TAMESIDE'S COTTON INDUSTRY

KS3 Toolkit:

About this Resource
Before We Begin
Changing Landscapes
Mill Workers' Lives
Exploitation & Solidarity

A Common Strands schools resource aimed at Key Stage 3
Creatively explore historic injustices, encourage anti-racism and enhance learning around legacies of enslavement.

Common Strands has been a Portland Basin Museum project

Tameside Metropolitan Borough

IN TAMESIDE

ARTS COUNCIL ENGLAND

Supported using public funding by
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TAMESIDE'S COTTON INDUSTRY
KS3 Toolkit

Complement your planners with relevant local history information and source materials from Portland Basin Museum and Tameside Local Studies and Archives Centre.



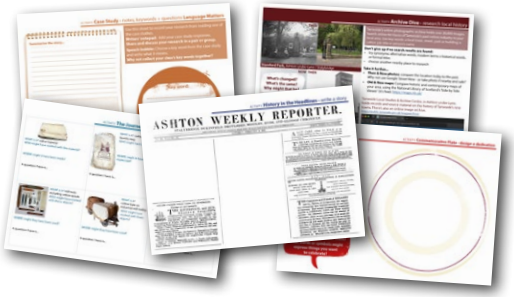
LISTEN: introductory audio tracks by historian Agnes Fough + interference-art [YouTube links]



IN-CLASS CHATS: historical context for the whole class [slides]



CASE STUDIES: research Tameside people, places + movements [printable sheets for individuals, pairs or groups]



ACTIVITIES: 5 x creative ways to extend learning [printable prompts + sheets]

About this Common Strands Resource

Explore how the transatlantic slave trade shaped Tameside's cotton industry, and learn about legacies, with this Key Stage 3 history toolkit from Portland Basin Museum. Tameside teachers and pupils have helped shape how the resource can support teaching and learning around the transatlantic slave trade, and decolonising the curriculum.

There are four sections, designed for flexible use:

- **Before We Begin >** addressing language + offering useful signposting
- **Changing Landscapes >** the growth of Tameside's cotton industry
- **Mill Workers' Lives >** Factory System + child workers to the Cotton Queen
- **Exploitation & Solidarity >** Enslavement, Civil War + Cotton Famine to activism

Developed with museum and archive staff, artists and a historian, each section offers a range of experiences with objects, archive images and oral history material to use or choose from.

Book a school visit

We would love to welcome your class to Portland Basin Museum to explore more. You can book a school trip, or bring the museum to school with our loan boxes: https://www.intameside.co.uk/education









This Key Stage 3 resource was developed through the project to support teachers and learners to explore this topic in classrooms across the borough. Portland Basin Museum has also updated its display around Tameside's cotton industry, sharing local stories and global impact. The museum display now includes a bespoke dress featuring local students' designs about enslavement in its fabric print.

About the Common Strands Project

'Common Strands' is an education project from Portland Basin Museum exploring the legacies of the slave trade and how this shaped the local cotton industry. The museum has worked - and learned - with Tameside school students, communities, local historians and artists. Together we explored how local history connects to global context through the lens of the museum's collections.

Acknowledgements
Created by interference-art in collaboration with: Agnes Fough, Dixons Ashton Academy, Rachel Wood, Flora Danso, Portland Basin Museum staff team, Tameside Local Studies & Archives Centre, Astley Cheetham Art Gallery.

Our gratitude to: The Whitworth, International Slavery Museum, Scott Trust Legacies of Enslavement Programme (Manchester), West African Development (Tameside), Global Threads, Science and Industry Museum, International Slavery Museum (Liverpool), Manchester Art Gallery (Learning + Curatorial teams). Show Racism the Red Card (NW England team).

Image credits:
Archive images courtesy of Tameside Local Studies & Archives
Portland Basin Museum object photos: interference-art
Textile graphics, Rachel Wood and Dixons Ashton Academy pupils

TAMESIDE'S COTTON INDUSTRY

Before We Begin...



LISTEN: 4 min 38 sec

Historian Agnes Fough shares her move from Ghana to Tameside, the oral tradition she grew up with - and why learning from history matters.

YouTube link: https://youtu.be/oB99GDiLCoI?si=mvMR1SjbE0OduDvM

IN CLASS CHAT: **Before We Begin...**

How we can help...

In our class and beyond, we can create a respectful environment by:

- listening to one another with care.
- asking questions with curiosity, rather than judging.
- considering people's perspectives, not reducing them to statistics.
- recognising that the transatlantic slave trade has legacies today - seen in racism, bias, historic wealth built through slavery and the disrupted development of Africa.

Keep in mind...

As we explore this resource, we might come across words to describe slavery and words to describe working class history.

Though we're talking about past events, some of the issues remain part of life or have legacies that affect people today.

As an historian, ask yourself as you go:

- Has the language we use to talk about the past changed?
- If the language is different, why might it have changed?
- What difference can the choice of my words make to people or communities?

Language matters

The language we use when talking about events and experiences of the past matters.

Words carry histories and can affect how people understand and respond to the past.

Language is always evolving, as we listen to people whose lives and communities are affected by these histories.

Remember: it is okay to make mistakes — what matters most is being open to listening, learning and adapting.



We use 'enslaved' to centre the person, not the injustice forced upon them. Saying 'enslaved' rather than 'slave' recognises this was a condition imposed on people through violence - not who they were.

Content note: This toolkit contains text and audio that discusses the slave trade, physical trauma and extreme exploitation of enslaved people. Forced migration, starvation, illness, child labour, and harsh conditions of workers in the Industrial Revolution are also discussed.

Guidance: Learning about the historic realities of enslavement, historical prejudice and dehumanisation can be emotionally challenging. Taking care of ourselves can look like: pausing, adjusting the volume of audio clips, taking a short break, or stepping away.

Talking with young people about racism

Red Cross resource: https://www.redcross.org.uk/get-involved/teaching-resources/talking-with-children-and-young-people-about-race-and-racism

Anti-Racism and Decolonising your curriculum

Show Racism the Red Card Education Hub: https://theredcardhub.org/
The Guardian's Radicals Resource - 8 portraits of people who resisted transatlantic slavery and its legacies: https://www.theguardian.com/news/ng-interactive/2023/mar/31/the-radicals

The Black Curriculum:

Black History Month resource (free download): https://theblackcurriculum.com/resources-old/p/free-black-history-month-resource
YouTube playlist - Black British History Animations: https://youtube.com/playlist?list=PLGt6OWQn48nQJzhAxzmwpHAkSq6lg43pr&si=N9fZwfgNFPv-Zxfm
The British Empire, BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z7kvf82
Anthony Walker Foundation: www.anthonywalkerfoundation.com

Community Safety and Hate Crime/Incidents

https://www.tameside.gov.uk/communitysafety/hate-crime

Visit Tameside museum & archive collections

Portland Basin Museum (Ashton): https://www.intameside.co.uk/things-to-do/portland-basin-museum
Tameside Local Studies & Archives Centre (Ashton): https://www.intameside.co.uk/things-to-do/tameside-local-studies-archives
Tameside's Image Archive (online) - over 20,000 photographs of Tameside people, places and events - including the cotton industry: https://public.tameside.gov.uk/imagearchive/

Local history articles + blog posts

Lancashire Cotton Famine - Global Threads article: https://globalthreadsmcr.org/riots-rebels-rhymes/
The Chartist Movement - In Tameside article: https://www.intameside.co.uk/news/the-hyde-chartists-bell
The Plug Riots - National Museums Liverpool article: https://www.liverpoolmuseums.org.uk/plug-riots
Oxford Mill Community - https://tamesidesop.wordpress.com/2019/08/14/trouble-at-tmill/
ABC Wax: exports from Tameside to West Africa - In Tameside article: https://www.intameside.co.uk/news/curator-alex-leese-explores-stories-behind-our-hidden-objects-abcwax-print-blocks
Science & Industry Museum - Legacies of Enslavement: https://www.scienceandindustrymuseum.org.uk/whats-on/manchester-cotton-and-transatlantic-slavery
Sarah Parker Remond - Ashley The Baroness video: https://www.tiktok.com/@ashleytheebarroness/video/7479466881615711519

Other Useful Websites

People's History Museum: https://phm.org.uk/
International Slavery Museum: https://www.liverpoolmuseums.org.uk/international-slavery-museum
Global Threads: https://globalthreadsmcr.org/
Centre for the Study of the Legacies of British Slavery: https://www.ucl.ac.uk/lbs/
ABC Wax: http://www.abcwax.co.uk/home.htm

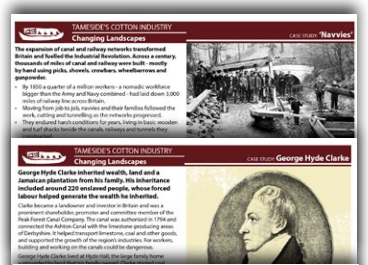
TAMESIDE'S COTTON INDUSTRY

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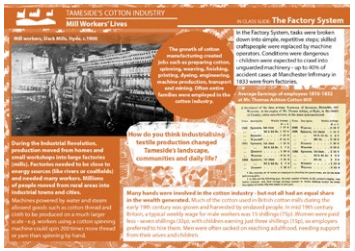
TEACHER INFO: **Content Overview**













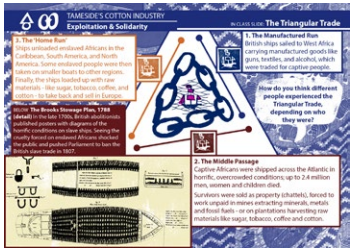






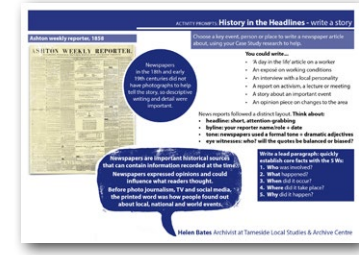






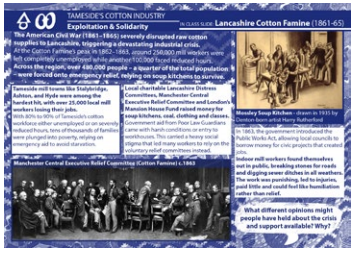




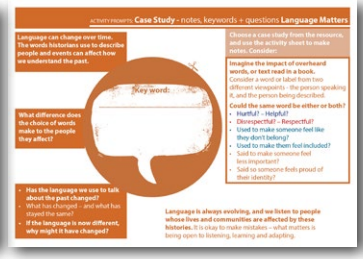


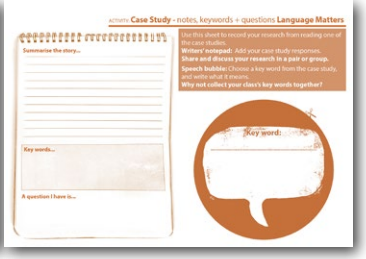












TAMESIDE'S COTTON INDUSTRY

Changing Landscapes



LISTEN: 3min 50sec

Historian Agnes Fough discusses transatlantic trade, Tameside's transportation, migration and the people involved during the Industrial Revolution.

