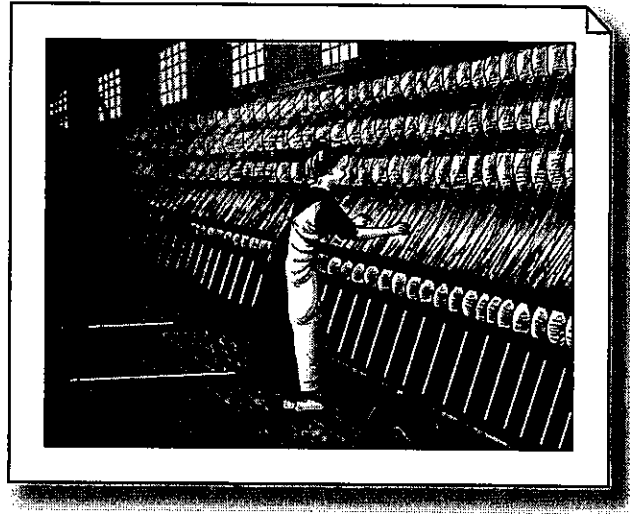




The Industrial Revolution

For thousands of years, people lived in small farming villages. Villagers had always grown their own food and made all the goods they needed, like clothes. Beginning in the mid-1700s in Great Britain, the Industrial Revolution changed everything. People started to buy food, clothes, and other goods from stores, just like we do today.

Over the years, farming in Europe had been changing. People had invented new ways to farm that made farming easier and more efficient. As a result, it took fewer workers to grow more food. During the same time period, Europe's population grew. It was no longer possible for everyone to earn a living working on a farm. So, many people moved to cities looking for work.



The Industrial Revolution started in Britain's textile, or cloth, industry. British merchants had been importing cotton from India since the 1600s. This raw cotton was spun into thread and then woven into cloth. The merchants wanted to expand the cotton industry in England. They developed a system in which raw cotton was sent out to peasant families. Workers would spin and weave the cotton and then send it back to the merchants. Because the families worked in their homes, this production method was called cottage industry.

Under this system, production was slow. Inventors came up with ways to make spinning and weaving cloth faster. They invented tools like the spinning jenny, which spun many threads at one time, and the water-powered loom, which wove cloth quickly. With the invention of these machines, it did not make sense for people to work at home. Some machines were powered by water, so they had to be built next to rivers. Others were too big to be kept in people's homes. So, manufacturers built large sheds where they kept the machines. Spinners and weavers came to work in these factories instead of working at home.

From Great Britain's textile industry, the Industrial Revolution spread to other industries. It also spread to other countries. For example, Belgium, France, and Germany all experienced the Industrial Revolution. The ideas also crossed the Atlantic Ocean to the United States.

In industrialized nations, people's lives became very different than they had been a hundred years before. The majority of people in these nations now lived in cities instead of small farming villages. People bought food and clothing from stores. Instead of working on farms, many people worked in factories. The Industrial Revolution had changed the world forever.



The Industrial Revolution

Multiple Choice

Circle the best answer, and write the letter in the box.

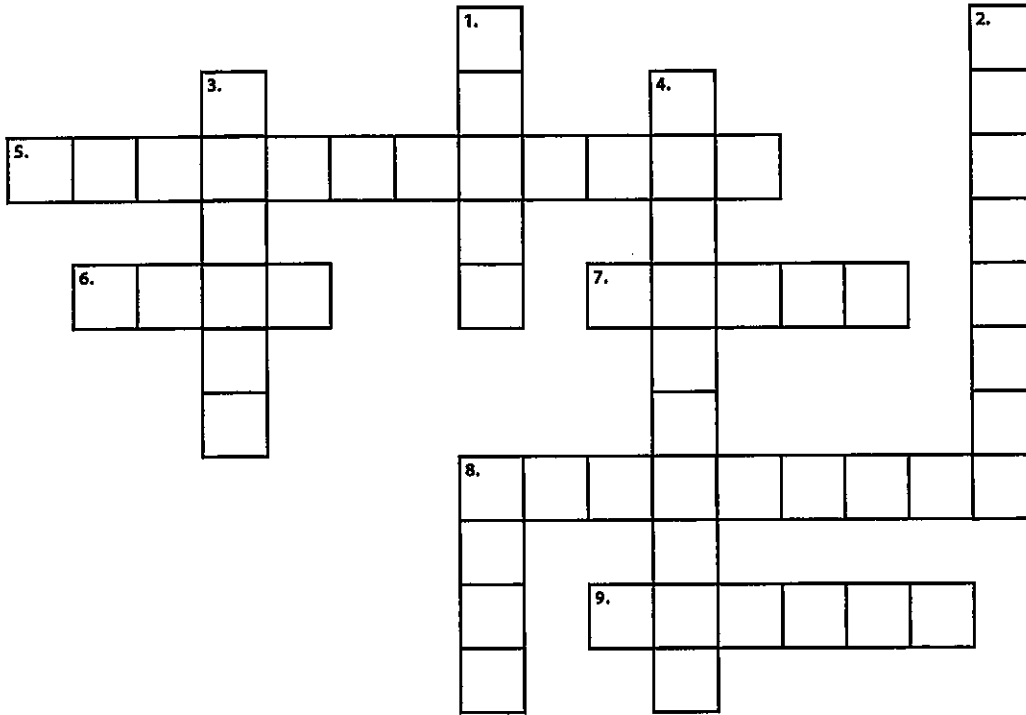
1. Before the Industrial Revolution, most people lived in _____.
- A. cities
 - B. factories
 - C. small farming villages
 - D. apartments
2. The Industrial Revolution started in _____'s textile industry.
- A. Britain
 - B. Belgium
 - C. Italy
 - D. Germany
3. An early production method was called cottage industry because workers _____.
- A. built cottages
 - B. worked in their homes
 - C. lived in factories
 - D. made cottage cheese
4. The spinning jenny _____.
- A. wove cloth quickly
 - B. was powered by water
 - C. made production slow
 - D. spun many threads at one time
5. After the Industrial Revolution, people _____.
- A. bought food and clothing from stores
 - B. worked in factories
 - C. lived in cities
 - D. all of the above



