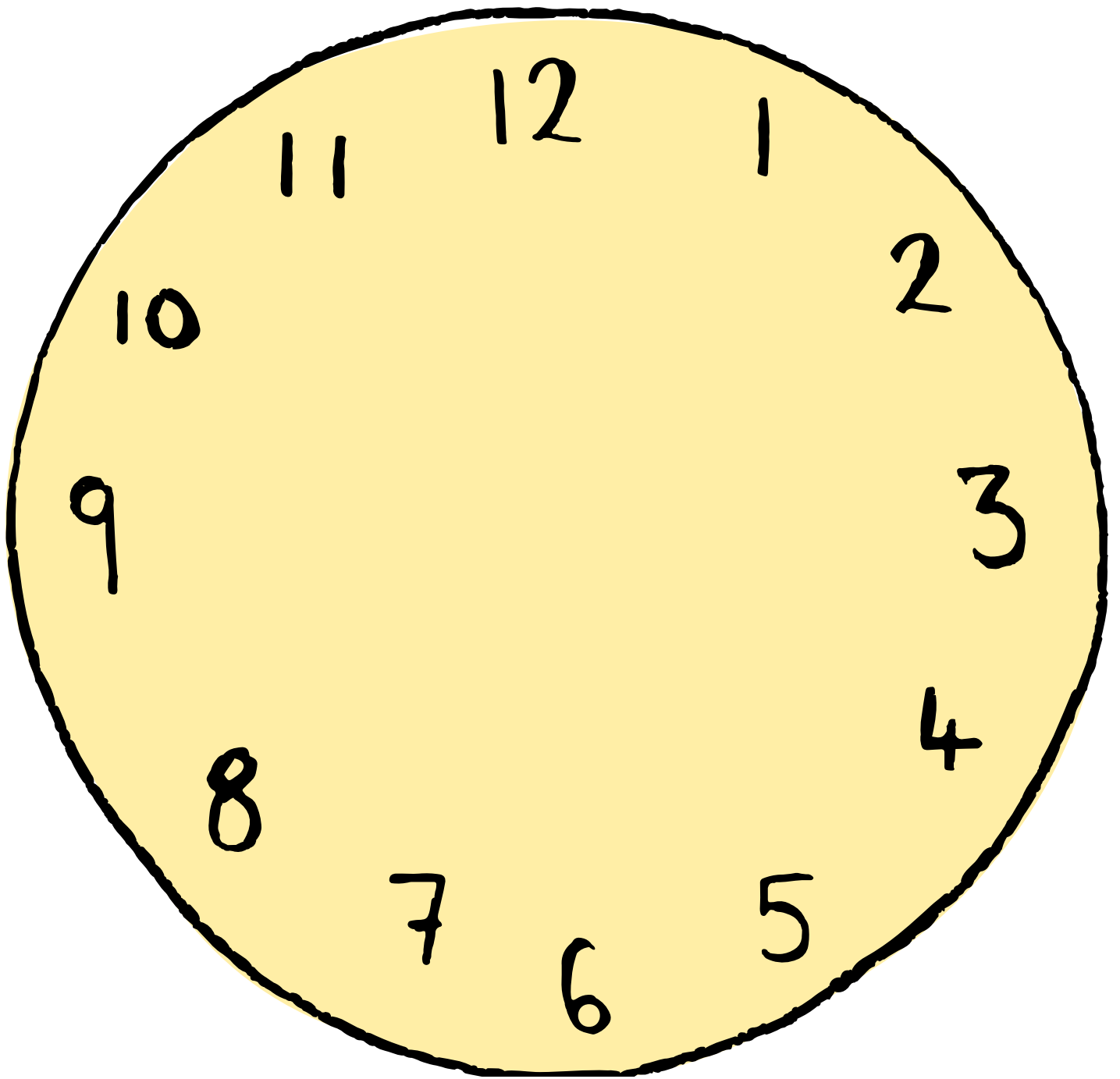
1. working in a job
2. studying at school
3. studying at home
4. sleeping

Use four different coloured pencils to colour the hours on the clock.

**How many hours are left over for each of you?
What would these hours be spent on?**



THE ROOM IN WHICH LIVINGSTONE WAS BORN
March 19 1813.
The room where David Livingstone was born. Lithograph. Wellcome Collection. Attribution 4.0 International (CC BY 4.0)



TASK B

David's life was very different from the life of a child in Scotland or Malawi today. Choose one case study of the life of a Malawian child to read, from pages 10–13 in the following resource <https://scotdec.org.uk/resources/going-up-in-smoke-malawi-tobacco-and-us/childrens-rights/>

What do you notice that's the same as you and what do you notice that's different?

TASK C

Pretend that you have travelled back to the year 1825 and you are now David Livingstone aged 12 years old. Write a diary entry to describe a day in David's life. Here are some things to think about when writing your story:

1. What is it like living with your mother, father, two brothers and two sisters all in one room?
2. What chores do you have to do in the morning?
3. What do you wear?
4. When you are in Shuttle Row, at the mill and in school what do you smell, taste, hear and see?
5. Throughout the day how do you feel?
6. What are your biggest hopes and fears in life?

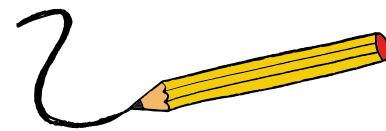
Do you think it would have been different for David's sisters? Below is an embroidery sampler made by a girl who worked at Blantyre Works. **Can you see her name and the year it was made?**



Embroidery sampler
© David Livingstone Trust

ACTIVITY 3

THE RIGHTS OF THE CHILD



As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2–09a

All children and young people have rights which are listed in the United Nations Convention on the Rights of the Child (or UNCRC for short). Rights make sure that children and young people can live safe, healthy and happy lives. These rights were only introduced in 1991 in the UK. Even today, many children and young people's rights are not respected. When David Livingstone was a child there was no UNCRC. This meant that David and other children were expected to work just as hard as adults.

TASK A

On the following page are some articles from the Rights of the Child. Decide which of David and his sibling's rights were respected and which were not.

Note for teachers: This activity is designed to prompt discussion and debate so children and young people can consider David's rights and their own rights. There are no fixed answers; however, encourage the pupils to give reasoning for their opinions.

TAKING IT FURTHER

Explore the rights activities within <https://scotdec.org.uk/resources/going-up-in-smoke-malawi-tobacco-and-us/childrens-rights/>



**Every child has
the right to
education.**

**Every child has
the right to
life.**

**Every child
has the right
to enough
food and
clean water.**

**Every child has
the right to
an adequate
standard of
living.**

**No child
should be
used as cheap
labour or as a
soldier.**

**Every child has
the right to a
name and a
nationality.**

**Every child has
the right to
say what they
think and be
heard.**

**Every child
has the right
to meet their
friends and
join groups.**

**Every child has
the right to
health care.**

**Every child has
the right to be
kept safe and
not to be hurt
or neglected.**