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Black Line Masters (BLM)
GRADE/CLASS: Grade 12 University, World History: The West and the World (CHY4U)

STREAM: Change and Continuity, Citizenship and Heritage

CURRICULUM EXPECTATION: from The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies (2005)

CHANGE AND CONTINUITY: CHANGE IN HISTORY

Identify forces that have facilitated the process of change (e.g., increase in literacy; humanism and liberalism; scientific innovation) and those that have tended to impede it (e.g., rigid class or caste systems, reactionary or conservative philosophies, traditional customs)

Assess the influence of individuals and groups who have helped shape Western attitudes to change (e.g., Johannes Gutenberg, Martin Luther, Galileo, Montesquieu, James Watt, Mary Wollstonecraft, Michael Faraday, Charles Darwin, Karl Marx, Thomas Edison, Marie Curie, Henry Ford, Albert Einstein, Simone de Beauvoir, Stephen Hawking; explorers and innovators, Luddites, Fabians, futurists, environmentalists)

CITIZENSHIP AND HERITAGE: CITIZENSHIP AND HUMAN RIGHTS

Describe a variety of forms of human servitude (e.g., slavery, indenture, gender role restrictions, child labour)

Assess the factors that have hindered the advancement of human rights (e.g., poverty, religious intolerance, anti–Semitism, racial bias and profiling, eugenics, imperialism, authoritarian governments, class and caste systems, sexual dis- crimination, homophobia, discrimination against people with disabilities)
LESSON 1: EVIDENCE

a. Overview
For this lesson students will use primary sources and take a look at how historical narratives are created from the evidence we have.

b. Learning Expectations
Students will be able to analyse a primary source document and determine the credibility of the evidence.
Students will be able to infer how this primary source and its implications has created change in the western world.

c. Curriculum Expectations
Assess the influence of individuals and groups who have helped shape Western attitudes to change.

d. Sources
Primary Source Documents:

Teacher Instructions

MINDS ON
⇒ Ask students what comes to mind when they think of evidence? (proof/crimes/documented/facts...)

THINK PAIR SHARE
⇒ Ask students to write down 3 people that have influenced themselves, 3 people that have influenced the world, and 3 things or inventions that have influenced the world.
⇒ Share with a partner one of each category
⇒ As a class discuss the different people and things that have created change. Next, ask students to consider how they know that these people have made change in the world? What evidence do we have?
⇒ Make a brief note on the different forms of evidence and primary sources (documents, narratives, statistics, photographs, paintings...)

TEACHER MODELLING
⇒ Handout BLM 1.1 to each student and a copy of the translation of Christopher Columbus’s diary entry (PSD 1.2).
Show the original copy to students on Smart board or copy a few copies for students to see (PSD 1.1) Read the document as a class and discuss. After reading, turn to BLM 1.1 and discuss each question.

Model the first few questions and explain your thinking for each answer. (E.g. for the purpose, you could say that Columbus’s purpose of writing was to describe his voyage in detail for the Spanish court, who was funding his voyage to Asia, it could also be to sway the Spanish court that he “discovered” something worthwhile.) Have each student fill out the class’s answers.

**ACTION**
Divide students in small groups and give one copy of PSD 1.3 to each group as well as a copy of BLM 1.1. Have students go through the same process that was modelled and done as a class. Discuss how this document could be used for the anti-slavery movement in Great Britain.

**CONSOLIDATION**
Class Discussion: How can we create a historical narrative from primary sources? How much evidence, or what types of evidence do we need in order to believe something is true? When are we making an inference and what does this mean?

**EXTENSION**
Have students find another primary document and complete BLM 1.1 individually.
LESSON 2: CONTINUITY AND CHANGE

Materials:  
BLM 2.1, 2.2  
PSD 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

a. Overview
The purpose of this lesson is to discuss not only change and continuity in the 1800s, but also how change and continuity are applicable to teaching and learning history as well. It is designed to encourage students to be knowledgeable about important events, movements, legislation, and so on, but to stop limiting themselves to that.

b. Learning Expectations
They should challenge what they learn and try to discover other perspectives and conflicting information. By examining history through a more critical lens, students can challenge what they are being taught and learn to form their own historical opinions based on their findings.

c. Curriculum Expectations
Describe a variety of forms of human servitude and assess the factors that have hindered the advancement of human rights

d. Sources
Primary Sources
Secondary Sources

Teacher Instructions

MINDS ON /TECHNOLOGY
Display PSD 2.1, PSD 2.2, and PSD 2.3 on SMARTboard or overhead.
Provide the following comparison statistics:

1. Telegraph lines in Quebec and the Maritime Provinces (1906)  
   56% of Canadian Households Had a Landline Telephone, 83% Had a Mobile Telephone (2013)
2. Population Density in the Eastern Canadian Provinces, Southern Ontario (c.1901)
   Canadian Pop Estimate 35 540 419 (July 2014)
3. Origins of Canadian Immigrants in Western Canadian Provinces (1901)
   National Household Survey Shows 20.6% of Population as Foreign-Born, 78% of those from Non-European Countries (2011)

DISCUSSION
⇒ Do you feel like all the changes that have gone on from the time of Industrialism to now have been positive?
  o In terms of economics and labour changes
  o For women’s rights
  o Towards children’s rights and labour laws related to them
⇒ How do you think that has stayed the same?
⇒ Are changes such as advancement in technology always a good thing?

INTERACTIVE TECHNOLOGY
Traditional history is taught in terms of who are important people, and what major breakthroughs, movements, and developments occurred over a span of time. During the 19th century, many advances in legislation were made. Use interactive map and provide examples from the feminist movement during the 19th century.
Interactive Map of Inventions from 1800-1920

TEACHER MODELLING
⇒ Use BLM 2.1 as an example of the pros and cons of three Acts for Women’s Rights.
⇒ Have students examine labour law documents/acts/legislation (PSD 2.4, PSD 2.5 PSD 2.6).

ASSESSMENT AS LEARNING
Have students read the documents and explain the significance in terms of change and continuity by filling out their own chart (BLM 2.2). Do these primary sources reflect the progressive and innovative changes that occurred during the period of western industrialization? Is all change beneficial? Is continuity more important?

EXTENSION
A possible extension for this lesson would be to include several Acts and Amendments in the Canadian constitution and explore the pros and cons in our modern legislation.

ASSESSMENT FOR LEARNING
Debate on the worth of these Acts:

Factory Act:
Side 1: On one hand, it helped labourers in factories and mines to provide them with legal rights that protected them. Without those developments, industrialization would have been far slower without the mines and factories being operational.
Side 2: The factories and mines remained dangerous and the working hours unreasonable. They should have been shut down instead.
Women’s Acts:
Side 1: Those Acts just perpetuated women as unable to represent themselves.
Side 2: The feminist movement was gaining enough traction to change legislation. Change would not happen in one night.
LESSON 3: ETHICAL DIMENSION

Materials: BLM 3.1, PSD 3.1, 3.2

a. Overview
The purpose of this lesson is to engage students in thinking about ethical questions surrounding change and technology.
Big idea: Look at the impact and change of worker laws during industrialization… did it help improve society or hinder conditions?

b. Learning expectations:
⇒ Students will be able to think critically about industrialization and examine the impact of the Factory Act.
⇒ Students will be able to consider how technology has improved or hindered society during industrialization and in today’s world.

c. Curriculum expectations
Identify forces that have facilitated the process of change and those that have tended to impede it.

d. Sources
Primary Source Documents
http://www.nationalarchives.gov.uk/education/resources/1833-factory-act/source-1/

Teacher Instructions
(Lesson adapted from http://www.nationalarchives.gov.uk/education/resources/1833-factory-act/)

MINDS ON
Post the Factory Act on smartboard or overhead so students can see it again, then ask students to: brainstorm as many ways as you can how the Factory Act has influenced British society, American and Canadian society over the last 200 years.

ACTION
Hand out PSD 3.1 and BLM 3.1. In small groups, have students read the document and answer the questions together. Take the questions up, ensuring students are reflecting back on the Factory Act and how this has created change. For question 6) prompt students to think about whether we still see child labour and/or violation of labour laws today.

TECHNOLOGY
Display PSD 3.2 on SMARTboard or overhead. Have students compare the photograph with the factory worker’s report.
ASSESSMENT
Have students write a one page critical thinking paper using the knowledge they have gained from the last two lessons. The paper should answer the question, Was industrialization beneficial or hindering to society?