The Industrial Revolution

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- The Industrial Revolution spread to other European countries and the _____.
- People moved to cities looking for _____.
- At first, people spun and wove cotton in their _____.
- Spinners and weavers later worked in _____ instead of their homes.
- Raw _____ was spun into threads and then woven into cloth.

DOWN

- Some machines were powered by _____.
- _____ were invented to make spinning and weaving cloth faster.
- After the Industrial Revolution, people bought goods in _____ instead of making them.
- The Industrial _____ began in the mid-1700s.
- Before the Industrial Revolution, people grew their own _____.



The Industrial Revolution

Chart – Inventions of the Industrial Revolution

Use the chart to answer the following questions. Write the answers in complete sentences.

Invention	Patent Date	Inventor	Purpose
Flying Shuttle	1733	John Kay	doubled the amount of work a weaver could do in a day
Spinning Jenny	1764	James Hargreaves	allowed one spinner to spin eight threads at a time
Water Frame	1769	Richard Arkwright	harnessed water power from streams to fuel spinning machines
Spinning Mule	1779	Samuel Crompton	made thread that was stronger than earlier spinning machines
Power Loom	1785	Edmund Cartwright	harnessed water power from streams to speed up the weaving process

1. Who invented the water frame?

2. In what year was the power loom invented?

3. What was the purpose of the spinning mule?



Quiz: The Industrial Revolution

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Before the Industrial Revolution, most people worked in factories.
- _____ 2. The Industrial Revolution started in Great Britain.
- _____ 3. The spinning jenny was a farming technique.
- _____ 4. People moved to small farming villages looking for work.
- _____ 5. The Industrial Revolution started in the mid-1700s.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Under the production method called cottage industry, people worked _____.
- A. in factories
 - B. at home
 - C. on farms
 - D. for free

7. After the Industrial Revolution, people _____.
- A. made their own clothes
 - B. grew their own food
 - C. bought goods in stores
 - D. lived mostly on farms

Short Answer

Answer the following question in complete sentences.

8. In what industry did the Industrial Revolution start?

Natural Resources

Human Resources

Why Britain?

New Technology

Economic Conditions

Political and Social Conditions

Life During the Industrial Revolution



Topics	Important Information	Question/Positive or Negative, Explain
Cottage Industry		
Agricultural Revolution		
Machines		
Factories		
Labor in Factories		
Child Labor and Street Children		
Rich/Poor Children		

Railways		
Unions		

The Cottage Industry

From: <http://industrialrevolution.sea.ca/causes.html>

At the dawn of the eighteenth century, farming was the primary livelihood in England, with at least 75% of the population making its living off the land. (Kreis) This meant that many English families had very little to do during the winter months except sit around and make careful use of the food and other supplies that they stored up during the rest of the year. If the harvest had been smaller than usual or if any other unexpected losses had come about, the winter could be a very long, cold, and hungry one. The cottage industry was developed to take advantage of the farmers' free time and use it to produce quality textiles for a reasonable price.

