



Samuel Oldknow: 6 Lesson Scheme of Work

	Title of the lesson	Main purpose of the lesson
Lesson 1	What do we know about Oldknow's early life?	To launch the study, raise questions and present using recognised methods of presenting historical research: ongoing thought webs, family trees and a timeline to show the story, places and chronology of Oldknow's childhood.
Lesson 2	How did Oldknow develop his business?	Set a whole class historically- valid enquiry question for the rest of the scheme of work. To build new knowledge and vocabulary and in a creative way, which will enhance and consolidate the future learning.
Lesson 3	Why was Location, Location, Location important for Oldknow?	To use historical and geographical sources of information to find out about Oldknow and the location of his businesses in Stockport and Mellor and understand how and why he changed the landscape.
Lesson 4	What was it like to live in Oldknow's Community?	To find out and present what it was like to live and work for Samuel Oldknow, in the style of a poem, using pieces of evidence from the lesson. To evaluate if Oldknow was a good employer and if he deserves the title "Father of Marple" for the way in which he looked after the people in his community.
Lesson 5	What have I learned that has this helped me become a better Historian/ Geographer?	Follow up to the visit. To use maps to record geographical and historical observations on the landscape during the fieldwork/archaeological visit. To explore and weigh the evidence of how we find out about the past. Self assessment of how they have become a better historian/geographer as a result of the scheme of work.
Lesson 6	Does Oldknow deserve the to have his Legacy marked? Why/how?	To practise engaging in a debate about whether Oldknow deserves a more impressive memorial to his legacy and the format this should take. To answer the whole scheme of work enquiry question in a persuasive letter to the local council, using appropriate wording, evidence and a widened vocabulary. To illustrate written suggestions with diagrams and maps.



Samuel Oldknow: KS2 Lesson 1

Title - What do we know about Oldknow's early life? What is his story?

Learning Intentions/ Objectives.

- Can I begin to investigate the life and times of Samuel Oldknow, learning how a few sources can provide historical information.
- Can I locate the important places of Samuel Oldknow's early life story on a map?
- Can I ask a historically valid question?

Provided: Samuel Oldknow portrait. Ongoing thought web. Oldknow family tree.

You will need: Squares of A4 paper for "Facts at Your Fingertips" ehow.co.uk/video/4790372_make-paper-fortune-tellers.html

Long strips of paper for timeline, large Map of UK

Background Info: Read all lesson plans Olympics <http://bit.ly/2l9pspy>

Specific N.C. History Links–

Understand how to begin a local historical enquiry of a site that is significant in the locality.

Develop a chronologically secure knowledge and understanding of an aspect of local history, establishing clear narratives within/across the period.

Specific Geography N.C. Links

Use maps, atlases, and digital/computer mapping to locate places. Name and locate counties and cities of the UK. Bolton, Manchester, Stockport, Nottingham, Lancashire, Nottinghamshire, Cheshire, Derbyshire etc.

Links to other curriculum areas

Maths – Calculate how many years ago Oldknow was born and how old he was, when he died (72). Decide on a scale to suit the length of the graph paper strip. Measure and decide on the scale. Mark out the decades so new information can be added throughout the entire unit of work.

Notes: Assessment/ Next steps etc.

Lesson outline

Pre-learning task:

Watch & discuss the Industrial Revolution scene from the London Olympics Opening Ceremony.

What do you know already about Samuel Oldknow and his impact on Mellor or Marple?

Start an ongoing thought web.

The chronology of Oldknow – his birth and death. How long ago did he live? How many years ago did he die? Add dates of his birth and death to the class timeline. All children to make their own zigzag timeline for their book (from a long strip of plain/squared paper) for ongoing research to record his story which will fill in the gap between these first two dates.

The story of Oldknow – family and childhood.

Start the story of Oldknow and his early life. Add details to the timeline. Draw a simple family tree, this can be an ongoing activity throughout the topic as children learn more. Could use www.myheritage.com/family-tree-builder

The significant places in Oldknow's life. Use a large map of the UK on the History working wall to tell the start of Oldknow's life e.g. Add post-its/arrows to where he was born, moved to, significant places etc.

What do we want to find out now?

Ask every child to write a question on a post-it for the working wall or on their thought web or on a triangle of their folded facts – encourage them to ask a historically valid or perceptive question.



Samuel Oldknow: KS2 Lesson 2

Title: How did Oldknow develop his business?

Learning Intentions/ Objectives.

- Can I ask a perceptive, historically valid enquiry question about Samuel Oldknow to help me find out why he had such a significant impact on Marple & Mellor?
- Can I record new vocabulary and knowledge about change in the textile industry in a creative way?

Resources provided:

Picture of Ladies dressed in Fine Muslin.

Needed:

OS map of Stockport (or look online).

Pieces of calico and fine muslin to handle.

Threads/string or black strips (for the warp – vertical strands) and thin strips of white paper for weaving the weft (horizontal strands)

Specific N.C. History Links: History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Specific N.C. Geography Links

Pupils should extend their knowledge and understanding beyond the local area to include the UK (and wider world): Use maps, atlases, and digital/computer mapping to locate more cities on a map of the UK (London, Bristol and Newcastle) and countries, (China, India, Germany, France, and Wales) mentioned on a globe.

Links to other curriculum areas

Maths - place years onto the timeline in the correct place. Show understanding of terms such as parallel, vertical and horizontal when weaving.

English – expand vocabulary by looking up the definitions in a dictionary of new words introduced.

Art/ Design – weaving.