CONSOLIDATION:
Discuss how technology has impacted our lives over the last 200 years. Get students to think about how technology is improving or limiting their lives right now. Is change a good thing? Can we stop change from happening?
LESSON 4: CAUSE AND CONSEQUENCE

Materials: BLM 4.1
PSD 4.1, 4.2

a. Overview
   The purpose of this lesson is to connect students to the past as a way to engage them in very important figures in the past. Ideally, history should provide. Students have an opportunity to examine the impact of historical perspectives, observing how they have changed over time and the consequences of the changes that occur.

b. Learning Expectations
   Students should be able to use both teacher-directed and self-directed learning in order to form their own thoughts and conclusions about historical study.

c. Curriculum Expectations
   Assess the influence of individuals and groups who have helped shape Western attitudes to change

d. Sources
   Primary Sources
PSD 4.3 Genesis 3:3, King James Bible

Teacher Instructions

MINDS ON
   ⇒ Ask the class about today’s popular culture.
   ⇒ Have them share a few categories of pop culture (Eg. movies books music magazines) and ask them to describe them as if they were a historian and wanted to objectively record what passed as pop culture in our era) using BLM 4.1

TEACHER MODELLING
Provide an example of an objective historian reviewing a form of modern popular culture.
   ⇒ For instance: Cities throughout Canada and the United States attend games of hockey (an ice sport played with a puck and a stick) and enthusiastic fans watch games on television or spend vast amounts of money to go to see a game.

TECHNOLOGY
*** Show video of Victorian entertainment***
http://www.bl.uk/learning/histcitizen/victorians/popculture/culture.html
   ⇒ Discuss the changes over time of these forms of entertainment and why they may have changes over time using PSD 4.1 as a comparison.
ACTION
This portion of the lesson is self-directed. Students examine both ideas of creation: the traditional biblical version that was widely accepted, and the theory of natural selection and survival of the fittest offered by Darwin in the 1800s. The teacher should offer the following summary for each document:

⇒ Darwin explains natural selection and survival of the fittest in terms of the branches and buds of a tree growing and expanding to new and different avenues to the original. This theory poses that human beings evolved to suit their environment, and those with old traits died out. (PSD 4.2)

⇒ The creation story in the Bible describes God creating the world in seven days, and moulded man in his image. The theory offered in scripture is that human beings created by God populated the earth with their children. (PSD 4.3)

HOMEWORK
Students are tasked with writing a personal reflection comparing and contrasting these two views of creation, and offering what they think the reaction in the western world that followed the release of Charles Darwin’s *The Origin of Species*. 
LESSON 5: HISTORICAL PERSPECTIVES

a. Overview
For this lesson, students will begin to think about different perspectives. Students will consider different historical perspectives at the time of the Protestant Reformation and then come together as a class to compare these perspectives
⇒ Assessment opportunities: informal notes during group work, formative or summative assessment of group presentations

b. Learning expectations
⇒ Students will learn the historical perspective of a significant group or individual from a primary document at the time of the Protestant Reformation
⇒ Students will be able to connect and contrast ideas between different historical perspectives

c. Curriculum expectations
Assess the influence of individuals and groups who have helped shape Western attitudes to change

d. Materials
Primary Source Documents

Teacher Instructions

MINDS ON
Briefly have students reflect on what they know about the protestant reformation. Brain storm as a class what students know about different Christian religions, how they developed and how they influenced the West.

ACTION
⇒ For this activity students need to be divided up into 4 groups which will be at 4 different stations. The focus of each station will be different. You may wish to group students according to different abilities if you find some of the activities may be more challenging than others.
⇒ Each station will look at a different perspective of the Protestant Reformation. The goal is for each group to do a bit of background research on their given perspective, analyse the primary source given, then bring their research and perspective to present to the class.

⇒ Hand out one of PSD 5.1, 5.2, 5.3 and 5.4 to each group so that each group has a different primary document.

⇒ Have each group read the primary document and then fill out BLM 5.1 as a group. Each group should prepare what they have learned from their perspective to present to the class.

ASSESSMENT
Each group presents a 5-10 minute overview of their perspective and what they have learned from their source. This can be a formal (summative) or informal (formative) activity.