YouTube link: https://youtu.be/bCFILSI4GYY?si=NOV61nMiUcjKRpxY

IN CLASS CHAT: **Growth of the Cotton Industry**

During the 1800s, Tameside became a global centre of textile production - but why and how?

Before the Industrial Revolution, textiles were produced by hand at home through local cottage industries. During the Industrial Revolution, water and steam powered machinery were developed enabling the industry to scale up.

Textile production moved from people's homes to new purpose-built mills.

While early mills relied on water power from the Rivers Tame, Medlock and Etherow, the shift to steam power was fuelled by coal from the nearby mines of Ashton, Droylsden and Hyde.



Hygrometer, H. Smethurst & Sons.
Used to measure air moisture (humidity), this instrument was key to textile production. Tameside's naturally damp climate was ideal for cotton processing: keeping cotton fibres strong and pliable during spinning, and preventing breakage.

Throughout the Industrial Revolution more than 250 cotton mills sprang up across Tameside's towns.

The textile industry became the area's biggest employer.
By 1861, one third of people in Ashton-under-Lyne were working in textiles - the figure in Stalybridge was even higher.

How might the growth of the cotton industry have changed everyday life for people in Tameside?

TAMESIDE'S COTTON INDUSTRY

Changing Landscapes

IN CLASS CHAT: **The Canal System**

Before the arrival of the railways, canals were often the cheapest and most reliable way to move large quantities of goods. Around Tameside the canals carried limestone, raw cotton, coal, machinery and finished textiles. Canals connected mills, mines, quarries, warehouses and ports.



Portland Basin Warehouse was built in 1834 at Portland Basin. It allowed barges to come right into the building to unload, reducing congestion on a busy bottleneck in the canal. Today, it has been restored to house Portland Basin Museum which shares Tameside's social and industrial history.

The expansion of the canal and railway networks remains one of the biggest transformations of infrastructure in British history.

Imagine you lived near Portland Basin in the 1800s. What might you hear or see around the canals?

The Canal System Portland Basin was an important interchange between three canals, built between the late 1700s and early 1800s. **Ashton Canal** delivered coal to nearby textile mills and made the return journey with cloth to Manchester. **The Peak Forest Canal** delivered cargo to the north west. **Huddersfield Narrow Canal** crossed the Pennines to the north east.

1

2 By 1776, the Bridgewater Canal had been extended to reach the River Mersey, providing easier access to Liverpool - then one of the world's busiest ports. It almost halved the cost of transporting raw cotton from Liverpool to Manchester - and shipping out the finished cloth. **This laid the foundation for Lancashire to become the 'Workshop of the World.'**

3 **A century later, the Manchester Ship Canal was opened by Queen Victoria on 21st May 1894.** The 36 mile canal allowed cargo ships to sail 36 miles inland to the new Port of Manchester, bypassing Liverpool's high dock fees. **This turned inland Manchester into Britain's third-busiest port and fuelled a fierce rivalry between these two ports.**

Changing Landscapes

CASE STUDY: **'Navvies'**

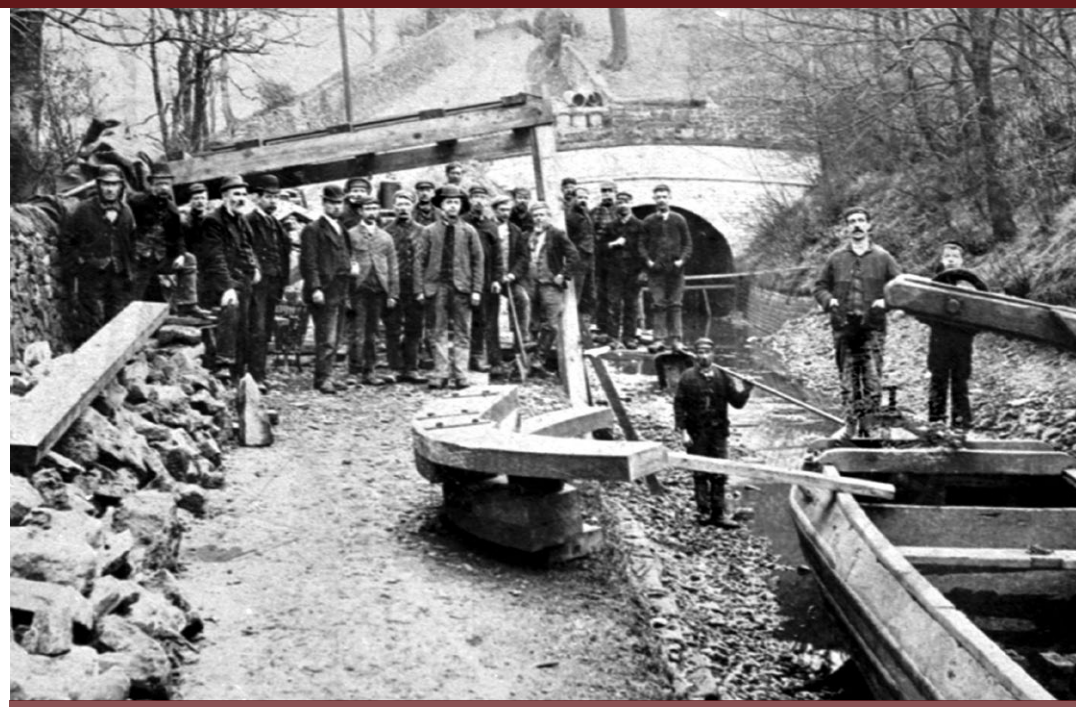
The expansion of canal and railway networks transformed Britain and fuelled the Industrial Revolution. Across a century, thousands of miles of canal and railway were built - mostly by hand using picks, shovels, crowbars, wheelbarrows and gunpowder.

- By 1850 a quarter of a million workers - a nomadic workforce bigger than the Army and Navy combined - had laid down 3,000 miles of railway line across Britain.
- Moving from job to job, navvies and their families followed the work, cutting and tunnelling as the networks progressed.
- They endured harsh conditions for years, living in basic wooden and turf shacks beside the canals, railways and tunnels they constructed.

From isolation and shared hardship grew their own culture, lifestyle and slang. Navvies gained a negative reputation for heavy drinking and fighting - perpetuated by 'respectable' Victorians who saw them as degenerate.

By the standards of the day workers were well paid, but their work was hard and often very dangerous. Accidents were common - though detailed records were not kept. The death rate in some workforces was higher than the soldiers who fought at the battle of Waterloo. Workers and families received no compensation for death or injury.

Despite severe exploitation and harsh living conditions, these workers accomplished extraordinary engineering feats using only basic hand tools and gunpowder.



Peak Forest Canal legging tunnel, c.1880s
The word 'navvy' came from the 'navigators' who built the first navigation canals in the 18th century, at the beginning of the Industrial Revolution. Workers on canals and railways - men and women - came from all over Britain and even Europe. Many were fleeing famine (An Gorta Mór) in Ireland.

Why might people have been willing to do such difficult and dangerous work?

CASE STUDY: George Hyde Clarke

George Hyde Clarke inherited wealth, land and a Jamaican plantation from his family. His inheritance included around 220 enslaved people, whose forced labour helped generate the wealth he inherited.

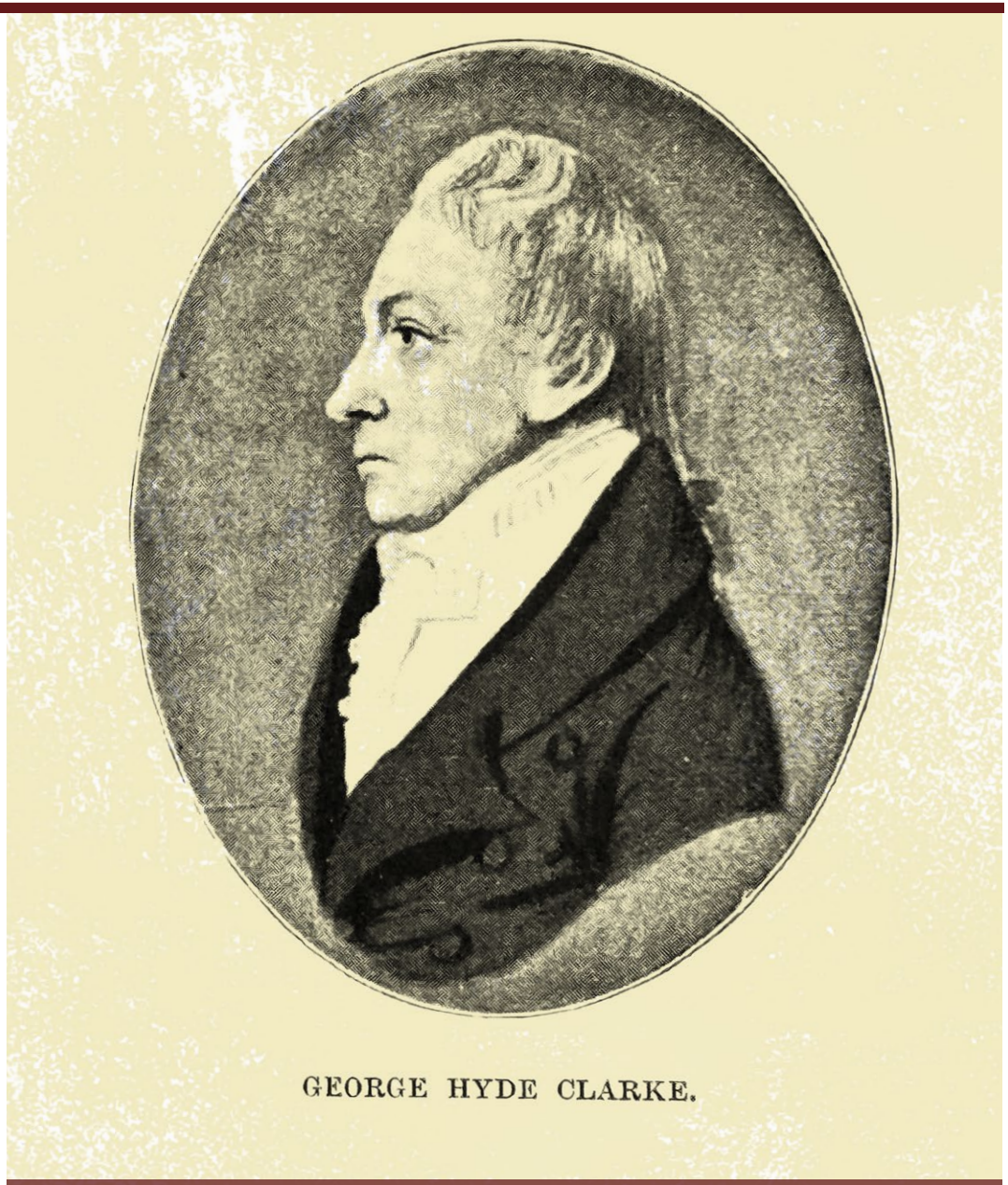
Clarke became a landowner and investor in Britain and was a prominent shareholder, promoter and committee member of the Peak Forest Canal Company. The canal was authorised in 1794 and connected the Ashton Canal with the limestone-producing areas of Derbyshire. It helped transport limestone, coal and other goods, and supported the growth of the region's industries. For workers, building and working on the canals could be dangerous.