Lesson outline

- **Raising and sorting questions**
Look at the range of questions children wrote at the end of the previous lesson. Sort them into groups of questions.
- Set a whole class, historically valid enquiry question to cover the majority of these questions. E.g. Does Oldknow deserve to have his Legacy marked? Why is Oldknow significant for this area? What is Oldknow's Legacy for Marple and the wider area? (Or another wide ranging open question).
- **First business** - in the Anderton warehouse he employed weavers, rather than buying their woven cloth (as he would have in a traditional cottage industry). This meant he could have greater control over the product, as he could tell them what to do!
- **Oldknow's ambition** to expand and improve he needed to raise money – which he borrowed from Richard Arkwright.
- **His growing business:** Locate Stockport, Manchester, Nottingham, Newcastle, Bristol, Wales and London on UK map and India, China, Leipzig (in Germany), Paris, Brussels on a globe.
- Add the dates and information to the timeline or family tree.
- **Weaving new knowledge:** Arrange some parallel strings vertically. Weave some pieces of white paper in and out of the threads or black paper, with definitions of new vocabulary introduced in this lesson (warp, weft, entrepreneur, venture, transparent etc.) Add statements explaining how and why Oldknow became a significant force in the muslin business.
Weaving will symbolise interlocking reasons for change and growth which can be displayed on working wall or in books.

Notes: Assessment/ Next steps etc.



Samuel Oldknow: Lesson number 3

Title: Why was Location, Location, Location important for Oldknow?

Learning Intentions/ Objectives.

Can I use historical sources of information to find out about Oldknow and his businesses in Stockport and Mellor?

Can I use old and modern maps to find clues for the location of Oldknow's developments and how he changed the landscape?

Resources provided:

Photograph of Oldknow's house on Hillgate.

Photograph of Mellor Mill.

Words and actions to Waterways of Mellor Mill.

Links to useful primary sources

<http://oldknows.com/explore-archive>

Tithe map showing river <https://tinyurl.com/ycdnudok>

Stockport Image Archive

<https://www.stockport.gov.uk/stockport-image-archive>

Resource to get: OS Map of area.

Specific N.C. History Links: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and frame historically-valid questions

Specific N.C. Geography Links: Use maps and digital or computer mapping to locate places and rivers on old and modern maps of Mellor and Stockport. Use 8 points of a compass, 4 and 6 figure grid references, symbols and keys on Ordnance Survey maps. Explore how Oldknow built the aqueduct and lime kilns to compensate or make maximum use of the contour lines.

Links to other curriculum areas

Music – Singing the song about the flow of water through the landscape.

Lesson outline

- **What attracted Oldknow to the Stockport area?** (silk mill buildings, experienced workers, rivers, religious reasons.)
- **Using sources of information** – what can you tell from the photographs included, or from items on the Oldknow Archive? Find five facts (e.g. what happened to the River Goyt, what was Mellor Mill built from)
Use maps Locate Mellor and Marple on old maps. Compare the size- which is bigger?
- **What did the location of Mellor offer him?** Locate the disused mill at Mellor on the Cheshire Tithe map website (select 1910 compare with 1970s aerial view and the modern map where there is no mill) on http://maps.cheshire.gov.uk/tithemaps/TwinMaps.aspx?township=EDT_262-2
Annotate maps: reasons why this location suited Oldknow for extending his business.
- **Use a modern OS map to identify where and how Oldknow changed the landscape.**
 - Make a map, using ribbons or ropes to show the river and canal, bricks for the mill, lime kilns and aqueduct. Record the model with a photograph. Stick into the book with maps, which are annotated.
 - Sing the song to understand the process of sending water through the system.
- **Timeline and family tree** - add any new information and important events.
- **Add a new question to investigate** following the new learning in this lesson, to folded facts or thought web.

Notes: Assessment/ Next steps etc.



Lesson plan suggested script

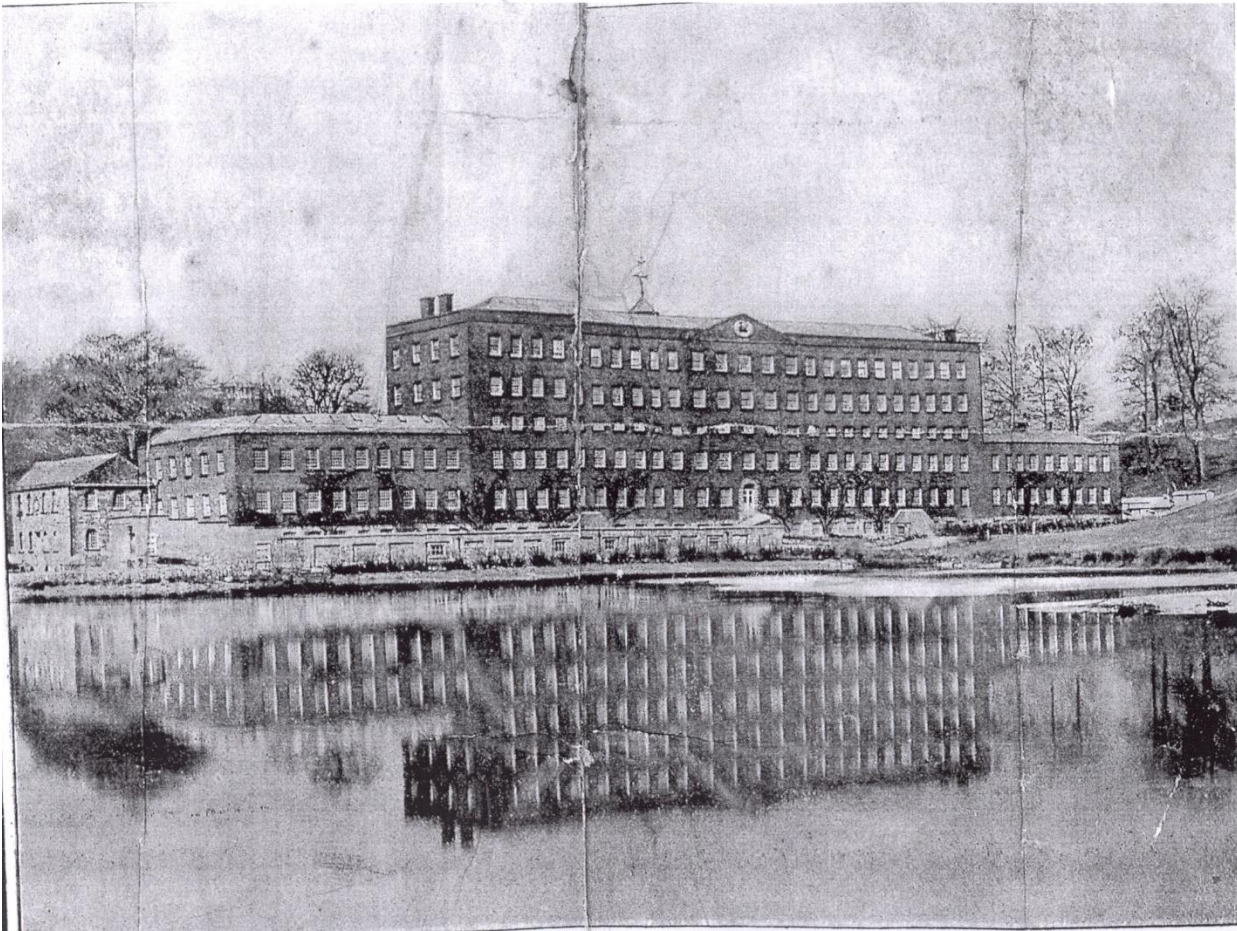
What attracted Oldknow to the Stockport area? Ordnance Survey map of Stockport area on display and locate/annotate places mentioned. Oldknow probably travelled through Stockport on his way to Nottingham and saw mills along the River Goyt. One of the first water powered mills was built in Portwood in 1732, where rivers Tame and Goyt join to form the Mersey. By 1769 nearly 2000 people worked in Stockport silk mills so there was a great skill in textile workers. There were also many Unitarians who shared his non-conformist religious beliefs. Oldknow bought a Stockport warehouse to store raw materials. Using Arkwright's money, he bought a house and land in Hillgate, on which he built a spinning factory. He established more factories for spinning at the Carrs and for finishing in Hazel Grove and Disley. He opened a bleaching plant at Heaton Mersey on the River Mersey. Oldknow's brother Thomas ran this plant until his sudden death in 1791. Add these dates/events to our timeline and family tree.