CONSOLIDATION
Have students answer the following questions as a class: How do these different perspectives relate to one another? What are some common themes? Do you think any of these perspectives were more dominant than the others? Are any of these beliefs still current today and how? What does religious diversity look like today? What can we learn from the religious debates of the 16th century?
b. Overview
For this lesson, students will learn about the difference between the past, and events that are historically significant. They will complete a culminating assignment for this lesson pack, or independent of the preceding lessons.

c. Learning expectations
⇒ Students should be able to identify historically significant events of figures from simply events from the past.
⇒ Students should develop their research skills by making their own historical criteria and judgements about what they deem important from the past.

d. Curriculum expectations
Assess the influence of individuals and groups who have helped shape Western attitudes to change and identify forces that have facilitated the process of change

Teaching Instructions

MINDS ON
Leading questions:
⇒ What is significant in the last 5 years in the world?
⇒ Which of these things will be significant in 5 years?
⇒ Use these ideas to define historical significance - changes, depends on where/when you are coming from

THINK, PAIR, SHARE ACTIVITY:
Teacher Prompt: a lot of things change in what is considered “history.” People, events, places, movements and things take on a historical significance for many different reasons. Something or someone who impacts culture, politics, law, religion, science, and so on is a basic criterion.
1. In one sentence, students should write what they think makes history.
2. Then, in partners, students discuss their criteria and come up with one historically significant moment or person.
3. While sharing their historically significant choices with the class, the class should be reflecting on why they made these choices.

ASSESSMENT OF LEARNING:
The project: in partners, choose one person, movement, invention, discovery and event each and create a collage of pictures representative of those choices. Then, defend your choice in one paragraph per idea. Use the following example, and the guidelines provided (BLM 6.1).
TEACHER MODELLING
The teacher may provide an example of a person or event that they think is significant, for instance, the following:

www.royal.gov.uk

Princess Diana made a historical and lasting impression on the world because of her philanthropic work. She set a president for celebrities, royalty, and the upper class to become involved in charity and to help those less fortunate during a time when it was very unusual – like hugging children with AIDS in order to break down barriers of race and illness.
### Appendix A

<table>
<thead>
<tr>
<th>BLM 1.1</th>
</tr>
</thead>
</table>

**Briefly describe the document (type, condition, title)**

**Who wrote it? Who is the intended audience (if any)?**

**When was it created and where? What is the context of the document?**

**What is the purpose of the document? Why was it created?**

**What is the creator’s main message?**

**Is there a potential bias? Why?**

**How could the document be used for other’s purposes (movements, propaganda)?**
### Divorce Act of 1857

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women could obtain a divorce</td>
<td>They could not own property</td>
</tr>
<tr>
<td></td>
<td>There was not equal ground for divorce for men and women</td>
</tr>
</tbody>
</table>

### Married Women’s Property Act of 1870

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal rights against abuse and exploitation for women</td>
<td>Were not considered “independent”</td>
</tr>
<tr>
<td></td>
<td>Had to be legally represented by a male</td>
</tr>
</tbody>
</table>

### Contagious Disease Acts of 1864, 1866, 1869

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aimed to prevent the spread of disease through prostitution by detaining and examining female sex workers</td>
<td>Did not examine or detain their male customers</td>
</tr>
</tbody>
</table>

### Factory Act (1833)

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
BLM 3.1

Extract from a Factory Inspectors report – British Parliamentary Papers (1836) No 353

1) Where and who is the evidence coming from?

2) Compare the belief about the company and what is actually happening at the factory.

3) Is Taylor, Ibbotson & Co. breaking the Factory Act? How?

4) What parts of being a factory inspector would you find difficult? What would they have to deal with?

5) Is the Factory Act useful? Are they justified in thinking they are doing enough?

6) What forces have allowed industrialization to occur earlier in Britain than elsewhere in the West? What has allowed change and what is a barrier to change?

7) This document is from 1836. How does this relate to today’s world? (You may need to do some research for this.)
Choose two of the following areas of popular culture and write down 2 examples of people or programs in these genres (Eg. Taylor Swift, Music).

<table>
<thead>
<tr>
<th>Film</th>
<th>Music</th>
<th>Television</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td>Books</td>
<td>Magazines</td>
</tr>
<tr>
<td>Video Games</td>
<td>Comic Books</td>
<td>Other…</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Type of document, date, author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the purpose of the document?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the context of the person writing? (You may need to research this)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the perspective the author is trying to get across?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How could this document have created change in the west?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking critically, are there any holes in the author’s argument or anything that they have left out?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BLM 6.1