George Hyde Clarke lived at Hyde Hall, the large family home surrounded by land that his family owned. Clarke started coal mining around Hyde Hall - eventually the mines caused the house to subside, forcing its demolition. Around 1793 Clarke had Clarke's Bridge built over the canal in Hyde to serve the Peak Forest Canal and local coal supply. It was severely damaged in a flood in 1799. The current bridge dates to 1895.

Clarke's personal life was also controversial. As a young man George abandoned his wife, ran up large debts and fled to Europe to avoid his creditors. His uncle described him as an 'execrable villain' and a 'profligate nephew' (someone who behaved recklessly).

George Hyde Clarke was buried at St Lawrence's Church, Denton.

Who might have benefitted from the canal, and who might not?



George Hyde Clarke (1743–1824)
Portrait from the 'Annals of Hyde District', published 1899

TAMESIDE'S COTTON INDUSTRY

Changing Landscapes

CASE STUDY: **Building New Communities**

The Industrial Revolution changed Tameside - mills sprang up, towns grew quickly and new people came looking for work. Local mill-owners built housing to rent to mill workers - so for many families, income and housing were tied to the cotton industry. Industrial buildings, red brick houses and public spaces from this time still shape Tameside today.



Oxford Mills, Ashton-under-Lyne
The first mill was built in 1840, followed by the second in 1851



Stamford Park, photographed c.1918

During the Industrial Revolution, cotton mill workers in Stalybridge began to demand a green oasis to improve their poor health and living conditions.

After a long campaign which began in 1855, Highfield House and land were purchased with public donations and £7000 left by Samuel Oldham of Audenshaw.

The Earl of Stamford donated adjacent land. The public park, designed by Gregory Hill of Stalybridge, opened in 1873.

Why might the mill-owning Mason family have built a library, baths and recreation ground in an industrial town?



John Bright Terrace, Oxford Mills Community, photographed c.1975

Founded in 1845 by Thomas Mason and expanded by his son Hugh, Oxford Mills became a model industrial community.

Hugh provided workers' housing - and the Oxford Mills Community featured "The Institute" - recreation rooms which included a library, baths, a pool, gym, sports grounds - and a chess room. There were sewing classes, singing and music lessons, and a band.

Over the course of 50 years, over 150 workers' houses were built in Ashton-under-Lyne by Mason - including the Twelve Apostles Terrace, where a statue of Hugh Mason was built after his death.

TAMESIDE'S COTTON INDUSTRY

Mill Workers' Lives



LISTEN: 2 min 18 sec

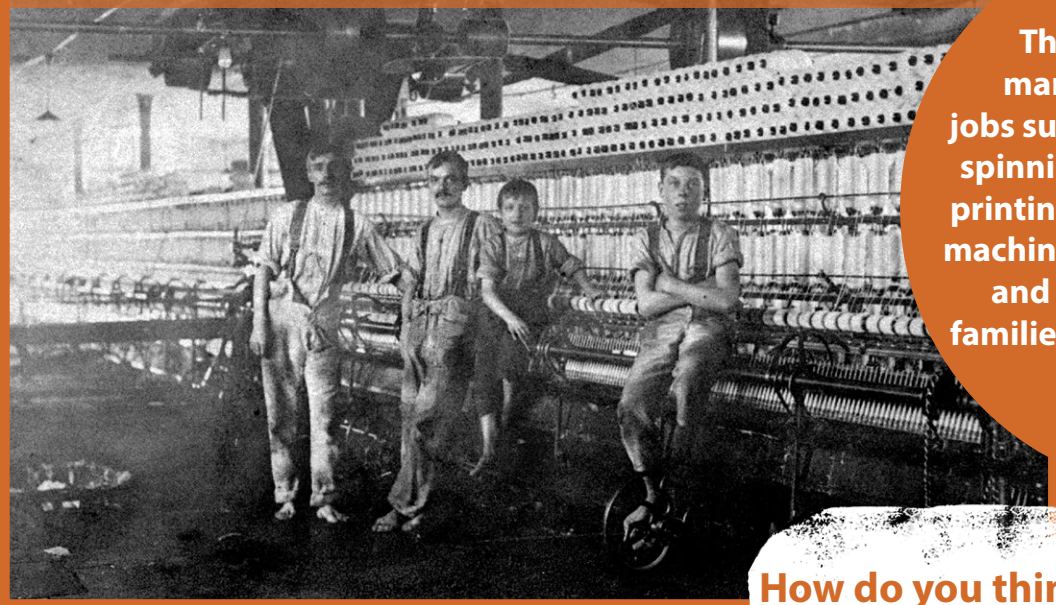
Historian Agnes Fough invites you to consider the meaning behind a public sculpture in Hyde, and changes to child labour during the Industrial Revolution.

YouTube link: https://youtu.be/xwlilrC7ZpQ?si=W23KfD4yD2vn2vjV

Mill Workers' Lives

IN CLASS SLIDE: **The Factory System**

Mill workers, Slack Mills, Hyde, c.1900



The growth of cotton manufacturing created jobs such as preparing cotton, spinning, weaving, finishing, printing, dyeing, engineering, machine production, transport and mining. Often entire families were employed in the cotton industry.

In the Factory System, tasks were broken down into simple, repetitive steps; skilled craftspeople were replaced by machine operators. Conditions were dangerous - children were expected to crawl into unguarded machinery - up to 40% of accident cases at Manchester Infirmary in 1833 were from factories.

How do you think industrialising textile production changed Tameside's landscape, communities and daily life?

During the Industrial Revolution, production moved from homes and small workshops into large factories (mills). Factories needed to be close to energy sources (like rivers or coalfields) and needed many workers. Millions of people moved from rural areas into industrial towns and cities.

Machines powered by water and steam allowed goods such as cotton thread and cloth to be produced on a much larger scale - e.g. workers using a cotton spinning machine could spin 200 times more thread or yarn than spinning by hand.

Average Earnings of employees 1816-1832 at Mr. Thomas Ashton Cotton Mill

A Statement of the clear average Earnings of Spinners, Dressers, and Weavers, in the employ of Mr. Thomas Ashton, of Hyde, in the county of Chester, cotton manufacturer, in the years undermentioned.

Years.	Description.	Weekly Average. £. s. d.	Years.	Description.	Weekly Average. £. s. d.
1816	Spinners, 1st class	1 17 0	1826	Weavers	0 13 0
..	.. 2d & 3d do.	1 10 0	1831	Spinners, 1st class†	1 14 9
..	Dressers	1 10 0	..	.. 2d & 3d do.	1 8 0
..	Weavers*	0 14 0	..	.. 4th do.	0 19 8
1821	Spinners, 1st class	1 15 6	..	Dressers	1 10 6
..	.. 2d & 3d do.	1 7 3	..	Weavers	0 12 0
..	Dressers	1 10 0	1832	Spinners, 1st class	1 15 0
..	Weavers	0 14 0	..	.. 2d & 3d do.	1 8 2
1826	Spinners, 1st class	1 15 0	..	.. 4th do	1 0 0
..	.. 2d & 3d do.	1 7 0	..	Dressers	1 10 6
..	Dressers	1 10 0	..	Weavers	0 12 0

* The weavers, all of whom are employed in attending the power-loom, are for the most part young girls.

† In this and the following year, the total number of hands in Mr. Ashton's employ, was twelve hundred; and their average earnings amount to twelve shillings weekly for every description of hands, fifty-two weeks in each year.

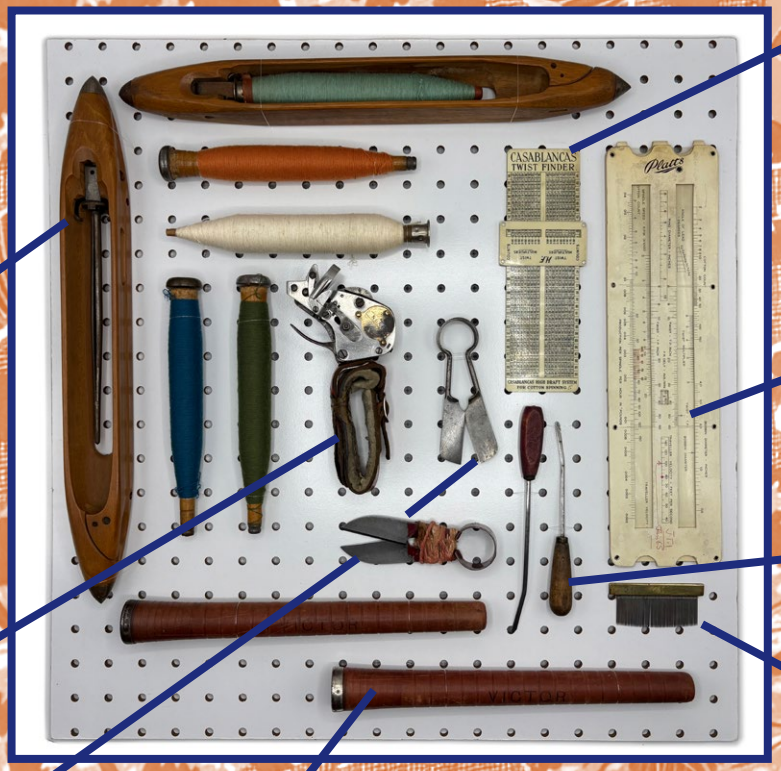
Many hands were involved in the cotton industry - but not all had an equal share in the wealth generated. Much of the cotton used in British cotton mills during the early 19th century was grown and harvested by enslaved people. In mid 19th century Britain, a typical weekly wage for male workers was 15 shillings (75p). Women were paid less - seven shillings (35p), with children earning just three shillings (15p), so employers preferred to hire them. Men were often sacked on reaching adulthood, needing support from their wives and children.