Using sources of information/ maps. View photographs on Oldknow and Stockport archive to see what Hillgate house looked like. Imagine what Mellor Mill would have looked like. (Built of red brick on a stone base, 6 stories high). Draw their idea! Why was Mellor Mill, long and narrow with lots of windows? (They allowed natural light for spinning frames with long, clear floors). Central and side staircases were built sticking out from the building. Why do you think this was? (So they didn't interfere with the long working spaces needed for the spinning frames.) The power drive ran the full length under the floor to drive all machinery, a very efficient design with a power source and waterwheel in the middle, which drove two shorter drives on either side.

What did the location of Mellor offer Oldknow? Use maps to investigate the places. Identify how water was the key to linking all the sites. It requires less power to move goods on water with just one horse instead of numerous carts! Oldknow used and adapted the landscape as he built the mill, canal, aqueduct etc. The lime kilns were built where the land fell away naturally (look at the contours on an OS map) so that the materials could be put in at the top and be collected at the bottom of the slope. Why did he want to produce Lime? Find out on our visit! How did we find out about the past? (Photographs, maps etc. Other ways include archaeology and visits.)



Samuel Oldknow's house on Hillgate, Stockport. With kind permission of Judith Wilshaw.



Mellor Mill c1890 with kind permission of Marple Local History Society



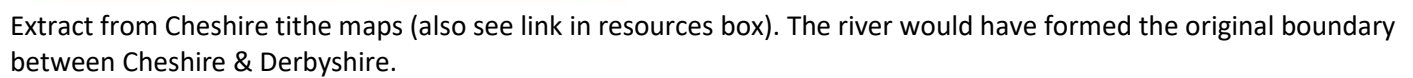
Postcard showing Mellor Mill, c 1890. With kind permission of Marple Local History Society.

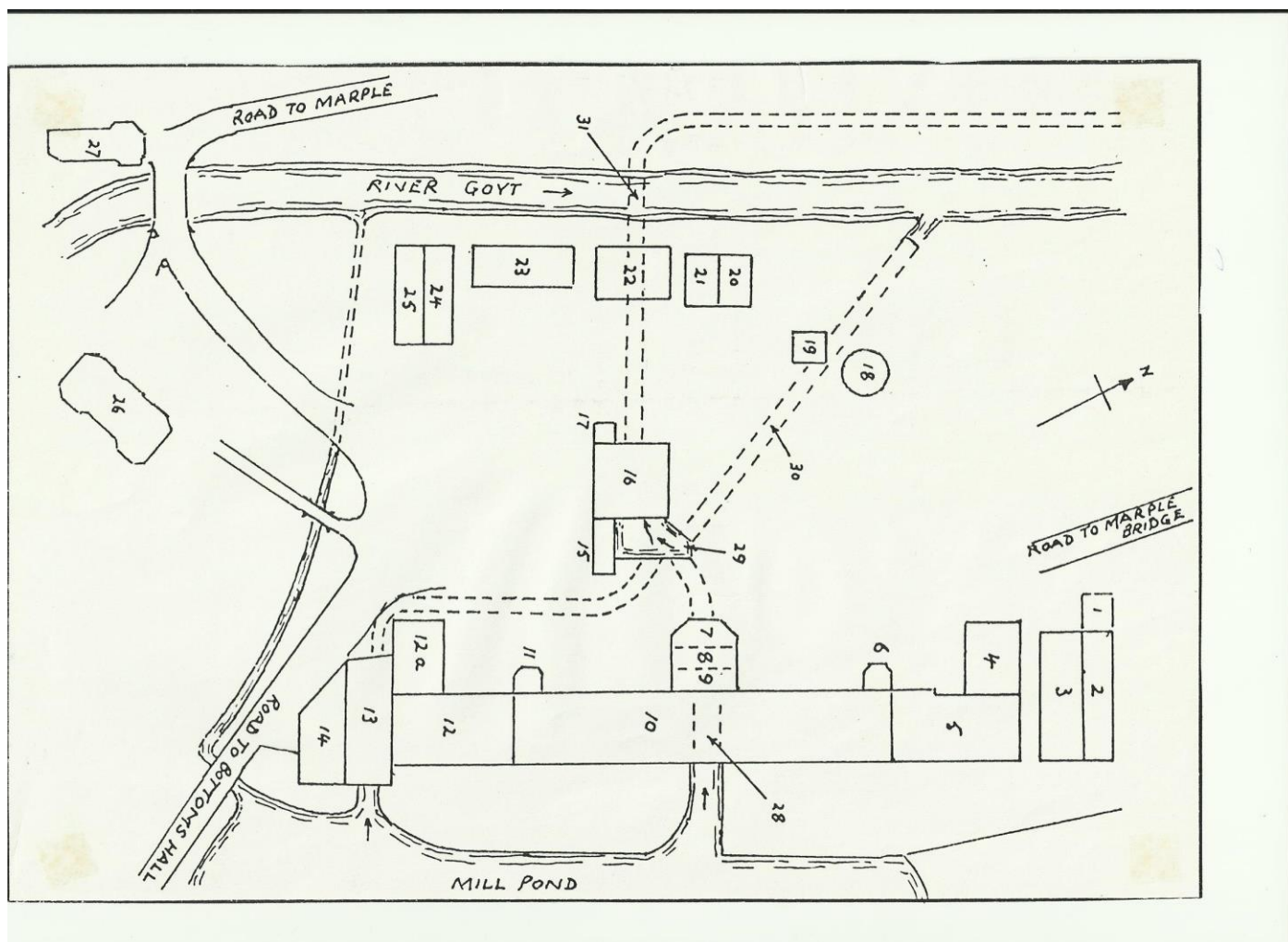
Waterways of Mellor Mill song (to the tune of Heads, Shoulders, Knees and Toes)