To begin the process, a cloth merchant from the city needed enough money to travel into the countryside and purchase a load of wool from a sheep farm. He would then distribute the raw materials among several farming households to be made into cloth (Cottage Industry). The preparation of the wool was a task in which the whole family took part. Women and girls first washed the wool to remove the dirt and natural oils and then dyed it as desired. They also carded the wool, which meant combing it between two pads of nails until the fibres were all pointed in the same direction. Next, the wool was spun into thread using a spinning wheel and wound onto a bobbin (this was often the job of an unmarried daughter; hence, the word "spinster" is still used today to describe an unmarried woman). The actual weaving of the thread into cloth was done using a loom operated by hand and foot; it was physically demanding work, and was therefore the man's job (The Textile Industry). The task of transforming raw wool into cloth could be done entirely by one household, or split between two or more (ie. spinning in one home, weaving in another). The merchant would return at regular intervals over the season to pick up the finished cloth, which he then brought back to the city to sell or export, and to drop of a new load of wool to be processed.

The cottage industry proved to be profitable for the urban merchants, since they could sell the finished cloth for far more than they paid the farmers to make it. The cottage industry helped to prepare the country for the Industrial Revolution by boosting the English economy through the increase of trade that occurred as the country became well-known overseas for its high-quality and low-cost exports. Previously, tradesmen had done all the manufacturing themselves, so the idea of subcontracting was new and appealing. The cottage industry was also a good source of auxiliary funds for the rural people. However, many farming families came to depend on the enterprise; thus, when industrialization and the Agricultural Revolution reduced the need for farm workers, many were forced to leave their homes and move to the city.

Agricultural Revolution:

From: <http://library.thinkquest.org/05aug/01419/arevolution.html>

The agricultural revolution occurred in England from 1750 to 1900. Most farmers during this time changed the way they produced food.

The Enclosure Movement

England before the Industrial Revolution began an enclosure movement that revolutionized the landscape of rural England. Instead of communal exploitation of land, property would be managed privately. The community in a typical English farmer society was no longer in charge of land, and there was no longer a loose and lax policy on the occupation of land: open pastures and meadows were transformed into fenced, hedged, or walled borders. The name "enclosure" was derived from the fact that most land was now officially "enclosed" and no longer open.

The process of enclosure was most apparent in the 18th and 19th century, when numerous acts and bills were signed by the English parliament for separate and different parts of land. Eventually, enclosure became so popular that most of the country, except for a few remote areas in the Northwest, practiced enclosure. Enclosure, in revolutionizing pattern of landscape, revolutionized economic activity by isolating and organizing different farms.

People were actually charged to use different "segments" of land. The farmers of England were not happy with the system, but it helped boost England's economy, a necessary factor for the growth of any industry.

The Norfolk Crop Rotation

Before the agricultural revolution, farmers had strips of land that they grew their food on redundantly, draining a specific portion of land and all of its nutrients eventually. For the nutrients to return, farmers often left strips of land empty or fallow for up to five years.

A new system, however, was developed around the 19th century, known as the Norfolk Crop Rotation. Under this system, an area of land was split into different sections, and each section would always be planted, but the different plants per section would be rotated. Some years, plants that did not require many nutrients, while others didn't.

Because of the increase in population and the new system of forming numerous strips of land, much more planting had to be done. Since there was a limited number of farmers, machines had to be made. This situation led to the main enhancers of the Industrial Revolution, such as the seed drill.

Machines

From:

http://www.puhsd.k12.ca.us/chana/staffpages/eichman/Adult_School/us/fall/industrialization/1/industrial_revolution.htm

The Industrial Revolution created an enormous increase in the production of many kinds of goods. Some of this increase in production resulted from the introduction of power-driven machinery and the development of factory organization. Before the revolution, manufacturing was done by hand or simple machines. Most people worked at home in rural areas. A few worked in shops in towns as part of associations called guilds. The Industrial Revolution eventually took manufacturing out of the home and workshop. Power-driven machines replaced handwork, and factories developed as the best way of bringing together the machines and the workers to operate them.

One of the most spectacular features of the Industrial Revolution was the introduction of power-driven machinery in the textile industries of England and Scotland. This took place between 1750 and 1800 and marked the beginning of the age of the modern factory.

Before the industrialization of the textile industry, merchants purchased raw materials and distributed them among workers who lived in cottages on farms or in villages. Some of these workers spun the plant and animal fibers into yarn, and others wove the yarn into cloth. This system was called domestic or cottage industry.

The first spinning machines were crude devices that often broke the fragile threads. In 1738, Lewis Paul, a Middlesex inventor, and John Wyatt, a Lichfield mechanic, patented an improved roller-spinning machine. This machine pulled the strands of material through sets of wooden rollers that moved at different speeds, making some strands tighter than others. When combined, these strands were stronger than strands of uniform tightness. The combined strands passed onto the flier, the part of the machine that twisted the strands into yarn. The finished yarn was wound onto a bobbin that revolved on a spindle. Mechanically, the roller-spinning machine was not completely successful. However, it was the first step in the industrialization of textile manufacturing.