Success Criteria Sheet

• 12 point font, double spaced, appropriate margins, one paragraph of approximately 150 words for each of the 5 categories
• There is clear indication of thoughtful research
• Effective use of language appropriate for a grade 12 university class including few spelling and grammar errors, and correct sentence structure.
• Arguments are well-reasoned and backed up with research
• Each item chosen is explained how it is historically significant and was a factor of change
• Proper use of planning and paragraph organization
Quoniam suscepta possint esse rem perfectam me secuturum suisse gratum tibi fove scio: das constitutuierrarereque te
Antillius seu in hoc nostrum itinerem geste inuentens ad
Montanum: Nicerino tertio die postis Gadibus discessit in mare
Indicum: et in eo plurimas insulas innumeris habitas non
minimum reperit: quorum omnium pro felicissimo Regi nostro
poenioso celebrato et vexitio extensis contradicente nemine pos
tsessionem accepit: primeque eum dixit Salvatoris nomen impos
sus: eius fretus auxilio tam ad banc: ad ceteras alias perier
nimirum. Eam nondum Guanabani vocant: Blassi etiam vnum
quam nono nomine no incipit: quippe altera insula: Sanctae
Marie Conceptionis: aliam: Fernandez: aliam: Biscalber: aliam
Joanam: et sic de reliquis appellari usu: Cum quinum id
in insulam quam duidem Joanam vocari dixi apparirem: in
fractius eius occidentem versus aliquidum reprehendit, tamen:
Eam magnum nullo reperto sine inventum: non insula: sed con
tinentem Cibarii possintiam esse crediderim: nulla tri videns
opida municipiis: in maritimis: satis confinibus: priter aliquos: vir
cur: vel dixit rusticum: cum quo incolis loqui nequebam: quare si
multae: ac non videbant surreptiebant fugam: progressiebar viros
eximios alium: me vtrum villae inventurus: Denique: videns
quid: longe admodum progressus nihil nosi emergebatur: bimbi via
nos ad Septentriionem descrebant: ipse fugere creptabiliter
etem regulade buxum: ad Bistrum se erat in posta coeteros.
Translation from Christopher Columbus’ diary of his voyage of 1493:

I have determined to write you this letter to inform you of everything that has been done and discovered in this voyage of mine.

On the thirty-third day after leaving Cadiz I came into the Indian Sea, where I discovered many islands inhabited by numerous people. I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard, no one making any resistance. The island called Juana, as well as the others in its neighborhood, is exceedingly fertile. It has numerous harbors on all sides, very safe and wide, above comparison with any I have ever seen. Through it flow many very broad and health-giving rivers; and there are in it numerous very lofty mountains. All these island are very beautiful, and of quite different shapes; easy to be traversed, and full of the greatest variety of trees reaching to the stars. . . .

In the island, which I have said before was called Hispana, there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island, and the excellence of the rivers, in volume and salubrity, surpass human belief, unless on should see them. In it the trees, pasture-lands and fruits different much from those of Juana. Besides, this Hispana abounds in various kinds of species, gold and metals. The inhabitants . . . are all, as I said before, unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted; not on account of any bodily deformity, for they are well made, but because they are timid and full of terror. . . . But when they see that they are safe, and all fear is banished, they are very guileless and honest, and very liberal of all they have. No one refuses the asker anything that he possesses; on the contrary they themselves invite us to ask for it. They manifest the greatest affection towards all of us, exchanging valuable things for trifles, content with the very least thing or nothing at all. . . . I gave them many beautiful and pleasing things, which I had brought with me, for no return whatever, in order to win their affection, and that they might become Christians and inclined to love our King and Queen and Princes and all the people of Spain; and that they might be eager to search for and gather and give to us what they abound in and we greatly need.
PSD 1.3
Court records from Dominica, a British colony in the Leeward Islands, January 1814
PSD 2.1 (1900)
PSD 2.2 (1900)
PSD 2.3 (1900)
TABLE VI.
REPORTED ACCIDENTS IN FACTORIES, 1888.
Classified According to Degree of Injury, Age, and Sex.