#Weir, millpond, headrace, waterwheel.
Weir, millpond, headrace, waterwheel...
..and tailrace, back to the River, flows,
Weir, millpond, headrace, waterwheel. #

Actions

Weir: horizontal palms together, finger tips to base of palms.
Millpond: make a circle with arms.
Headrace: touch temples on both sides with each forefinger.
Waterwheel: using forefingers to make circles, fingers pointing at each other.
Tailrace: palms together moving smoothly from side to side (like a fish sign)





Details of Oldknow's Mill 1867 - Cheshire Records Office



Samuel Oldknow: KS2 Lesson 4

Title: What was it like to live in Oldknow's Community?

Learning Intentions/ Objectives.

- Can I present what it was like to live and work for Samuel Oldknow, in the style of a poem, using pieces of evidence from the lesson?
- Can I evaluate if Oldknow was a good employer? Does he deserve the title "Father of Marple"? (See Lesson 6 for further details).

Resources provided:

Old photographs of Red Row, workers cottages at Brick Row and Stone Row, Bottoms Hall and All Saints Church. Extracts from "A memoir of Robert Blincoe". Link to short film re-enactment of apprentices walking to All Saints' Church on website.

Specific N.C. History Links: History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

Understand historical concepts such as cause and consequence, similarity, difference and significance, use them to make connections, draw contrasts, analyse trends, frame historically-valid questions, create their own structured accounts, including written narratives.

Specific N.C. Geography links: Understand geographical similarities/differences through the study of human & physical geography of a region of the UK and a region within N. America: manufacturing using local resources. Fair Trade links: compare how cotton workers are treated in N. America with how Oldknow treated his.

Lesson outline

Introduction: Oldknow influenced and led the whole community.

Was Oldknow a good master to work for? Men, Women and children worked for Oldknow and he provided for them and the apprentices in his care. Oldknow received 62 girls aged approximately 13 to 15 from Southampton Asylum- the patron wished that all children were sent to places where there were "such masters as Mr Oldknow".

Oldknow as a provider He supplied money, food and housing for his workers. He built Red Row in 1790 for important workers. In 1794, workers cottages were built at Brick Row and Stone Row. (Add to timeline).

The apprentices lived at Bottoms Hall, the girls slept in a large dormitory on the third floor, the boys slept in a separate building behind the hall. The farm manager lived in the rear part. Oldknow also funded public buildings such as the new church at All Saints.

Poetry Write a poem with onomatopoeia describing the life style, sights, sounds, smells and the dangers of the child worker or apprentice, using the words of John Clynnes as a starter.

Evaluation: Would you have liked to work for Mr Oldknow? Does he deserve the title "Father of Marple?"

Add to ongoing records: Any new facts to the timeline, map and a new question to investigate when visiting the sites of Oldknow's locations.

Links to other curriculum areas: English: y3/4 "... build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary from which they can draw to express their ideas." Y5/6 continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing, knowledge of language... Etc.....

Notes: Assessment/ Next steps etc.



Lesson plan suggested script

Introduction: Oldknow influenced the whole community, providing work and payment for all groups of people.

Was Oldknow a good employer? There was a shortage of coins in those days, Oldknow paid his workers by the truck system - paying wages in tokens which could be exchanged for goods from local shops and there is no evidence that Oldknow cheated his workers unlike some.

Oldknow as a provider: He provided his workers with all that was needed for a healthy diet - meat, milk and vegetables, plus coal and beds for his workers and deducted the cost from their wages. As most of the supplies were produced on Oldknow's estate, this meant that these were probably sold onto the workers at a much cheaper rate. Later Oldknow began issuing shop notes with a check off list for things supplied, and the remainder balance owed to the worker, which could be spent with local trades people or cashed in for small coins. A shop note to John Howard in May 1793 showed his rent was two shillings, he bought coal for three shillings and four and a half shillings were left of his wages. Oldknow began to use apprentices: "Children worked long hours, but everyday went through exercises in the meadows in front of the house, which kept them in good health. On Sunday they went to All Saint's church twice, on a private road built by Oldknow for this purpose. Along the way were "Pee stones" built so the boys could relieve themselves before going into church! They were dressed in their best clothes and were accompanied by their employer. Their food was the best that could be procured. They had porridge and bacon for breakfast, meat everyday for dinner, puddings and pies on alternate days... All the fruit from the orchard was eaten by the children." Oldknow cared for their spiritual and bodily health. Look at extracts from Robert Blincoe's account of working in the mills, and compare Oldknow's mill with Litton mill.