In the 1760's, two new machines revolutionized the textile industry. One was the spinning jenny, invented by James Hargreaves, a Blackburn weaver and carpenter. The other machine was the water frame, or throstle, invented by Sir Richard Arkwright, a former Preston barber. Both machines solved many of the problems of roller spinning, especially in the production of yarn used to make coarse cloth.

Between 1774 and 1779, a Lancashire weaver named Samuel Crompton

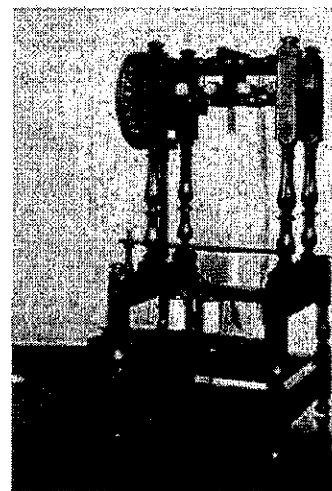
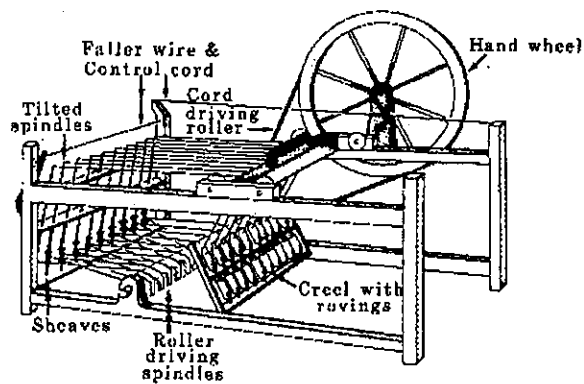
developed the spinning mule. This machine combined features of the spinning jenny and the water frame and, in time, replaced both machines. The mule was particularly efficient in spinning fine yarn for high-quality cloth, which, before the invention of the mule, had been imported from India. During the 1780's and 1790's, larger spinning mules were built. They had metal rollers and several hundred spindles. These machines ended the home spinning industry. For further information on the development of spinning machines.

The first textile mills appeared in Great Britain in the 1740's. By the 1780's, England had 120 mills, and several had been built in Scotland.

Weaving machines. Until the early 1800's, almost all weaving was done on handlooms because no one could solve the problems of mechanical weaving. In 1733, John Kay, a Lancashire clockmaker, invented the flying shuttle. This machine made all the movements for weaving, but it often went out of control.

In the mid-1780's, an Anglican clergyman named Edmund Cartwright developed a steam-powered loom. In 1803, John Horrocks, a Lancashire machine manufacturer, built an all-metal loom. Other British machine makers made further improvements in the steam-powered loom during the early 1800's. By 1835, Great Britain had more than 120,000 power looms. Most of them were used to weave cotton. After the mid-1800's, handlooms were used only to make fancy-patterned cloth, which still could not be made on power looms.

From: <http://www.austehc.unimelb.edu.au/tia/images/bxtai0264.gif>

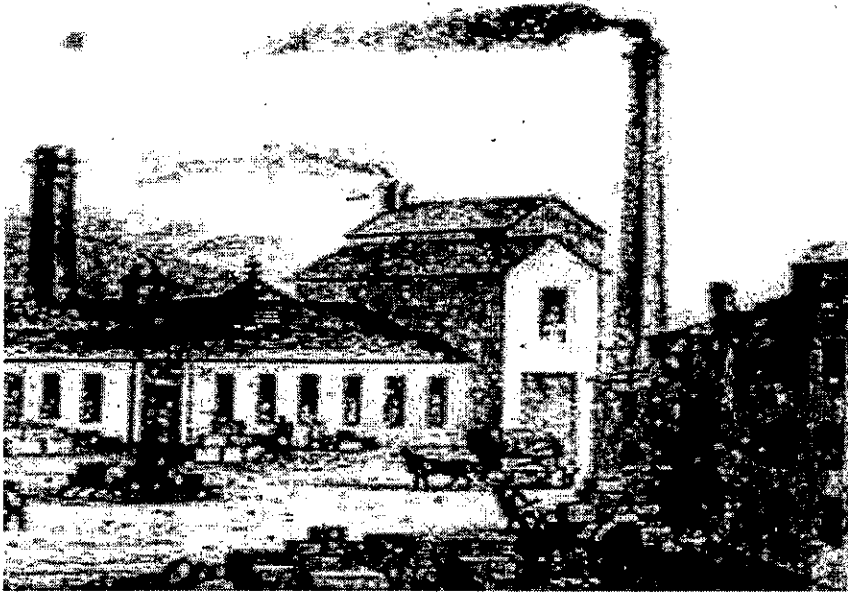


Water Frame

From: <http://www.austehc.unimelb.edu.au/tia/images/bxtai0261.jpg>

Factories:

From : <http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>



As the number of factories grew people from the countryside began to move into the towns looking for better paid work. The wages of a farm worker were very low and there were less jobs working on farms because of the invention and use of new machines such as threshers. Also thousands of new workers were needed to work machines in mills and foundries and the factory owners built houses for them. Cities filled to overflowing and London was particularly bad. At the start of the 19th Century about 1/5 of Britain's population lived there, but by 1851 half the population of the country had set up home in London. London, like most cities, was not prepared for this great increase in people. People crowded into already crowded houses. Rooms were rented to whole families or perhaps several families. If there was no rooms to rent, people stayed in lodging houses.

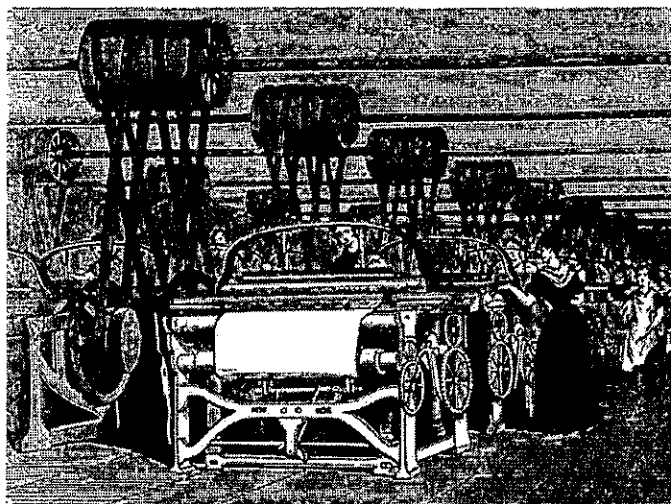
Labor in Factories:

From: <http://www.galbithink.org/fw.htm>

The Industrial Revolution radically changed the organization of work. In the new factories, a large number of workers gathered together six or seven days a week to engage in tightly coordinated tasks paced by machinery. This new organization of work implied a sharp distinction between work and home. In earlier types of work, such as farming, trades, and cottage industries, work and home were not necessarily separate spheres and child labor was not a public issue.

Factory work greatly affected the life experiences of children, men, and women. For children, factory work served as a form of hard schooling. It channeled into adult factory jobs child workers who obeyed orders, worked diligently, and survived the health hazards and tedium. While the Industrial Revolution eventually put great pressure on men to engage in paid work outside the home continuously from adulthood to retirement, some men, particularly older men, refused to work in the factories and preferred to engage in spot labor and work around the home. Some women made large contributions to their families through paid labor in the factories. It was not unusual for married women with children to work full-time in early English factories. As a substitute for family members engaging in non-paid home labor, some families made arrangements for paid child care, as well as paid laundry services and cleaning and cooking services.

Outside of the factories, adult women had poor labor market opportunities, and within the factories, adult women earned much less than adult men. These differences may have been economically related. They provided an incentive for men to engage in paid labor outside the home, and women to do non-paid labor within the home.



Child labor in Factories

From :

http://nhs.needham.k12.ma.us//cur/Baker_00/2002_p7/ak_p7/childlabor.html

Wages and Hours:

Children as young as six years old during the industrial revolution worked hard hours for little or no pay. Children sometimes worked up to 19 hours a day, with a one-hour total break. This was a little bit on the extreme, but it was not common for children who worked in factories to work 12-14 hours with the same minimal breaks. Not only were these children subject to long hours, but also, they were in horrible conditions. Large, heavy, and dangerous equipment was very common for children to be using or working near. Many accidents occurred injuring or killing children on the job. Not until the Factory Act of 1833 did things improve. Children were paid only a fraction of what an adult would get, and sometimes factory owners would get away with paying them nothing. Orphans were the ones subject to this slave-like labor. The factory owners justified their absence of payroll by saying that they gave the orphans food, shelter, and clothing, all of which were far below par. The children who did get paid were paid very little. One boy explained this payment system:

"They [boys of eight years] used to get 3d [d is the abbreviation for pence] or 4d a day. Now a man's wages is divided into eight eighths; at eleven, two eighths; at thirteen, three eighths; at fifteen, four eighths; at twenty, a man's wages is About 15s [shillings]."