<table>
<thead>
<tr>
<th>Degree of Injury</th>
<th>Adult (over 18)</th>
<th>Young persons (1-18)</th>
<th>Children (1-14)</th>
<th>All ages</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>All reported Accidents in Factories</td>
<td>44,533</td>
<td>1998</td>
<td>12980</td>
<td>1465</td>
<td>224</td>
</tr>
<tr>
<td>Accidents notifiable to Inspectors only</td>
<td>39,922</td>
<td>500</td>
<td>1304</td>
<td>291</td>
<td>63</td>
</tr>
<tr>
<td>Analysis of the accidents notifiable to certifying Surgeons as well as to Inspectors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Causing death</td>
<td>620</td>
<td>5</td>
<td>19</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Loss of right hand or arm</td>
<td>29</td>
<td>5</td>
<td>17</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Loss of left hand or arm</td>
<td>28</td>
<td>4</td>
<td>23</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Loss of part of right hand</td>
<td>602</td>
<td>140</td>
<td>373</td>
<td>114</td>
<td>18</td>
</tr>
<tr>
<td>Loss of part of left hand</td>
<td>684</td>
<td>81</td>
<td>280</td>
<td>90</td>
<td>12</td>
</tr>
<tr>
<td>Loss of any part of leg or foot</td>
<td>56</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fracture of limbs or bones of trunk</td>
<td>353</td>
<td>25</td>
<td>157</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Fracture of hand or foot</td>
<td>319</td>
<td>13</td>
<td>143</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>Loss of sight of one or both eyes</td>
<td>38</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Injuries to head and face</td>
<td>849</td>
<td>184</td>
<td>251</td>
<td>36</td>
<td>7</td>
</tr>
<tr>
<td>Burns and scalds</td>
<td>1708</td>
<td>39</td>
<td>327</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>Lacerations, Contusions, and other injuries not enumerated above</td>
<td>6341</td>
<td>931</td>
<td>3089</td>
<td>750</td>
<td>106</td>
</tr>
<tr>
<td>Total of accidents notifiable to certifying Surgeons as well as to Inspectors</td>
<td>11,811</td>
<td>1488</td>
<td>4786</td>
<td>1114</td>
<td>191</td>
</tr>
</tbody>
</table>

PSD 2.4 (1898)

PSD 2.5 (1842)
REPORT UPON THE WORK OF THE FACTORY
DEPARTMENT DURING THE YEAR 1897.

PSD 2.6 (1897)

Summary:

In 1897, the factory department produced 100,000,000 pieces of various products including 80,000,000 pieces of cloth, 18,000,000 pieces of wood, and 2,000,000 pieces of metal. The total cost of production was $500,000.

Accidents:
The number of reported accidents continued to increase, highlighting the need for improved safety measures. The increase in accidents led to the implementation of new regulations and training programs.

Accidents in Factories and Workshops:

<table>
<thead>
<tr>
<th>Class of Work</th>
<th>Number of Injuries</th>
<th>Total Cost of Injuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workers</td>
<td>525</td>
<td>$2,124</td>
</tr>
<tr>
<td>Managers</td>
<td>3</td>
<td>$85</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$2,209</td>
</tr>
</tbody>
</table>

In conclusion, the factory department made significant strides in improving safety, but there is still room for improvement to ensure the well-being of all employees.
My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and, in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr. Rayner, the certificating surgeon of Bastile, was with me at the time.
OF THE "PENNY GAFF."

In many of the thoroughfares of London there are shops which have been turned into a kind of temporary theatre (admission one penny), where dancing and singing take place every night. Rude pictures of the performers are arranged outside, to give the front a gaudy and attractive look, and at night-time coloured lamps and transparencies are displayed to draw an audience. These places are called by the costers "Penny Gaffs;" and on a Monday night as
The affinities of all the beings of the same class have sometimes been represented by a great tree. I believe this simile largely speaks the truth. The green and budding twigs may represent existing species; and those produced during former years may represent the long succession of extinct species. At each period of growth all the growing twigs have tried to branch out on all sides, and to overtop and kill the surrounding twigs and branches, in the same manner as species and groups of species have at all times overmastered other species in the great battle for life. The limbs divided into great branches, and these into lesser and lesser branches, were themselves once, when the tree was young, budding twigs; and this connexion of the former and present buds by ramifying branches may well represent the classification of all extinct and living species in groups subordinate to groups. Of the many twigs which flourished when the tree was a mere bush, only two or three, now grown into great branches, yet survive and bear the other branches; so with the species which lived during long-past geological periods, very few have left living and modified descendants. From the first growth of the tree, many a limb and branch has decayed and dropped off; and these fallen branches of various sizes may represent those whole orders, families, and genera which have now no living representatives, and which are known to us only in a fossil state.
And God said. Let us make man in our Image, after our likeness; and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. So God created man in His own image: in the image of God created He him; male and female created He them. And God blessed them: and God said unto them. Be fruitful, and multiply, and replenish the earth, and subdue it; and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth. And God said. Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat. And to every beast of the earth, and to every fowl of the air, and to every thing that creepeth upon the earth, wherein there life, I have given every green herb for meat: and it was so. And God saw every thing that Ho had made, and, behold, it was very good. And the evening and the morning were the sixth day.