Poetry: Imagine life and write a poem about the sights, sounds and smells in a typically long day.

Write a new question: What do they want to investigate next when visiting the sites of Oldknow's locations?

Background knowledge

Oldknow needed to employ many men to build the mill, once it was complete, he then needed a cheaper workforce of women and children to work in the mill. Children were used as "piecers" (who had to lean over the spinning machine to repair broken threads, piecing them together) and "scavengers" who climbed under the machinery to clean. Both jobs were dangerous. John Clynes who, at the age of 10, had been a "piecer" in 1879 recalled what it was like working in a similar mill. *"The noise was what impressed me most. Clatter, rattle, bang, the swish of thrusting levers and the crowding of men, women and children at their work. Long rows of huge spinning frames, with thousands of whirling spindles, slid forward several feet, paused and then slid smoothly back again, continuing the process unceasingly hour after hour while cotton became yarn. Often the threads on the spindles broke as they were stretched and twisted and spun. These broken ends had to be instantly repaired; the piercer ran forward and joined them swiftly with a deft touch that is an art of its own."*

Oldknow took apprentices from workhouses all over Britain, who rid themselves of the costs of looking after the poor and orphans by selling to mill workers. By October 1793 there were 13 apprentices. A letter in 1796 told Oldknow that 35 boys and 35 girls were available for him to select from, but instead of Oldknow visiting London to choose, the Parish Beadle had to conduct the children to Mellor (just like in the film *Oliver*). 100 apprentices were estimated to work at Mellor Mill by 1798 at a maintenance rate of four shillings a week. Apprentices lived at the rebuilt Bottoms Hall Farm, close to the mill. Parish registers at Mellor Church show the burials of one boy (George Brow, killed by a fall) and four girl apprentices (unknown cause of death) from 1804 and 1812. The typical wage was six shillings a week and once a year they were given a new printed gown and two shifts. It is recorded that Oldknow gave all his apprentices £1 and on their marriage a further £2, which shows that Oldknow seemed to want to give his apprentices a start in their adult life. He didn't forget about his men workers who were out of work after building the mill -they were employed to build the roads, then the canals.



Red Row – built for important workers. Marple Local History Society



Red Row now.

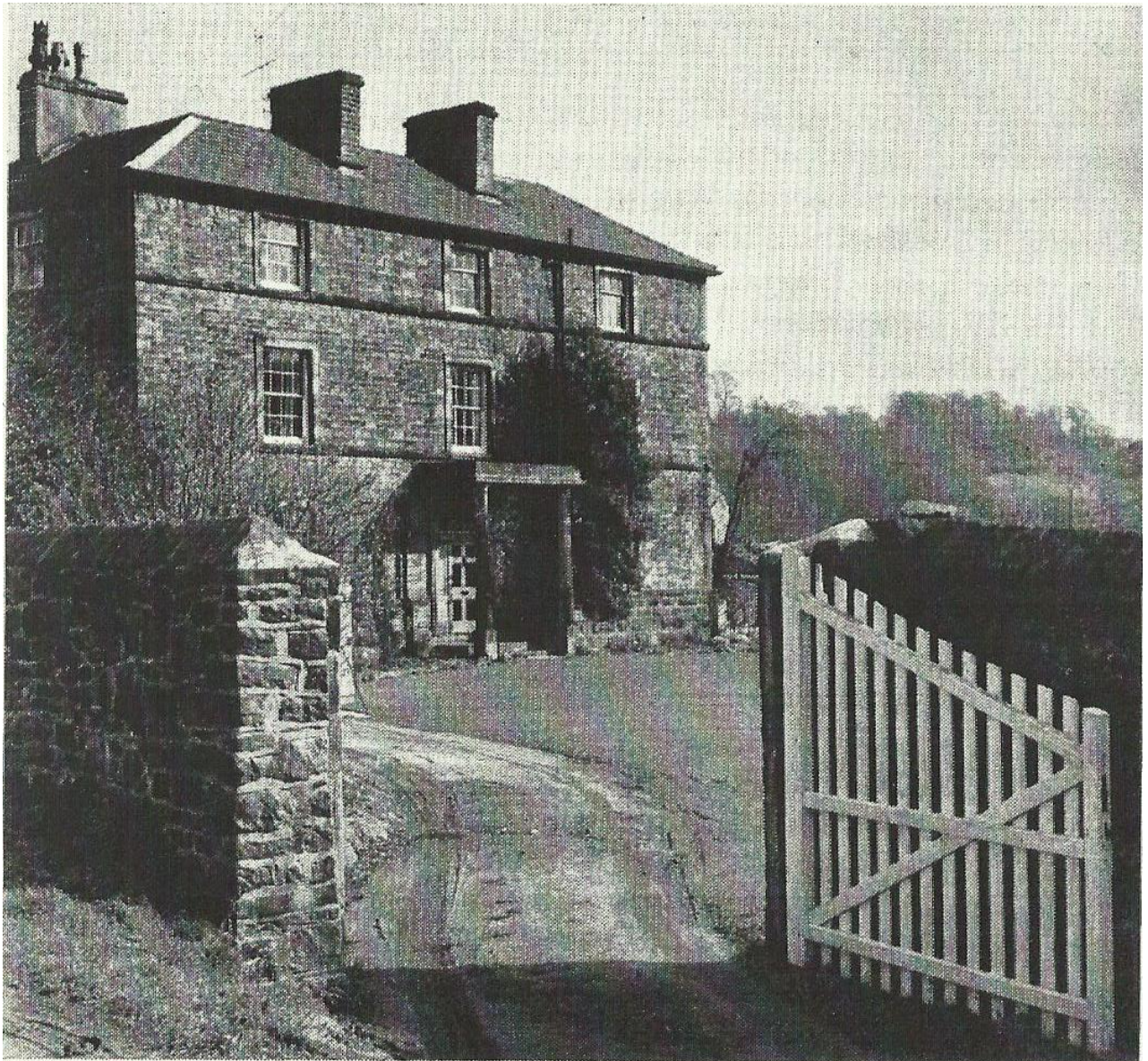
With kind permission of Hilary Atkinson.