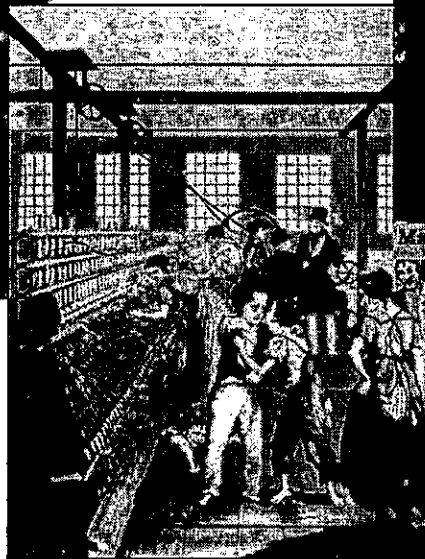


Replacing bobbins on machinery

Kids At Work, Russell Freedman, Scholastic, 1994. Photo by Lewis Hine



Match Makers Outside their Factory



From:

<http://mhslibrary.org/Teacher%20Projects/Teacher%20Projects/Social%20Studies/D'Acquisto/Industrial%20Revolution/homepage.htm>

Street Children

Hordes of dirty, ragged children roamed the streets with no regular money and no home to go to. The children of the streets were often orphans with no-one to care for them. They stole or picked pockets to buy food and slept in outhouses or doorways. Charles Dickens wrote about these children in his book "Oliver Twist".

Some street children did jobs to earn money. They could work as crossing-sweepers, sweeping a way through the mud and horse dung of the main paths to make way for ladies and gentlemen. Others sold lace, flowers, matches or muffins etc out in the streets.



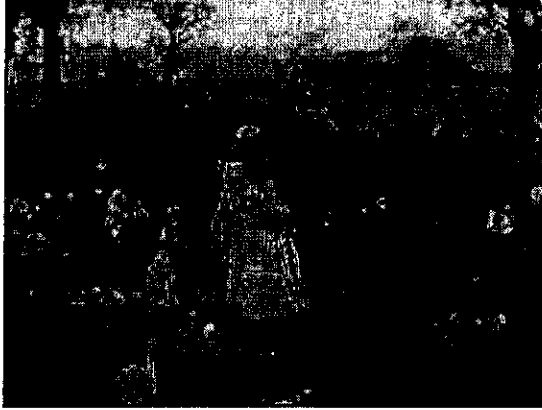

From:

<http://www.historywiz.com/images/industrialrevolution/streetchildren-small.gif>

Video Link:

http://www.teachertube.com/view_video.php?viewkey=89b8995b9bc6f8779f4e

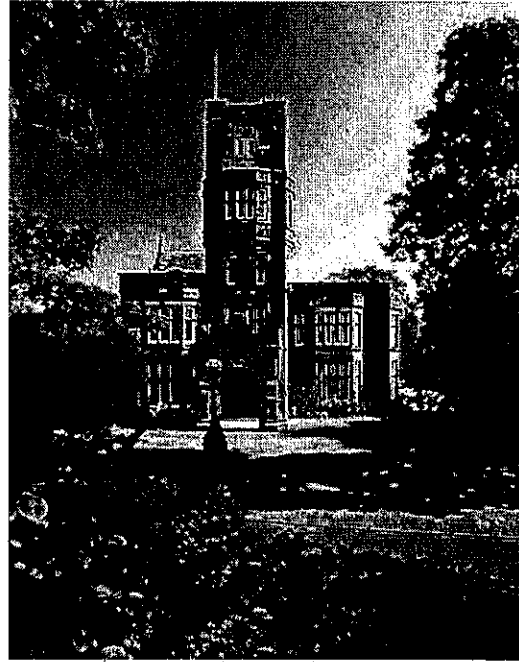
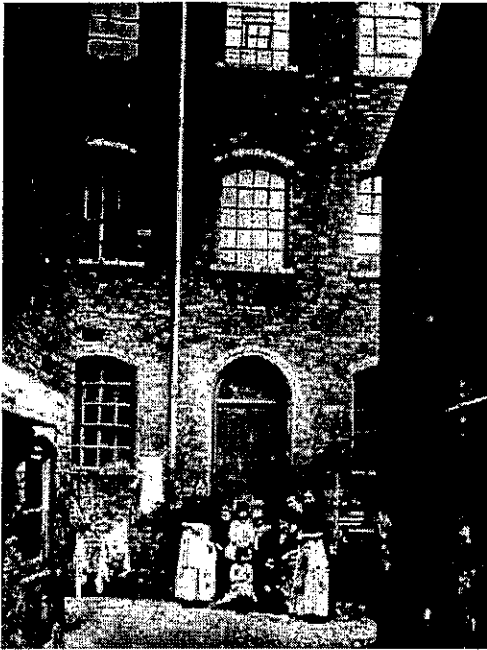
Rich Children Vs Poor Children