Mill Workers' Lives

IN CLASS SLIDE: **Tools of the Trade**

Mill work wear changed little over time. A warm shawl, hard-wearing tunic and sturdy clogs were typically worn by female mill workers. Outer layers were kept simple to reduce the risk of snagging on fast-moving machinery. Clogs helped protect workers' feet and provided a firm grip on the mill floor. Portland Basin Museum has collected many objects from Tameside's industrial past - many donated from local workers. These clogs belonged to Laura Owen - and the tunic was worn by Mabel Baxter, who retired in 1948.





Flying shuttle, used to speed up the weaving the weft threads.

Weavers knotter, used by Beatrice Bancroft. She worked in Dukinfield cotton industry from age 12 to age 62 .

Cotton count slide Rules, used to calculate the amount of twist needed in cotton yarn. It helped workers produce yarn with the right strength and consistency.

Cotton hooks, used by sisters Ida & Cissy Henry who started at Whitelands Mill aged 10.

Metal combs, belonging to Ida & Cissy Henry.



Worker's metal lunch box

Nippers, for cutting excess thread off during weaving used at Ashton Bros Mill by Mike Vidler.

Pirns and bobbins, used to hold yarn or thread during the weaving process.

Which mill object would you choose to display at school? Why?

Mill Workers' Lives

CASE STUDY: **Children's Rights and Reform**

Women and girls formed the majority of the workforce, and children and young people were employed in most cotton mills. Children as young as seven years of age could be found working fourteen hour days. Children were often given dangerous jobs, working close to moving - or even climbing into unguarded - machinery.

RIGHT Linnet Mill, Hyde, c.1910. Workers standing in front of cotton spinners. Left back row - William Bowler aged about 13.
BELOW Whitelands Mill, Ashton-under-Lyne, c.1910. Left back row - Lillian Holland.





Campaigners - including child workers - pushed for laws to protect young workers. The Factory Act of 1833 stopped children under nine working in factories and limited the hours of older children. It also required children to receive some schooling. The 1844 Act introduced a system combining school and factory work, while later laws further reduced working hours and raised the minimum working age.

RIGHT UK child labour was finally halted in the early 20th Century. Mills remained places where young people could get jobs - here you can see a 1946 Ashton Brothers magazine advertised training for young workers in Hyde. By this time, though, young people could enter working life through training or apprenticeships, rather than underage labour.

What might be different about your daily life if you'd become a mill worker at your age?



TRAINING AND EDUCATION

During the early stages of their career the young workers make a complete tour of the mills and become acquainted with:—

The history of the firm
The use and destination of materials made.
"Who's who" in the factory.
Factory etiquette.
Factory Law.
Compensation Law and prevention of accidents.
Duties to oneself and to the firm.
Trades Unions.
Welfare facilities.
Value of good food.
Value of cleanliness and tidiness.
Personal Health.
Necessity for immediate attendance at the Surgery for *all* accidents and illnesses during working hours.
Development of spinning and weaving from hand processes to power machinery.
Reasons why work must be done accurately.
The effect of bad work on other people's wages and loss of orders through poor cloth.
Pride in being master of the craft which claims so much of one's life.
The ladder of promotion in each Department.

All juvenile boys are sent one day per week to Day Continuation classes at either the Openshaw Technical School, or the Heginbottom School, Ashton-u-Lyne. Wages and travelling expenses are paid.

Under the Factory System, the working day shifted from sunlight rhythms to rigid clock time. Factory owners enforced long shifts (12–16 hours) with strict rules, fines and even physical punishment. Workers were often required to clean their machines during their mealtimes. Tea was an important part of working life in the mills. Workers could bring tea to drink during their lengthy shifts in hot, noisy and dusty conditions.



ABOVE This portable clock was carried by a day watchman at Newton Mill, Hyde. The watchman's role included security, and being alert to fires.

Why are breaks important for workers?

'Home Time', Hurst Mills, Ashton-under-Lyne, c.1910
Women workers leave the mill carrying tea caddies and wearing shawls.
During the Industrial Revolution, tea prices plummeted - and the tea caddy underwent a massive transformation from being a symbol of elite wealth to essential kit for industrial workers on long shifts.



The 1911 census records a range of occupations at Hurst's cotton mill, including weavers, spinners, winders and other mill workers. The census also reveals that some workers were still teenagers.

CASE STUDY: The First Cotton Queen

In 1930, 19-year-old Frances Lockett from Hyde became Britain's first Cotton Queen. She worked as a weaver and was chosen as part of a competition sponsored by the cotton industry and the Daily Dispatch newspaper. Between 1930–1939, this major annual competition aimed to revive the North West's declining cotton industry.



Cotton Queen Frances Lockett visiting mill workers, 1930



Frances Lockett meets Mr Selfridge at his London store, 1930





ABOVE **Frances Lockett portrait in her autograph book, 1931**

RIGHT **Cotton Queen commemorative handkerchief, 1930**

What might have been exciting about Frances's year as Cotton Queen?

What might have been difficult?

For a year, Frances travelled to exhibitions, parades and public events to represent the cotton industry. She received gifts and attended formal events.

When she returned to Hyde, more than 20,000 people came to a civic reception to welcome her.

After her year of fame, Frances returned to work at J&J Ashton's Mill in Hyde where she worked as a weaver until her marriage to local policeman James Burgess in 1937.

By the time of Frances' death in 1993, all but one of Hyde's 37 cotton mills had closed.

TAMESIDE'S COTTON INDUSTRY

Exploitation & Solidarity



LISTEN: 11 min 30 sec

Historian Agnes Fough talks about the exploitation behind the British cotton industry's wealth, and the Triangular Trade. What experiences did enslaved African people endure?

Content note:
This section discusses capture, physical trauma, illness, and deaths of enslaved individuals.

Listening guidance:
Learning about extreme exploitation can be emotionally challenging. Taking care of ourselves can look like: pausing, adjusting the volume, taking a short break, or stepping away.

YouTube link: https://youtu.be/oQA3CtigeeY?si=gN_V77ByWXeYZ3wk

IN CLASS SLIDE: **The Triangular Trade**

1. The Manufactured Run

British ships sailed to West Africa carrying manufactured goods like guns, textiles, and alcohol, which were traded for captive people.

2. The Middle Passage

Captive Africans were shipped across the Atlantic in horrific, overcrowded conditions; up to 2.4 million men, women and children died.

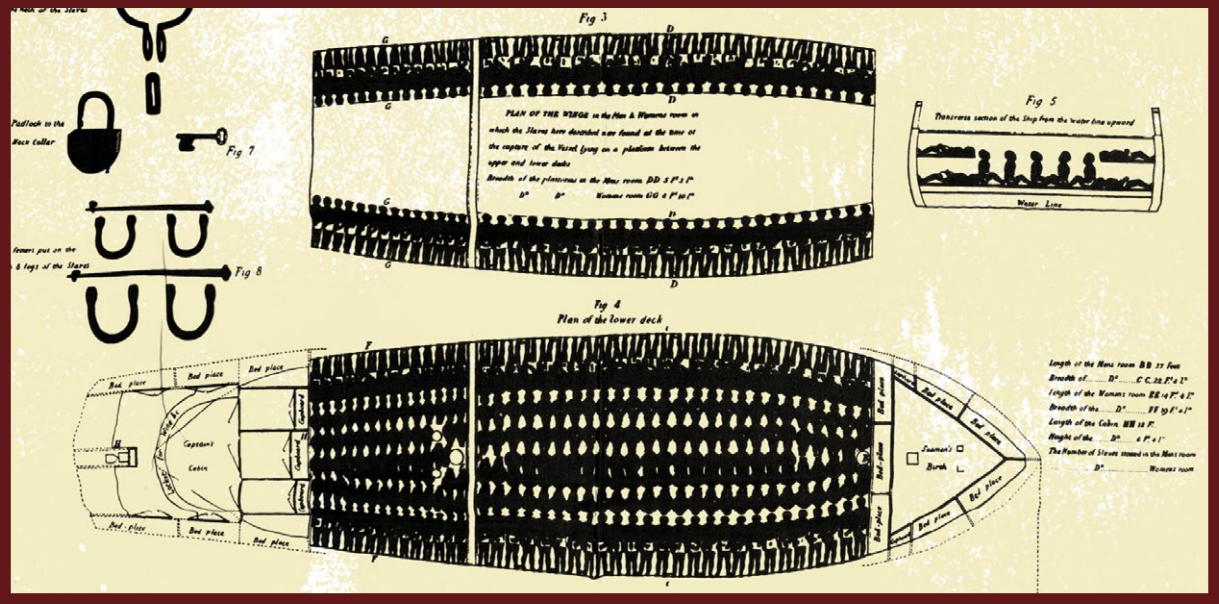
Survivors were sold as property (chattels), forced to work unpaid in mines extracting minerals, metals and fossil fuels - or on plantations harvesting raw materials like sugar, tobacco, coffee and cotton.

3. The 'Home Run'

Ships unloaded enslaved Africans in the Caribbean, South America, and North America. Some enslaved people were then taken on smaller boats to other regions. Finally, the ships loaded up with raw materials - like sugar, tobacco, coffee, and cotton - to take back and sell in Europe.

How do you think different people experienced the Triangular Trade, depending on who they were?

BELOW **The Brooks Stowage Plan, 1788 (detail)** In the late 1700s, British abolitionists published posters with diagrams of the horrific conditions on slave ships. Seeing the cruelty forced on enslaved Africans shocked the public and pushed Parliament to ban the British slave trade in 1807.



TAMESIDE'S COTTON INDUSTRY

Exploitation & Solidarity

IN CLASS SLIDE: **US Civil War & The Cotton Famine**

By the mid-19th century, Lancashire was the cotton manufacturing capital of the world (with Manchester known as "Cottonopolis").
Over 80% of raw cotton processed in local mills was grown by enslaved people on southern plantations in the United States.

The American Civil War (1861-65) and the fight for the abolition of slavery had a huge impact on Lancashire's cotton industry.
Following the election of anti-slavery President Abraham Lincoln, several Southern American states broke away to form their own government and uphold chattel slavery.

President Lincoln blocked Southern ports to stop the Confederacy from exporting cotton to fund its war effort. The Confederacy also restricted cotton exports to Europe, aiming to bring Britain and France into the war. This led to the Lancashire Cotton Famine (1861-65).



Abraham Lincoln statue, 1919: Lincoln Square, Brazennose Street, Manchester
Gifted to Manchester after WW1, this statue symbolises Anglo-American unity. It commemorates Lancashire cotton workers' sacrifices in support of Lincoln's stance against slavery.

When raw cotton ran out during the Cotton Famine, some mill owners supported their workers, but most laid people off or closed their mills to save money. Despite losing their livelihoods, thousands of Tameside workers strongly supported the abolition of slavery.

Lancashire mill workers...