Above Workers Cottages at Brick Row, Marple. With kind permission of Alan McDowell.

Below Workers Cottages at Stone Row. With kind permission of Marple Local History Society



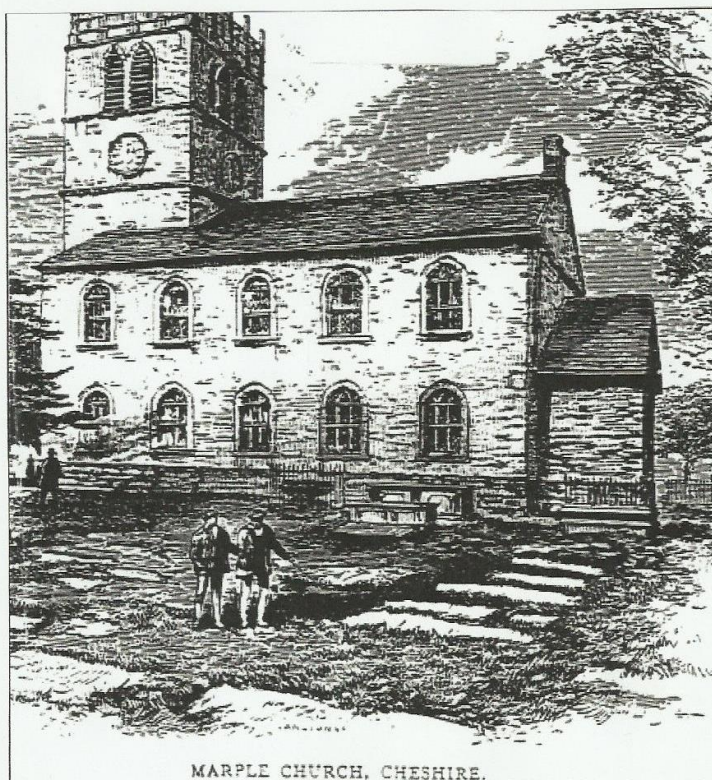


Bottoms

Bottoms Hall. With kind permission of Marple Local History Society

All Saints' Church

A drawing of All Saints' Old Church in its prime. From Marple Local History Society Archives.

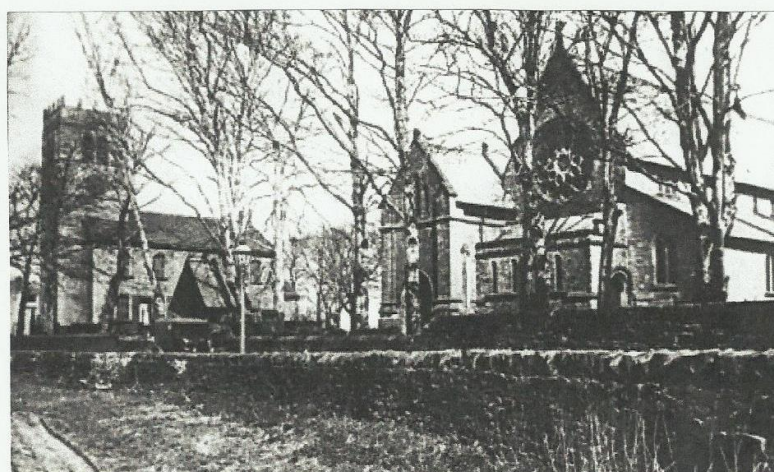


First recorded service was in 1588, when the population of Marple was 160 people.

Georgian Chapel built in 1811.

In 1880 the current church was built alongside it.

By 1964 the Georgian Church was derelict, demolished, but the Bell Tower remained housing the eight bells which are still rung today.



All Saints' Churches

New and old All Saints' Churches side by side.



Samuel Oldknow: KS2 Lesson 5

Title: What have I learned that has helped me become a better Historian and Geographer?

Learning Intentions/ Objectives.

- Can I draw a sketch map to show how Oldknow has left his mark on the landscape?
- Can I list how the visit and study has improved my skills as a Historian and Geographer?

Resources provided:

Animation of the Lime Kilns working on website.
Photograph of the Lime Kilns.

Specific N.C. History Purpose of study/aims

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. They should understand how our knowledge of the past is constructed from a range of sources.

Specific N.C. Geography links: On site visit: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use 8 points of a compass, 4 & 6-figure grid references, symbols and key (including the use of OS maps) to build their knowledge
Follow up fieldwork: Analyse and communicate a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Communicate geographical information in a variety of ways, including through maps, numerical & quantitative skills, writing at length. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

This lesson follows up any work done as part of a trip to the canal or mill. If you can't get there, you could visit your local heritage library, or do a virtual visit online, supported by our free app. Search Oldknow's Tour in Apple/Google store.
Lesson outline

- **What did you learn from your visit?** Follow up questions on the Folded facts at your fingertips/thought web.
- **Mapwork/ follow up to fieldwork:** Draw a map from memory, adding route and sites visited. Compare with a real map. Add facts that you found out. Mark on the mill site, roads, canal, aqueduct, farm and limekiln.
- **Annotate** a photograph of the limekilns - add arrows showing the processes.
- **How do we find out about the past?** Ask the children to list all the ways they have found out about Oldknow.
- **Evaluation** Write a short paragraph on which was the most useful source of information or way to investigate the legacy of Oldknow. How has this helped them to become a better historian or geographer?

Notes: Assessment/ Next steps etc.



Lesson plan suggested script (if required)

What did you learn from your visit? Did you answer any of your questions on your “folded facts at your fingertips” or thought web? Add your findings now to these or the timeline. Was it hard to imagine what used to be there?