Rich Children	Poor Children
	
<p>Parents of rich children often were bankers, merchants, industrials or civil servants. They lived in beautiful suburbs, sometimes in private hotels. The upper class organized parties and could go to festivals whereas the poor worked.</p> <p>Only children from rich families went to school. But these ones were not many.</p> <p>Boys were in famous schools like Eton where education was very strict. Eton is a big school near London in front of Windsor.</p> <p>They could go to school invented by Thomas ARNOLD, a rugbyman, where behaviour, friendship, fair play were more important than others. Thomas ARNOLD and parents thought it was more important for gentlemen to learn classical authors than sciences.</p> <p>Girls didn't have the same education as boys. They learned to become good wives and good mothers.</p> <p>This education was very unfair so in 1870, the Education Act was passed. It offered schools for all children between the age of 5 and 13.</p>	<p>Children had an unhappy childhood. They worked hard to satisfy the needs of their parents because families were very poor and they didn't have enough money, so children worked. They underwent very difficult conditions of employment. Days were long for them : eight or twelve hours a day, six days a week.</p> <p>Children worked in manufactories.</p> <p>At that time, there was no insurance and when children had accidents or were ill they didn't have any help.</p> <p>Many children often worked with adults : they worked under the same conditions. Children were small, they could go into narrow spaces, children were clever too and employers appreciated these qualities.</p> <p>In 2001, in poor countries, many children often work to help their parents but the conditions of employment may be better than the industrial revolution in England.</p>

From: <http://ecole.pagespro-orange.fr/college.saintebarbe/victoria/children.htm>

Housing:

Living Conditions during the Industrial Revolution varied from the splendor of the homes of the owners to the squalor of the lives of the workers. On this page you will see some examples of housing for both:



As enclosure and technical developments in farming had reduced the need for people to work on farmland, many people moved to the cities to get accommodation and a job. These cities were not prepared for such an influx in such a short period of time and cities such as Birmingham, Liverpool, Manchester etc. (all vital to the Industrial Revolution) suffered problems not witnessed anywhere else in the world at this time.

These cities needed cheap homes as the Industrial Revolution continued to grow. There were few building regulations then and those that did exist were frequently ignored. Builders had a freehand to build as they wished. Profit became the main motivator for builders. They knew that those coming to the cities needed a job and somewhere to live. Therefore, a house was put up quickly and cheaply – and as many were built as was possible. The Industrial Revolution saw the start of what were known as **back-to-back** terrace housing. These had no garden and the only part of the building not connected to another house would be the front (and only) entrance (unless you were lucky enough to live in the end of the terrace). In Nottingham, out of a total of 11,000 homes in the 1840's, 7,000 were back-to-back.

Railways

From :

<http://www.schoolshistory.org.uk/IndustrialRevolution/transport/railways.htm>

Transport changed very quickly in the period 1700-1900 as a result of an increased need for better methods of moving goods, new technologies and large scale investment in the countries infra-structure (communications network).

The changes came in several stages. First Roads were improved, then Canals were built and finally the Railway was developed. Each change had an impact upon life in the country, each shortened travel times over longer distances and each enabled industrialists to seek new markets in previously out of reach areas of the country. Likewise they enabled more raw materials and goods to be shipped to and from factories, providing further impetus to the industrial age.

Railways developed quickly following the early successes of the Stephenson's and other pioneers. This new technology was the result of the invention and subsequent development of the steam engine. Steam could be used to power motors and had been used in mines to help bring coal and tin to the surface quicker. This idea was transferred to the notion of pulling wagons along rails and eventually Stephenson took the idea one stage further and built the steam engine into a wagon.

This first 'train' was very slow and initially scared a lot of people but soon the early railway lines between Liverpool and Manchester and Stockton and Darlington were accepted and people began to realise that Rail had a lot to offer industry and society in general

The railways spread across the country at an amazing rate as companies were established to build and run the new lines. Many were financed by industry, eager to have quicker delivery of goods and a wider sales reach.

The impact of the railways was great. Industry benefited as goods could now be transported faster and in even greater quantities than before, reducing costs and creating bigger markets. The construction of the railway network also fueled demand for coal and steel. Ordinary people saw the benefits too. They could now get around the country much quicker and for the first time holidays out of the city were a possibility (Thomas Cook organising the first 'package' holiday from Leicester Station to the seaside). Communications in general improved as well. Newspapers could now be sent from London and Manchester, where most of the national dailies are printed, to towns across the country, the postage system became much quicker and movement of workers became a more realistic prospect.

One of the most noticeable consequences of the growth of the Railways was the rapid development of a number of towns. Crewe and Peterborough are both examples of towns that grew quickly due to their location on the railway network.