....voted to (and approved a letter to) support President Lincoln's naval blockade that stopped cotton exports

...attended speeches by African American abolitionists, such as Sarah Parker Remond, Frederick Douglass and William Wells Brown

...signed petitions, raised awareness and money for anti-slavery causes

...disrupted pro-Confederate meetings attended by wealthy dock and mill owners, merchants, politicians, financiers and protesting mill workers (disrupters)

Why might people support a cause - even when it could make their own lives more difficult?

TAMESIDE'S COTTON INDUSTRY

Exploitation & Solidarity

IN CLASS SLIDE: **Lancashire Cotton Famine** (1861-65)

The American Civil War (1861–1865) severely disrupted raw cotton supplies to Lancashire, triggering a devastating industrial crisis.
At the Cotton Famine's peak in 1862–1863, around 250,000 mill workers were left completely unemployed while another 100,000 faced reduced hours.
Across the region, over 480,000 people – a quarter of the total population – were forced onto emergency relief, relying on soup kitchens to survive.

Tameside mill towns like Stalybridge, Ashton, and Hyde were among the hardest hit, with over 25,000 local mill workers losing their jobs.
With 80% to 90% of Tameside's cotton workforce either unemployed or on severely reduced hours, tens of thousands of families were plunged into poverty, relying on emergency aid to avoid starvation.

Local charitable Lancashire Distress Committees, Manchester Central Executive Relief Committee and London's Mansion House Fund raised money for soup kitchens, coal, clothing and classes.
Government aid from Poor Law Guardians came with harsh conditions or entry to workhouses. This carried a heavy social stigma that led many workers to rely on the voluntary relief committees instead.

Manchester Central Executive Relief Committee (Cotton Famine) c.1863





Mossley Soup Kitchen - drawn in 1935 by Denton-born artist Harry Rutherford

In 1863, the government introduced the Public Works Act, allowing local councils to borrow money for civic projects that created jobs.
Indoor mill workers found themselves out in public, breaking stones for roads and digging sewer ditches in all weathers. The work was punishing, led to injuries, paid little and could feel like humiliation rather than relief.

What different opinions might people have held about the crisis and support available? Why?

CASE STUDY: Stalybridge Cotton Famine Relief

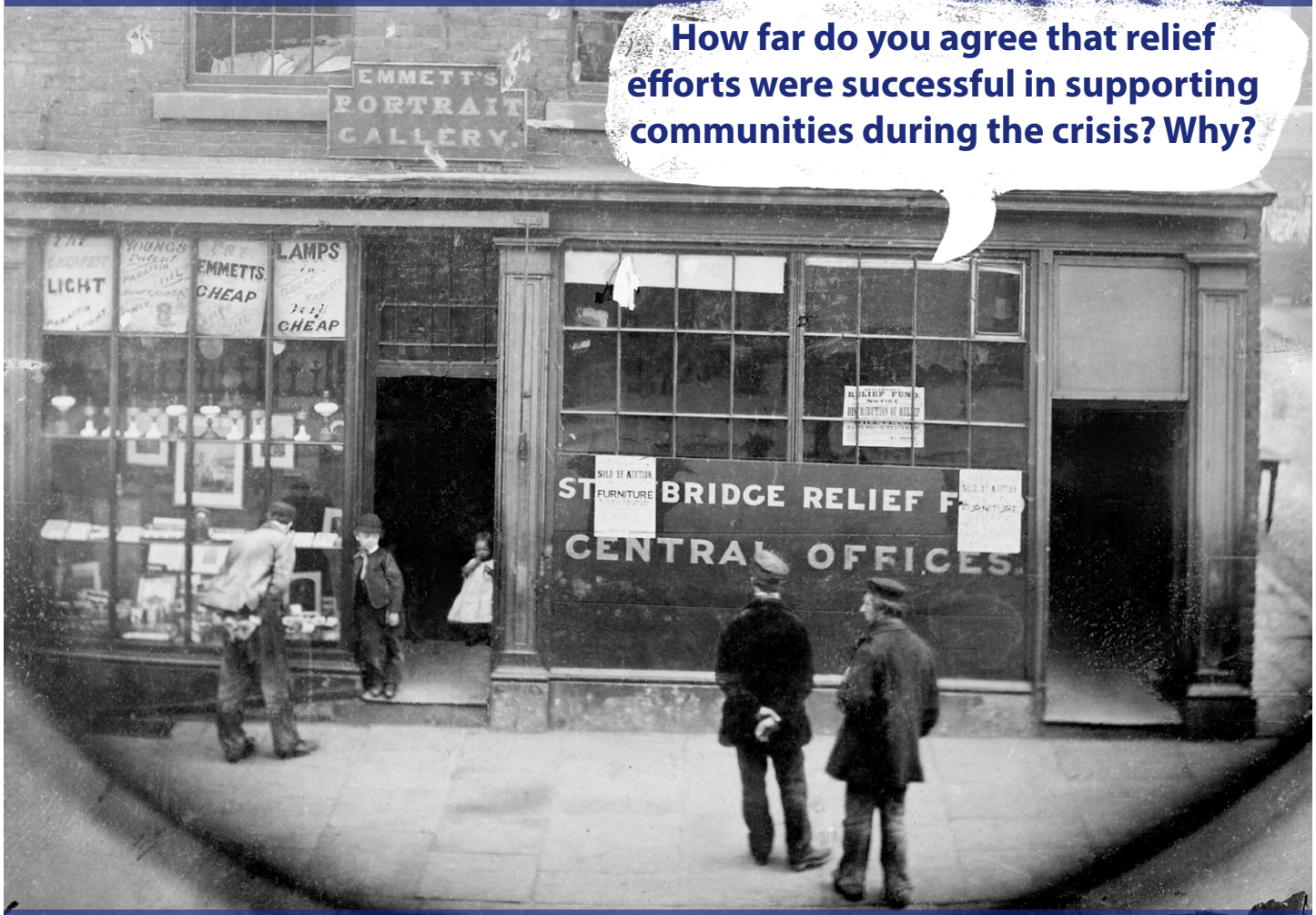
The American Civil War (1861-65) disrupted supplies of cotton to Lancashire, leaving almost 500,000 mill workers without regular employment. The Stalybridge community was badly affected. Stalybridge Cotton Famine Relief Office coordinated local and national relief funds to provide food, clothing, coal and other support. As a 'respectable' way of receiving relief, the Relief Committee and churches also organised relief schools and labour for unemployed mill workers.

By winter 1862-63, almost 2,000 Stalybridge women and girls were enrolled in "sewing schools" - which took place in halls, Sunday Schools and disused mill rooms. They received a small weekly allowance or food tickets for working five days per week. Clothes made in classes were given to families in need.

The Stalybridge Local Board borrowed government funds to put hundreds of men and boys to work constructing roads and bridges, paving streets and digging sewers. Though these projects were praised for modernising Stalybridge, the work was physically and mentally punishing - leading to resentment about how relief was given.

At the peak of the Cotton Famine in winter of 1862–63, only 5 out of 39 Stalybridge cotton mills remained operational. Around 7,000 cotton workers were unemployed, with others on very reduced working hours. Any savings were quickly spent, and furniture, clothes and family heirlooms were pawned or sold to avoid starvation. Families relied entirely on relief funds or soup kitchens.

How far do you agree that relief efforts were successful in supporting communities during the crisis? Why?



Cotton Famine Relief Office, Stalybridge, c.1862
Relief Offices provided emergency supplies such as soup, clothing and coal.

CASE STUDY: Stalybridge Riots (1863)

At the peak of the Cotton Famine in 1862–1863, Stalybridge was devastated. Only 5 of 39 mills remained open, leaving 7,000 workers unemployed and dependent on relief. Desperate and unable to pay rent, over 1,000 people left the town in a wave of migration known locally as 'The Panic,' leaving 750 houses empty by 1863.

On 19 March 1863, a public meeting voted to resist the change. The next day, thirteen relief schools led a mass walkout when officials tried to hand out tickets. Protesters took to the streets, targetting designated grocers and sacking the relief depot. Police led by Chief Constable William Chadwick attempted to control the crowds. By evening, authorities called in British Army Hussars to clear the streets. Over 80 people were arrested and taken to stand trial in Chester (most were later released). Unrest continued and spread to Ashton and Hyde.

The relief committee backed down, restoring relief in cash and expanding ticket redemption to all local shopkeepers to encourage fair competition.

The Stalybridge Relief Committee coordinated emergency food, clothing, and fuel. Officials included local civic leaders and mill owners. To receive aid, thousands attended compulsory "relief schools" where women and girls could be fined for damaged thread and needles. Men and boys did heavy outdoor "labour tests" to prove they deserved aid. Anger boiled over in March 1863 when officials replaced cash aid with tickets redeemable only at specific grocers, who were accused of charging high prices for stale food.



Why do you think people decided to protest? What led you to think that?

Stalybridge police truncheon, 1860s
Police Inspector Gosling used this truncheon during the time of the Cotton Famine.
It is now part of the collection at Portland Basin Museum.

TAMESIDE'S COTTON INDUSTRY

Exploitation & Solidarity

CASE STUDY: **Cotton & Slavery**

By the early 1800s, Lancashire mills relied overwhelmingly on raw cotton grown on American Southern plantations. Enslaved Africans were forced to plant, pick, and gin the cotton before using heavy presses to pack the lint into 200kg bales for shipment across the Atlantic.



Cotton seeds



Cotton boll



Ginned cotton

Every stage of cotton processing carried severe hazards and constant threat of violence. Working 12–14 hours outdoors with no shade or rest led to heatstroke, hypothermia, insect and animal bites, and chronic back pain from stooping or crouching. Sharp cotton burrs sliced fingers, machinery could cause crush injuries or amputations, and breathing in cotton dust caused permanent lung damage. Plantation overseers routinely used severe whippings to enforce daily picking quotas.

Defying duress, enslaved people actively preserved their African heritage and resisted enslavement.

Cultural traditions endured through African rhythms, call-and-response music, cooking and recipes, and oral storytelling. Religious practices blended African heritage with Christianity, giving rise to forms of worship like the ring shout, alongside traditions such as capoeira and "jumping the broom" to mark marriages. Enslaved people also forged strong family and community bonds despite forced separations.



Resistance took many forms, from quiet disruption - such as slowing down work, damaging tools, or feigning illness - to escaping for brief periods, fleeing to free territories, or establishing hidden maroon communities. At its most extreme, resistance could take the form of organised armed uprisings to demand freedom.

Why do you think keeping and adapting traditions mattered to enslaved people?



TAMESIDE'S COTTON INDUSTRY

Exploitation & Solidarity

CASE STUDY: **Local cotton workers**

Tameside mills turned imported raw cotton into spun yarn and woven cloth for global export, making 19th-century Lancashire the cotton capital of the world. While mill owners made vast profits, workers faced severe health risks. They also faced extreme poverty during the Cotton Famine (1861–65).