Mapwork/ follow up to fieldwork: Draw a memory map of our visit to the sites and the route taken. Use the “Folded Fieldwork facts at your fingertips annotated sketches in all 8 compass directions to help them remember what was where. Can they add symbols to their map? Compare with a real map of the site. Find the 4 or 6 figure grid references of the major sites. Annotate with facts/ drawings that you found out about each of the sites visited: the aqueduct, canal, mill etc. E.g. Robert Owen said Mellor Mill was built on a grand scale “large, handsome and very imposing”. It was symmetrical and pleasing to the eye. Other mills at this time were more functional or dreary-looking. People at the time described it as “the largest cotton mill in this part of the country.”) The mill started production in 1792. At its peak in the early 1800s it employed over 500 people – it was very important to Mellor.

Annotate a photograph of the limekilns built in the 1790s - add arrows showing the processes. Watch the lime kilns animation again to remind everyone. From Oldknow's favourite viewpoint across the valley, the kilns with their commanding position, looked like a picturesque, gothic castle (another of Oldknow's impressive buildings) with arched windows and circular buttresses ... until the smoke started pouring from the chimneys. The lime workers and families lived inside. It must have been anything but pleasant! “They had a nice front, similar to the old church. However, they just had a face and were probably like caves inside with no air at all”.

How do we find out about the past? Ask the children to list all the ways they have found out about Oldknow – buildings seen on their visit, Archaeological discoveries, photographs, census, written memories told from younger family generations of workers, letters and account books which were found at the abandoned Mellor Mill site in the early 20th Century etc.

Evaluation: Which was the most useful way to reveal Oldknow's legacy? Was it useful to walk around the sites? Which source of information over the whole study was the most useful? Which was least useful in answering their questions? How has this helped them to become a better Historian and Geographer?



Marple Lime Kilns now with kind permission of Arthur M Procter



Plan from 1818 showing the Lime Kilns and Peak Forest Canal. Courtesy of Canal & River Trust



Samuel Oldknow: KS2 Lesson 6

Title: Does Samuel Oldknow deserve to have his Legacy marked?

Learning Intentions/ Objectives

- Can I engage in oral debate, listening to two points of view courteously, before stating my own opinion in a written persuasive letter?
- Can I answer the enquiry question, justifying viewpoints by referring to evidence.

Resources provided:

Link to Oldknow's memorial stone in archive
<http://oldknows.com/archive/items/60>

Specific N.C. History Purpose of study/aims

–They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

A study over time tracing how several aspects of national history are reflected in the locality.

Links to other curriculum areas: English N.C.

Y3/4 should become more familiar with and confident in using language in a greater variety of situations for a variety of audiences and purposes, including through...formal presentations and debate.

Y5/6 pupils' confidence, enjoyment and mastery of language should be extended through public speaking and debate. ... summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ...distinguish between statements of fact and opinion, retrieve, record and present information from non-fiction, participate in discussions ... building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.

Lesson outline

Introduction: Can we now answer our class enquiry question? History is all about stories. Having now studied Samuel Oldknow, can we tell his story in History?

- **Evaluation of his life.** Children list as many words as possible to describe him. (Could use Kennings to record good and bad characteristics e.g. Kind employer, enterprising businessman, enlightened industrialist, keen agriculturalist, canal sponsor, road builder, bad debtor, etc.). Which is the most fitting for him? He built his business on someone else's money, never paid it back!
- **Debates:** Encourage the children to listen to both sides and then make a critical judgement was he a great businessman or a failure who spent his money unwisely? Is he worthy of a more impressive lasting memorial than what currently exists? If so, what form should the new memorial take? Where should it be located? They should justify their answers with reasons.
- **Write a persuasive letter** to the local council stating what a fitting memorial would be e.g. a statue in the centre of Marple, a museum at the library, or moving his memorial stone out of All Saints Church tower and to a better location? The letter should include a sketch of the statue or the inside of a museum and a map to show the location. The concluding paragraph should be an answer to the enquiry question set in lesson 2.
- **Add the final details to your timeline and answer any outstanding questions**

Notes: Assessment/ Next steps etc.

The children could produce a board game to illustrate the life of Oldknow and to show his ups and downs, have turnpike roads to climb up and long cotton threads to slide down (for bad debts, the Napoleonic wars, fires, disasters etc) instead of snakes and ladders! The dice could be labelled – move 4 places on – Arkwright loans you another £1000 or decrease in demand for muslin, go back 6 places etc.



Lesson plan suggested script

History is all about stories. Having now studied Samuel Oldknow, can we tell **his** story in History? His story is a perfect example of how Britain's cottage industry was revolutionised by the Industrial revolution in his lifetime, with the arrival of mills and factories, which led to the development of turnpike roads. Shareholders like Oldknow committed money to build these, but they were allowed to charge for the use, as repairing and building roads was expensive. Later, with the need for even further improvements in transport, he was influential in bringing canal mania to the area! He saw his role in developing the community and not just a business, going far beyond what was required by developing roads, canals, housing, farms etc. His approach to community was like that of Samuel Greg of Quarry Bank Mill, who lived at the same time, and other businessmen like Robert Owen, John Cadbury, Joseph Rowntree and William Lever.