'Thus the heavens and the earth were finished, and all the host of them. And on the seventh day God ended His work which He had made; and He rested on the seventh day from all His work which He had made. And God blessed the seventh day, and sanctified it; because that in it He had rested from all His work which God created and made.' And God said. Let us make man in our Image, after our likeness; and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. So God created man in His own image: in the image of God created He him; male and female created He them. And God blessed them: and God said unto them. Be fruitful, and multiply, and replenish the earth, and subdue it; and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth. And God said. Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat. And to every beast of the earth, and to every fowl of the air, and to every thing that creepeth upon the earth, wherein there life, I have given every green herb for meat: and it was so. And God saw every thing that Ho had made, and, behold, it was very good. And the evening and the morning were the sixth day.

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ON JUSTIFICATION

CANON IX.-If any one saith, that by faith alone the impious is justified; in such wise as to mean, that nothing else is required to co-operate in order to the obtaining the grace of Justification, and that it is not in any way necessary, that he be prepared and disposed by the movement of his own will; let him be anathema.

CANON XVII.-If any one saith, that the grace of Justification is only attained to by those who are predestined unto life; but that all others who are called, are called indeed, but receive not grace, as being, by the divine power, predestined unto evil; let him be anathema.

CANON XIX.-If any one saith, that nothing besides faith is commanded in the Gospel; that other things are indifferent, neither commanded nor prohibited, but free; or, that the ten commandments nowise appertain to Christians; let him be anathema.

CANON XXX.-If any one saith, that, after the grace of Justification has been received, to every penitent sinner the guilt is remitted, and the debt of eternal punishment is blotted out in such wise, that there remains not any debt of temporal punishment to be discharged either in this world, or in the next in Purgatory, before the entrance to the kingdom of heaven can be opened (to him); let him be anathema.

DECREE CONCERNING THE MOST HOLY SACRAMENT OF THE EUCHARIST

CHAPTER I.

On the real presence of our Lord Jesus Christ in the most holy sacrament of the Eucharist.

In the first place, the holy Synod teaches, and openly and simply professes, that, in the august sacrament of the holy Eucharist, after the consecration of the bread and wine, our Lord Jesus Christ, true God and man, is truly, really, and substantially contained under the species of those sensible things… -it is indeed a crime the most unworthy that they should be wrested, by certain contentions and wicked men, to fictitious and imaginary tropes, whereby the verity of the flesh and blood of Christ is denied…

ON THE MOST HOLY SACRAMENT OF PENANCE

CANON I.--If any one saith, that in the Catholic Church Penance is not truly and properly a sacrament, instituted by Christ our Lord for reconciling the faithful unto God, as often as they fall into sin after baptism; let him be anathema.

ON THE SACRAMENT OF MATRIMONY.

CANON I.-If any one saith, that matrimony is not truly and properly one of the seven sacraments of the evangelic law, (a sacrament) instituted by Christ the Lord; but that it has been invented by men in the Church; and that it does not confer grace; let him be anathema.

CANON II.-If any one saith, that it is lawful for Christians to have several wives at the same time, and that this is not prohibited by any divine law; let him be anathema.
PSD 5.2 Martin Luther’s 95 Theses

1. Our Lord and Master Jesus Christ, when He said Poenitentiam agite, willed that the whole life of believers should be repentance.
2. This word cannot be understood to mean sacramental penance, i.e., confession and satisfaction, which is administered by the priests.
10. Ignorant and wicked are the doings of those priests who, in the case of the dying, reserve canonical penances for purgatory.
27. They preach man who say that so soon as the penny jingles into the money-box, the soul flies out [of purgatory].
28. It is certain that when the penny jingles into the money-box, gain and avarice can be increased, but the result of the intercession of the Church is in the power of God alone.
32. They will be condemned eternally, together with their teachers, who believe themselves sure of their salvation because they have letters of pardon.
45. Christians are to be taught that he who sees a man in need, and passes him by, and gives [his money] for pardons, purchases not the indulgences of the pope, but the indignation of God.
47. Christians are to be taught that the buying of pardons is a matter of free will, and not of commandment.
52. The assurance of salvation by letters of pardon is vain, even though the commissary, nay, even though the pope himself, were to stake his soul upon it.
75. To think the papal pardons so great that they could absolve a man even if he had committed an impossible sin and violated the Mother of God -- this is madness.
76. We say, on the contrary, that the papal pardons are not able to remove the very least of venial sins, so far as its guilt is concerned.
86. Again: -- "Why does not the pope, whose wealth is to-day greater than the riches of the richest, build just this one church of St. Peter with his own money, rather than with the money of poor believers?"
89. "Since the pope, by his pardons, seeks the salvation of souls rather than money, why does he suspend the indulgences and pardons granted heretofore, since these have equal efficacy?"
The Act of Supremacy of 1534 from the Church of England:

Albeit the king's Majesty justly and rightfully is and ought to be the supreme head of the Church of England, and so is recognized by the clergy of this realm in their convocations, yet nevertheless, for corroboration and confirmation thereof, and for increase of virtue in Christ's religion within this realm of England, and to repress and extirpate all errors, heresies, and other enormities and abuses heretofore used in the same, be it enacted, by authority of this present Parliament, that the king, our sovereign lord, his heirs and successors, kings of this realm, shall be taken, accepted, and reputed the only supreme head in earth of the Church of England, called *Anglicans Ecclesia*; and shall have and enjoy, annexed and united to the imperial crown of this realm, as well the title and style thereof, as all honors, dignities, preeminences, jurisdictions, privileges, authorities, immunities, profits, and commodities to the said dignity of the supreme head of the same Church belonging and appertaining; and that our said sovereign lord, his heirs and successors, kings of this realm, shall have full power and authority from time to time to visit, repress, redress, record, order, correct, restrain, and amend all such errors, heresies, abuses, offenses, contempts and enormities, whatsoever they be, which by any manner of spiritual authority or jurisdiction ought or may lawfully be reformed, repressed, ordered, redressed, corrected, restrained, or amended, most to the pleasure of Almighty God, the increase of virtue in Christ's religion, and for the conservation of the peace, unity, and tranquility of this realm; any usage, foreign land, foreign authority, prescription, or any other thing or things to the contrary hereof notwithstanding.
John Calvin’s *Institutes of The Christian Religion* (1536)

Look now to our adversaries, (I mean the priesthood, at whose beck and pleasure others ply their enmity against us,) and consider with me for a little by what zeal they are actuated. The true religion which is delivered in the Scriptures, and which all ought to hold, they readily permit both themselves and others to be ignorant of, to neglect and despise; and they deem it of little moment what each man believes concerning God and Christ, or disbelieves, provided he submits to the judgement of the Church with what they calls implicit faith; nor are they greatly concerned though they should see the glory of God dishonored by open blasphemies, provided not a finger is raised against the primacy of the Apostolic See and the authority of holy mother Church. Why, then, do they war for the mass, purgatory, pilgrimage, and similar follies, with such fierceness and acerbity, that though they cannot prove one of them from the word of God, they deny godliness can be safe without faith in these things - faith drawn out, if I may so express it, to its utmost stretch? Why? just because their belly is their God, and their kitchen their religion; and they believe, that if these were away they would not only not be Christians, but not even men...

1. First, in calling it new, they are exceedingly injurious to God, whose sacred word deserved not to be charged with novelty. To them, indeed, I very little doubt it is new, as Christ is new, and the Gospel new; but those who are acquainted with the old saying of Paul, that Christ Jesus "died for our sins, and rose again for our justification," (Rom. 4: 25,) will not detect any novelty in us. That it long lay buried and unknown is the guilty consequence of man's impiety; but now when, by the kindness of God, it is restored to us, it ought to resume its antiquity just as the returning citizen resumes his rights.

2. It is owing to the same ignorance that they hold it to be doubtful and uncertain; for this is the very thing of which the Lord complains by his prophets "The ox knoweth his owner, and the ass his master's crib; but Israel does not know, my people does not consider," (Isaiah 1: 3.) But however they may sport with its uncertainty, had they to seal their own doctrine with their blood, and at the expense of life, it would be seen what value they put upon it. Very different is our confidence - a confidence which is not appalled by the terrors of death, and therefore not even by the judgement-seat of God.

3. In demanding miracles from us, they act dishonestly; for we have not coined some new gospel, but retain the very one the truth of which is confirmed by all the miracles which