Cotton bale on industrial mill trolley

In the opening room, men and boys broke open heavy cotton bales - grown and harvested mainly by enslaved people in the American South - beating out dirt and loosening matted cotton fibres. Eye and throat infections, lung diseases, cuts, broken bones, crush injuries and musculoskeletal damage were common.



Cotton bobbins

In the card room, women and teenagers combed raw cotton into loose strands (slivers), which were drawn and twisted into 'roving' before being wound onto bobbins.

In the spinning room, male mule spinners managed complex machinery to twist cotton roving into strong yarn. Exposure to machine oil toxins commonly caused skin cancer.



If you had been a cotton worker, what changes would you have wanted to make to improve working conditions?

Card-room workers and spinners were worst affected by lung diseases - e.g. byssinosis ('brown lung') - from inhaling cotton dust.

Young assistants helped keep the machines running: 'Piecers' (aged 8–22) walked miles daily between machines to tie broken threads, 'Creelers' (aged 8–13) replaced empty bobbins, and 'Scavengers' (aged 6–10) crawled under moving machinery to sweep loose cotton dust (fly). Standing 12+ hours daily could lead to severe bone deformities of the legs, knees or spine.



Woven calico cloth

In the weaving shed, women managed multiple power looms simultaneously to weave yarn into cloth, assisted by young apprentices. The non-stop clatter of hundreds of power looms and spinning mules could cause hearing loss among long-term workers.

Mills sealed windows and pumped steam, keeping temperatures at 25°C - 32°C to prevent thread snapping. Workers suffered from dehydration, heat exhaustion, and sudden chills in winter.

CASE STUDY: Legacies of the Triangular Trade

As the transatlantic slave trade made sugar cheaper, it became more and more a staple of the British diet. In the 18th and early 19th centuries, sugar was sold as rock-hard, cone-shaped blocks called sugar loaves, which had to be broken down at home to sweeten food and drinks. Sugar nippers (or nips) were found in homes up and down Britain. By the mid-1800s, both working class and wealthy households regularly drank tea sweetened with imported sugar. Sugar bowls or boxes were used to store the small lumps broken off using sugar nips.

Accounts from the 1840s show that for dinner, or late at night, mill workers drank hot sweetened tea. The drink gave quick warmth and energy after a long shift, often washing down dry bread when meat could not be afforded.



Sugarloaf (replica), sugar nippers + bowl (early 1800s)

Why might working class families have relied regularly on sweetened tea?

Following the English colonisation of Jamaica in 1655, rum became a major commercial product of plantation slavery. Sailors and merchants began to bring rum back to British ports - and imports jumped from a few dozen gallons in the 1690s to hundreds of thousands by the 1730s.

The major ingredient of rum was sugar cane, which - until abolition - was harvested almost entirely by enslaved African men, women, and children across plantations in the Caribbean, southern and South America.



Wood's 'Old Charlie' Jamaica rum bottle, c. 1940s, Ashton-under-Lyne. The damaged label would have read:
"Each bottle is guaranteed to contain only the choicest rum obtainable. Proprietors WOOD & COMPANY. Ashton-under-Lyne"

Wood & Co. was established in Liverpool in 1887 and later had a base in Ashton. A wine and spirit merchant, their business sold and bottled rum sourced from the Caribbean and South America.

Although companies like Wood & Co. were founded decades after the abolition of slavery, British rum merchants continued to build their wealth on cheap imports made possible by low-paid, exploited workers across Caribbean sugar plantations.

CASE STUDY: **Chartism & Activism**

Into the 1830s, in England and Wales only wealthy or middle class landowners had the right to vote - leaving over 80% of men out. The Chartists fought for a fairer system where all men had the right to vote.

The movement was strong in the cotton towns around Manchester where it drew support from working class weavers, factory workers and the unemployed. At its peak, Lancashire and Cheshire had about sixty Chartist associations.

Their People's Charter demanded votes for all men. In 1842, Parliament rejected their Charter, despite a petition signed by over three million people. At the same time, mill owners cut workers' pay due to a hard economy, causing widespread anger.

Stalybridge workers went on strike and broke into mills, pulling plugs from boilers to stop the machines - leading the strike to be known as the "Plug Riots". Joined by nearby towns, workers marched to Manchester demanding reforms, staying on strike for nearly two weeks before having no choice but to return to work.

The Opening of the Chartists' Meeting House, Hyde by Harry Rutherford, c.1960

A century later, local artist Harry Rutherford depicted key figures in the uprising in this painting - including Joseph Rayner Stevens - a Methodist minister in Ashton, active in the factory reform and anti-Poor Law movements - who speaks to crowds as soldiers arrive to arrest him. Rather than a precise historical record, the painting is a rare tribute to Chartism in the North West.





RIGHT When Parliament rejected the Charter for a third time in 1848, new protests broke out across the country. Mass demonstrations took place across Tameside, with Hyde taking a lead role. Among those arrested following the disorder was Amos Armitage - charged with ringing this bell through the streets of Hyde to rally Chartist supporters. The bell is now part of the collection at Portland Basin Museum.

What might make someone decide to join a protest or campaign?

TAMESIDE'S COTTON INDUSTRY

Exploitation & Solidarity

CASE STUDY: **Hugh Mason (1817 - 1886)**

Stalybridge-born Hugh Mason was a benevolent mill owner, politician, and social reformer. As owner of the Oxford Mills in Ashton-under-Lyne, he built homes and leisure facilities for workers, protected their wages during the Cotton Famine, and in 1871 cut their work week to 58 hours so they got Saturday afternoons off.



Oxford Mills (1840 + 1851) + John Bright Terrace
John Bright Terrace is part of the workers' colony started in 1845, and by 1872 housing about 691 people in 150 homes

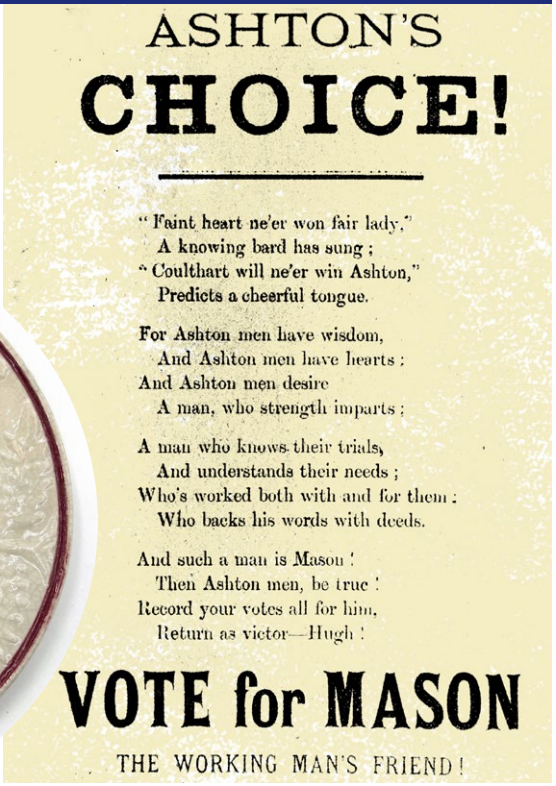
Hugh Mason was not a typical mill owner. Why might he have looked after workers and chaired a public anti-slavery meeting?

After his death, local people raised money to build a statue of him facing the houses he had built for his workers. Commemorative plates were made too.

During the American Civil War, Mason chaired an 1863 anti-slavery lecture by campaigner Ernest Jones in Ashton Town Hall. He spoke out against slavery and shared his hope that Lancashire cotton mills would become free from slave-grown cotton. Working-class men attended too (likely his workers) - though their words were not recorded.

Hugh Mason was elected the first Liberal councillor for Ashton (1856 - 74), where he supported building a public park, providing libraries and cleaner sanitation. He served as Mayor of Ashton for three years in a row (1857 - 60) - a local first. As MP for Ashton (1880 - 85), he was a strong supporter of votes for women.





ASHTON'S

CHOICE!

"Faint heart ne'er won fair lady,"
A knowing bard has sung;
"Coulthart will ne'er win Ashton,"
Predicts a cheerful tongue.

For Ashton men have wisdom,
And Ashton men have hearts;
And Ashton men desire
A man, who strength imparts;

A man who knows their trials,
And understands their needs;
Who's worked both with and for them;
Who backs his words with deeds.

And such a man is Mason!
Then Ashton men, be true!
Record your votes all for him,
Return as victor—Hugh!

VOTE for MASON

THE WORKING MAN'S FRIEND!

Exploitation & Solidarity

CASE STUDY: **Local Activism Against Injustice**

The Industrial Revolution brought rapid economic growth and innovation, but also deep exploitation and inequality globally. Cotton mill workers across towns that make up modern Tameside became a powerful force in campaigns for social justice.

Luddite activists fought the Factory System, leading the Ten Hours Movement to protect children from long, cruel working hours. The Ten Hours Movement stood against 14-hour days and child cruelty. Communities protested new Poor Laws that would force unemployed workers into brutal workhouses. Chartism rallied for fairer voting rights. Workers went on strike against wage cuts.

During the American Civil War (1861–1865), Union and Emancipation Society (UES) branches formed across Lancashire mill towns. In Ashton-under-Lyne, the UES held mass meetings, raised money, and gathered thousands of petition signatures supporting President Lincoln's campaign to end slavery.

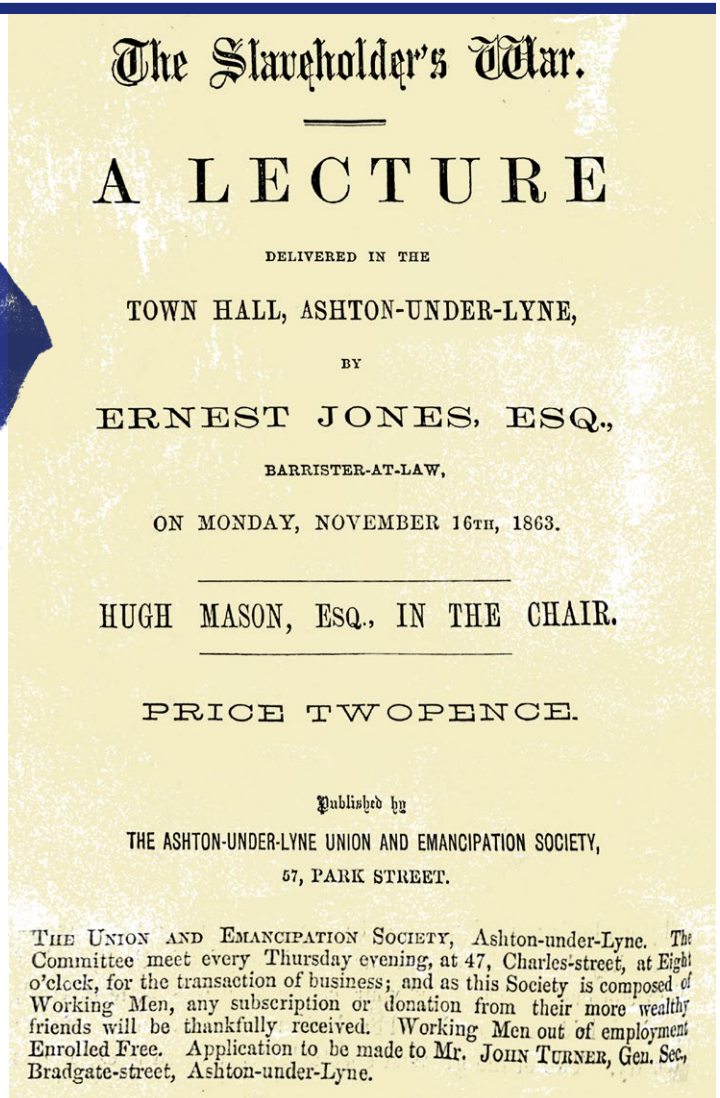
Despite severe poverty and hunger during the resulting Lancashire Cotton Famine, tens of thousands of local workers chose to support the freedom of enslaved people in America over their own relief.