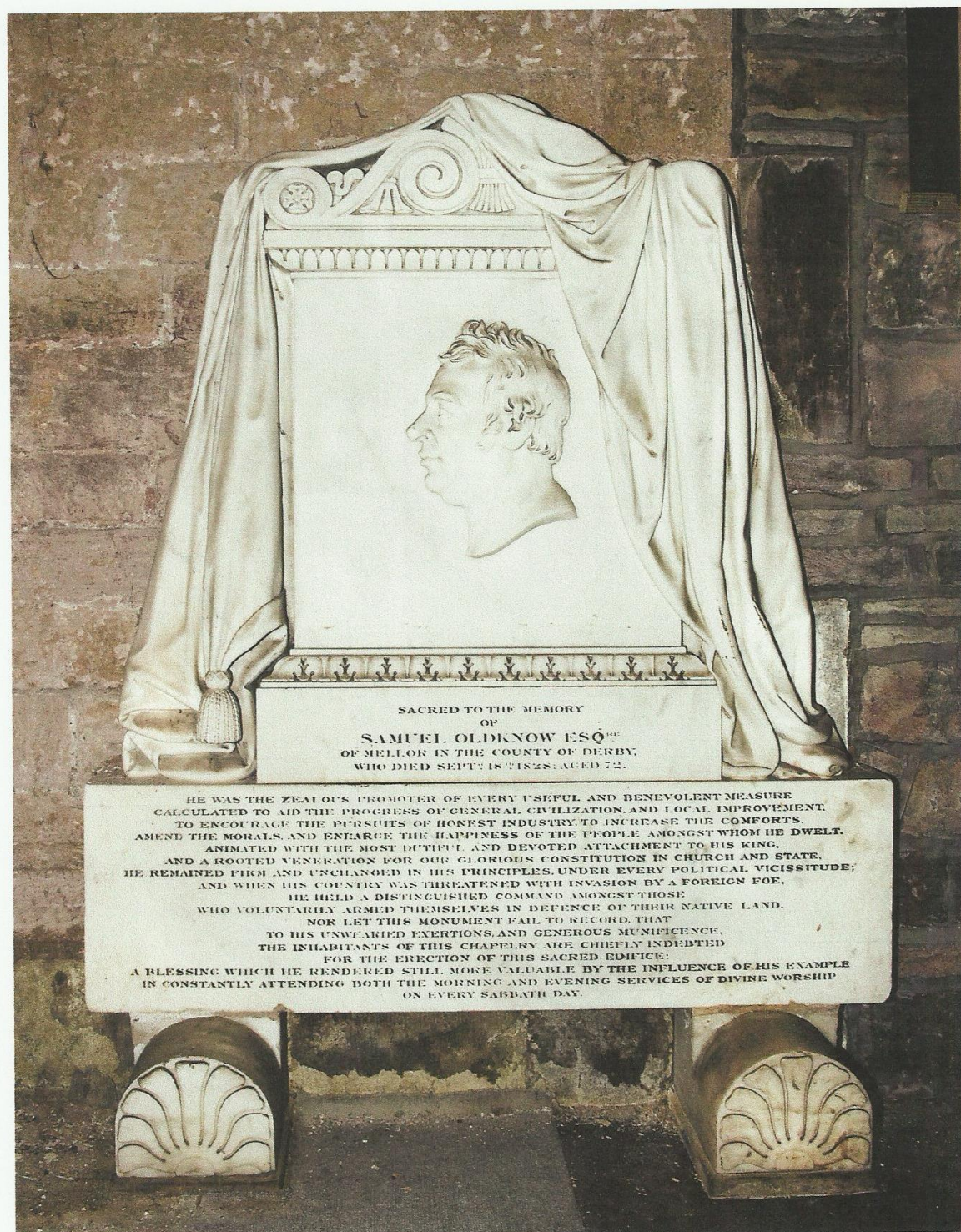
Evaluation of his life. Can you list as many words as possible to describe both his good and bad characteristics. Ask the children to record these in an outline of a body.

Debates: Encourage children to see both sides of his character and provide an argument for or against having an impressive memorial to Oldknow using evidence gained throughout the scheme of work. If they think he doesn't deserve a statue, what would be most fitting? **Write a persuasive letter** to tell the local council their views justifying their opinion.

Add the final dates and details to the timeline and answer any outstanding questions e.g. By the time he died in 1828 he owed Arkwright almost £206,000.(Valued over £19 million today). The whole of his estates and Mellor Mill became the property of the Arkwright family, John Clayton, his half brother was allowed to take over the running of the mill and keep living at Marple Lodge until he died in 1848. Mellor Mill continued to run until 1892 when it was destroyed by fire (it still employed 200 people at this time).

Background knowledge

Oldknow was always looking for new business opportunities. His mill and limekilns were built on an extravagant grand scale "large, handsome and very imposing" and set in beautiful grounds. He "possessed general good taste in these matters." The boom years of 1786 -1787 raised a lot of extra money, fine muslins were 90 % of his output, his sales were £90,000 a year. He became a well-known wealthy person in the British cotton industry but the way he expanded his business had errors - he built his factories using the money of others (Arkwright) and couldn't pay this back! He had extravagant taste and style and this was at the time of problems in the market for muslin due the wars with France. Hillgate did not come into full production until 1793 when Oldknow was already in the middle of a financial crisis, so he was forced to lease this in 1794 and sell Heaton Mersey and Anderton. So that he could stay in business, he persuaded Arkwright to lend him even more! After this crisis, he shifted his attention to Mellor and spent a great deal of money building up the estate. Mellor Lodge (Oldknow's home until he died) had seven bedrooms, a long living room, a large kitchen with a spit to roast meat and a beautiful hall and marble staircase. By 1792 when Mellor Mill started producing, Oldknow had stopped producing the fine muslins in Stockport and there he focussed on spinning coarser yarns instead. Mellor Mill was never really profitable. But he did fulfil his ambition to influence and lead a community. He became the High Sheriff of Derbyshire in 1824 in a splendid pageant. (As recorded in the Stockport Advertiser March 26th, 1824). Samuel Oldknow died on the 18th September 1828 aged 72. He had never married or had children of his own. "To the poor he was charitable in the most extensive sense of the word, and a very father to the fatherless and him that had none to help him." (From: The Gentleman's Magazine, November 1828, describing Oldknow in his obituary.) He was known by some as "the father of Marple" and as a Christian Gentleman. A note in the burial register of the church stated "Mr Oldknow is the best friend this Chapel ever had." The many people who turned out to line the route of his coffin from Mellor lodge to All Saints church proved that Samuel Oldknow had been well loved by all due to his reportedly cheerful, caring, charitable personality "yet his name liveth evermore".



Samuel Oldknow's Memorial Stone, All Saints Church. Courtesy of Arthur M Procter.