After Lincoln's assassination in 1865, the UES wrote to his widow, Mary, to praise his legacy: **"By his wise, firm, and humane administration, he successfully guided the destinies of your great Republic... and freed millions of our fellow-creatures from the degrading bond of slavery."**

After slavery was abolished, many UES members joined the Freedmen's Aid Society, sending aid and supplies to help newly freed people in America rebuild their lives.



Why might working people in Ashton have cared about something happening thousands of miles away in America?



The Slaveholder's War.

A LECTURE

DELIVERED IN THE

TOWN HALL, ASHTON-UNDER-LYNE,

BY

ERNEST JONES, ESQ.,

BARRISTER-AT-LAW,

ON MONDAY, NOVEMBER 16TH, 1863.

HUGH MASON, ESQ., IN THE CHAIR.

PRICE TWOPENCE.

Published by

THE ASHTON-UNDER-LYNE UNION AND EMANCIPATION SOCIETY,

57, PARK STREET.

THE UNION AND EMANCIPATION SOCIETY, Ashton-under-Lyne. The Committee meet every Thursday evening, at 47, Charles-street, at Eight o'clock, for the transaction of business; and as this Society is composed of Working Men, any subscription or donation from their more wealthy friends will be thankfully received. Working Men out of employment Enrolled Free. Application to be made to Mr. JOHN TURNER, Gen. Sec., Bradgate-street, Ashton-under-Lyne.

Lecture pamphlet: The Slaveholder's War, 1863

Ernest Jones' 'densely crowded' lecture rallied workers to support the Union in the American Civil War, and the abolition of slavery.

TAMESIDE'S COTTON INDUSTRY

Activities:

Case Study - notes, keywords + questions
History in the Headlines - write a story
The Journey of Cotton - map history through objects
Archive Dive - research local history
Commemorative Plate - design a dedication

A Common Strands schools resource aimed at Key Stage 3
Creatively explore historic injustices, encourage anti-racism and enhance learning around legacies of enslavement.

Common Strands has been a Portland Basin Museum project

Tameside Metropolitan Borough

IN TAMESIDE

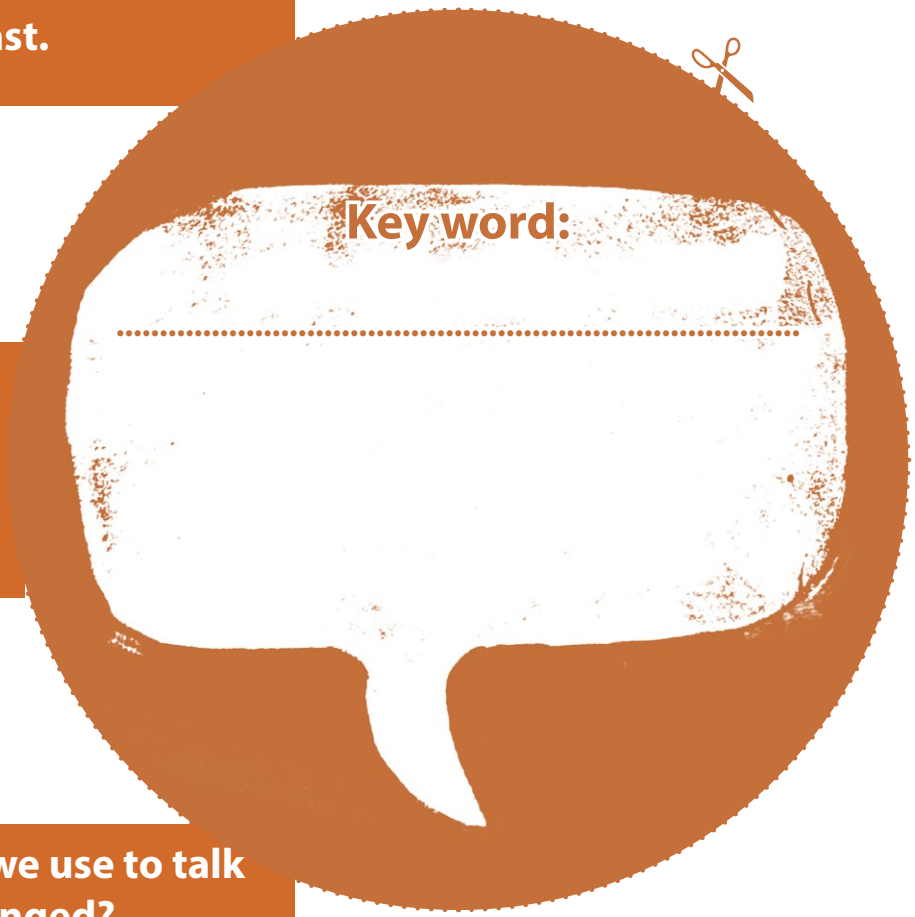
ARTS COUNCIL ENGLAND

Supported using public funding by
ARTS COUNCIL ENGLAND

ACTIVITY PROMPTS: **Case Study -** notes, keywords + questions **Language Matters**

Language can change over time. The words historians use to describe people and events can affect how we understand the past.

What difference does the choice of words make to the people they affect?



- **Has the language we use to talk about the past changed?**
- What has changed – and what has stayed the same?
- **If the language is now different, why might it have changed?**

Choose a case study from the resource, and use the activity sheet to make notes. Consider:

Imagine the impact of overheard words, or text read in a book.
Consider a word or label from two different viewpoints - the person speaking it, and the person being described.

Could the same word be either or both?

- Hurtful? – Helpful?
- Disrespectful? – Respectful?
- Used to make someone feel like they don't belong?
- Used to make them feel included?
- Said to make someone feel less important?
- Said so someone feels proud of their identity?

Language is always evolving, and we listen to people whose lives and communities are affected by these histories. It is okay to make mistakes – what matters is being open to listening, learning and adapting.

ACTIVITY: **Case Study -** notes, keywords + questions **Language Matters**

Use this sheet to record your research from reading one of the case studies.

Writers' notepad: Add your case study responses.

Share and discuss your research in a pair or group.

Speech bubble: Choose a key word from the case study, and write what it means.

Why not collect your class's key words together?

Summarise the story...

Key words...

A question I have is...



ACTIVITY PROMPTS: **History in the Headlines -** write a story

Ashton weekly reporter, 1858



ASHTON WEEKLY REPORTER.

STALYBRIDGE, DUKINFIELD, DROYLSDEN, MOSSLEY, HYDE, AND GLOSSOP CHRONICLE.

SATURDAY, FEBRUARY 13, 1858. PRICE THREE-HALFPENCE.

Newspapers in the 18th and early 19th centuries did not have photographs to help tell the story, so descriptive writing and detail were important.

Newspapers are important historical sources that can contain information recorded at the time.

Newspapers expressed opinions and could influence what readers thought.

Before photo journalism, TV and social media, the printed word was how people found out about local, national and world events.

Choose a key event, person or place to write a newspaper article about, using your Case Study research to help.

You could write...

- 'A day in the life' article on a worker
- An exposé on working conditions
- An interview with a local personality
- A report on activism, a lecture or meeting
- A story about an important event
- An opinion piece on changes to the area

News reports followed a distinct layout. **Think about:**

- **headline: short, attention-grabbing**
- **byline: your reporter name/role + date**
- **tone: newspapers used a formal tone + dramatic adjectives**
- **eye witnesses: who? will the quotes be balanced or biased?**

Write a lead paragraph: quickly establish core facts with the 5 Ws:

1. **Who** was involved?
2. **What** happened?
3. **When** did it occur?
4. **Where** did it take place?
5. **Why** did it happen?

Helen Bates Archivist at Tameside Local Studies & Archive Centre

ASHTON WEEKLY REPORTER.

STALYBRIDGE, DUKINFIELD, DROYLSDEN, MOSSLEY, HYDE, AND GLOSSOP CHRONICLE.

ASHTON-UNDER-LYNE: PRINTED AND PUBLISHED BY EDWARD HOBSON AND SON, AT THEIR GENERAL PRINTING OFFICE, 175, STAMFORD-STREET.

NO. 149. VOLUME III. SATURDAY, FEBRUARY 13, 1858. PRICE THREE-HALFPENCE.

A NEW CART, either for SALE or to HIRE OUT by the day.—Apply to CHARLES POWNALL, Timber Merchant, Tatton-street, near the Gas-works, Ashton.

TO BE LET, in Hamilton-street, Ryecroft a HOUSE containing six rooms, well cellared, fitted up throughout with gas, and appliances for hot and cold water. Rent, 4s. 9d. per week.—Apply to Mr. JOHN WILLIAMSON, grocer, 19, Booth-street, Ashton.

THE TORMENT OF WASHING DAYS AT AN END.

THOSE who dread the torment of washing days, must rejoice that a remedy has been found for these domestic nuisances. On examining various samples of washing machines, I have seen none to equal those of Messrs. B. MOOR and CO.'S PATENT FLOATING BALL WASHING MACHINES for utility and durability; and I would recommend all who feel inclined to purchase these domestic novelties, to try the Patent Floating Ball Machines in preference to others. We have tried them in our own family, and find them to answer well.
SAMUEL HEYS, Agent, Ryecroft, Ashton-under-Lyne.

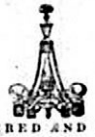
SHIRT FRONTS! SHIRT FRONTS!

LEIGH and NEPHEW having just purchased a large STOCK of GENTLEMENS SHIRT FRONTS, all linen, at a great Reduction from the manufacturer's price are now offering them at a tremendously low rate.
A Large Assortment of GENTLEMEN'S TIES, SILK HANDKERCHIEFS, COLLARS, and SHIRTS.
Observe the Address—LEIGH & NEPHEW, No. 111 & 113, STAMFORD-STREET, ASHTON.

G A S ! G A S !

HENRY CARTER, CHANDELIER MANUFACTURER, 26, OLDHAM-STREET, MANCHESTER.

CHANDELIERS, HALL LAMPS, BRACKETS, PENDANTS, SLIDES, GLOBES, CEILING ROSES, FRENCH OIL LAMPS; CANDLE LAMPS,



PLUMBERS' BRASS WORK, IRON FITTINGS, GAS BURNER MANUFACTURER, BRASS FOUNDER,

GAS FITTINGS RELACQUERED AND BRONZED AND RELIEVED.
A Good Article Guaranteed at a very Cheap Rate.

THE Customers and Friends of KILLORN and Co., Tailors, of George-street, are respectfully informed that their WINTER GOODS are now ready for inspection. They embrace everything that is useful and beautiful in OVERCOATS, CAPES, and Winter Clothing generally. The remarkable success that has attended all KILLORNS' efforts, at once point them out as people eminently fitted for the times. Those, therefore, who are wanting clothing for the cold season, should at once resolve to visit their Mart of Cheapness and Fair Trading, and judge for themselves. Children's, Boys', and Youths' OVERCOATS and School CAPES, from 4s. 6d.; HATS, CAPS, HOSIERY, MOURNING, and WEDDING OUTFITS; SERVANTS' LIVERIES, &c. KILLORN & Co., George-street, Ashton.

STEAM UNDER SIXTY DAYS TO AUSTRALIA.

Passage £7 and upwards.



THE LIVERPOOL and AUSTRALIAN NAVIGATION COMPANY'S Celebrated Steam Clippers, in conjunction with the EAGLE LINE OF PACKETS, are despatched monthly, to the Consignement of Bright, Brothers, and Co., MELBOURNE, forwarding Passengers to all parts of AUSTRALIA.

These Clipper Ships are guaranteed to sail to the day, and are famed for the superiority of the provisioning and passengers accommodation.

Packet of 15th February, the Splendid Fast-sailing Clipper Ship WINEFRED, 1,350 tons register, and 2,500 tons burthen.

Packet of the 15th March, the magnificent Clipper Ship YOUNG AMERICA.

Apply to GIBBS, BRIGHT, & CO., 1, North John-street, Liverpool; or to Messrs. FAWLEY and WRIGLEY, Market Place, Ashton.

ACTIVITY: **The Journey of Cotton -** map history through objects



WHAT is it? calico material
WHO might have worked with this material?

WHERE might it have been made?

A question I have is...



WHAT is it? cotton shirt in laundry bag
WHO might have worn this?

WHERE might it have been made/sold?

A question I have is...

Objects are evidence of human history that can reveal stories of different lives and times.
These objects are from Portland Basin Museum.

Imagine you are following a piece of cotton during the Industrial Revolution. Put the objects in the order you think they were used, noting your ideas and questions as you go.

Think about:

- Where did the cotton begin its journey?
- How did it get to Britain?
- What happened to it in the mill?
- How did cotton become cloth?
- Where did finished cotton cloth go?



WHAT is it? mill tools including cotton spools
WHO might have worked with these objects?

WHERE might they have been used?

A question I have is...



WHAT is it?
cotton bale on industrial mill trolley
WHO might have worked with these objects?

WHERE might they have been used?

A question I have is...



WHAT is it? raw cotton
WHO might have picked and processed cotton in the early Industrial Revolution?

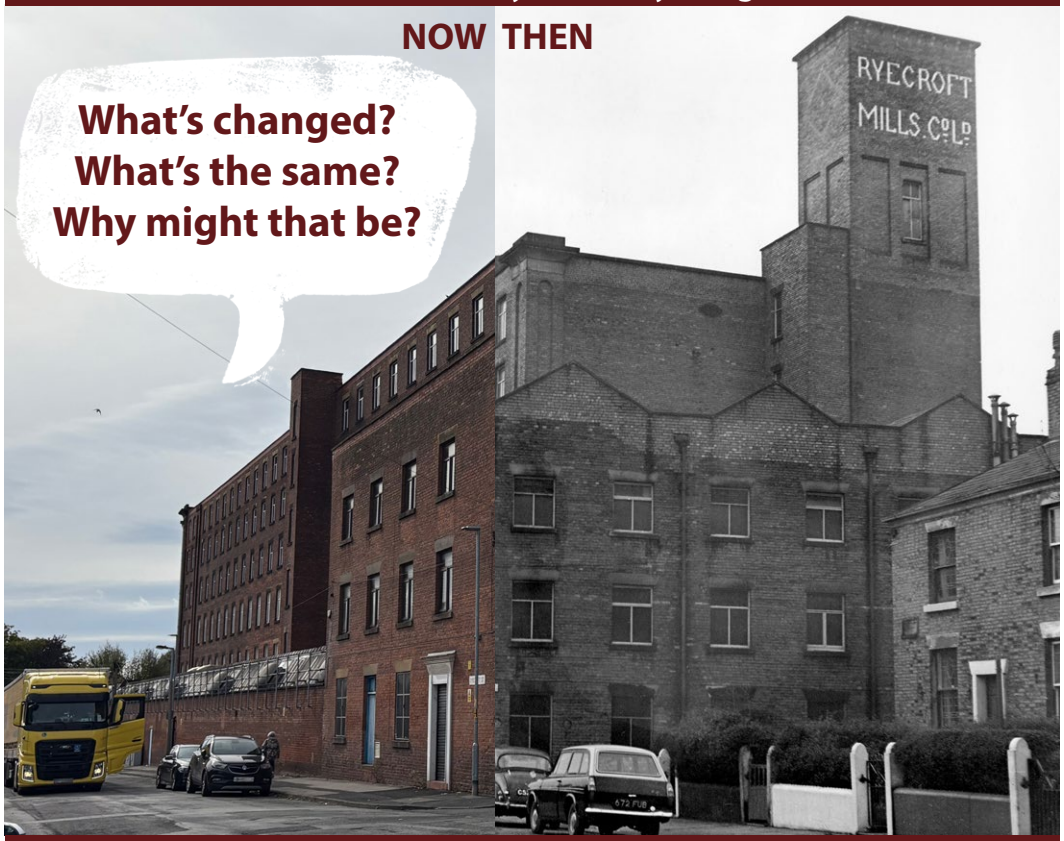
WHERE might it have been grown?

A question I have is...

ACTIVITY: **Archive Dive -** research local history



Stamford Park, Ashton-under-Lyne / Stalybridge



Ryecroft Mill, Smith Street, Ashton-under-Lyne

Tameside's online photographic archive holds over 20,000 images. Search online for traces of Tameside's past cotton industry in your local area. Use key words: a local town, street, park or building; a cotton job title or person's name.

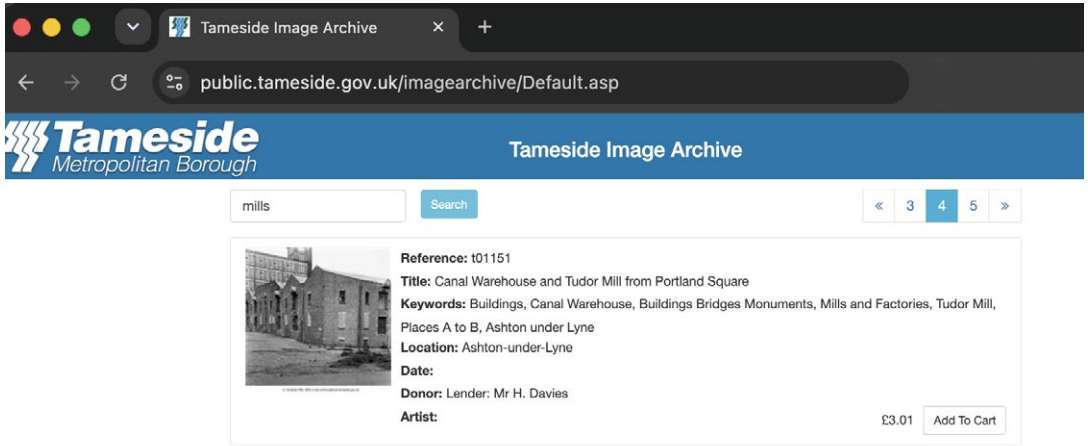
Don't give up if no search results are found:

- try synonyms: alternative words, modern terms v historical words, or formal titles
- choose another nearby place to research

Take it further...

- **Then & Now photos:** compare the location today to the past. Why not use Google Street View - or take photo if nearby and safe?
- **Old & New maps:** Compare historic and contemporary maps of your area, using the National Library of Scotland's 'Side by Side Viewer' (it's free): https://maps.nls.uk/

Tameside Local Studies & Archive Centre, in Ashton-under-Lyne, holds records and source material on the history of Tameside's nine towns. There's also an online image archive.
https://public.tameside.gov.uk/imagearchive/



ACTIVITY PROMPTS: **Commemorative Plate -** design a dedication

Stalybridge-born Hugh Mason was a local mill owner, social reformer and served as Mayor and Liberal MP for Ashton-under-Lyne. As owner of Oxford Mills in Ashton, he built worker housing and recreation facilities and protected wages during the Cotton Famine. He supported women's suffrage and an end to slavery.

When he died, a Mason Memorial Committee was formed to decide how to publicly commemorate him. He is remembered through a statue, paintings and even a plate (pictured).

Many people - workers, women, children, black people, campaigners and local communities - fought for reform and rights, and actively opposed slavery but not everyone's name or contribution was recorded, remembered or given a memorial.



Hugh Mason commemorative plate
January 30th 1817 – February 2nd 1886

Working class history from this time can be difficult to trace because ordinary people often left few personal papers or organisational records. As a result, their stories are harder to recover.

Imagine you have been asked to create a new commemorative plate for Tameside. Your plate should remember a person or group whose contribution is at risk of being forgotten, overlooked or not properly commemorated.

Think about someone...

- Who stood up against injustice?
- Who contributed to change for the better?
- Who went to work for family survival?
- Who may have quietly supported others?
- Whose hands dug, built or made?
- Whose voice wasn't recorded?

In your design, you could include:

- portrait, silhouette or image of a place
- important date(s)
- their name/group (if known) or role
- symbols that celebrate their life
- colours that connect to their area
- an information label to tell their story

Write an information label...

Add a few words explaining why this person deserves a place in Tameside's history.

Helen Bates Archivist at Tameside Local Studies & Archive Centre

ACTIVITY: **Commemorative Plate - design a dedication**

This plate is to commemorate:

Dates:

Information:

Who are you choosing to remember, and what would you like people to know about them?

What words or symbols might express things you want to celebrate?