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RAILWAY MAP OF ENGLAND (A PROPHECY)

Unions:

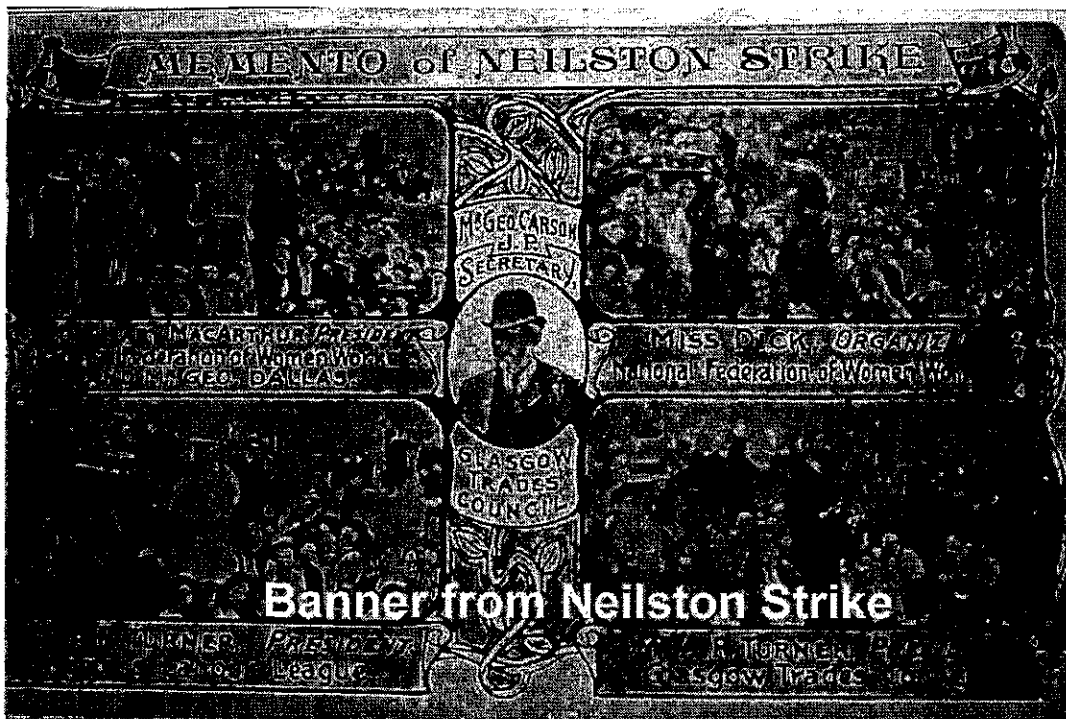
From: <http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html>

If the conditions in which people lived in these factory towns were considered bad, then the conditions in which they worked can be appropriately characterized as being horrendous. Inside these factories one would find poorly ventilated, noisy, dirty, damp and poorly lighted working areas. These factories were unhealthy and dangerous places in which to work. Normally, workers put in twelve to fourteen hours daily. Factory Acts that were later enacted by Parliament regulated the number of hours that men, women and children worked.

The factory system changed the manner in which work was performed. Unlike the domestic system the work was away from home, in large, impersonal settings. Workers were viewed by their employers merely as "hands."

Slowly, workers began to realize the strength they could possess if they were a unified force. It was a long, uphill battle for workers to be able to have the right to organize into officially recognized unions. Their lot was one of having no political influence in a land where the government followed a laissez-faire policy.

This hands off policy changed as the pressure from growing trade unions increased. A movement was beginning to free workers from the injustices of the factory system. Political leaders called for reform legislation which would address these injustices.



Jigsaw Instructions

Essential Question:

Determine if the Industrial Revolution had a positive or negative impact on the people of England?

- 1. Read your assigned reading**
- 2. After completing reading pick out the three most important ideas Individually**
- 3. Meet with your partner to compare note and come up with the three most important ideas from the reading**
- 4. On your poster, briefly put the three most important ideas**
- 5. On the poster create an illustration that best describes your topic**

Discovery

- 1. Observe and analyze your classmates posters**
- 2. Write down the important information on your sheet**
- 3. Come up with one question that you still have about the topic**
- 4. Identify if this topic was a positive or negative aspect of the Industrial Revolution and explain your answer**

DBQ 13: The Industrial Revolution: Effects

Historical Context:

The Industrial Revolution which began in England in the late 1700's had a wide range of positive and negative effects on the economic and social life of the people of England. These results have been interpreted from a variety of perspectives—the factory workers, the factory owners, the government, and others who observed the conditions in industrial cities at the time.

- ◆ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:
1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
 2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
 3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
 4. Organize supportive and relevant information into a brief outline.
 5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: *Evaluate the positive and negative effects of the Industrial Revolution.*

- ◆ **Part A:** Analyze the following documents that describe the effects of the Industrial Revolution and answer the questions that follow.

Document 1

The following is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

Sadler: What is your age?
Cooper: I am eight and twenty.
Sadler: When did you first begin to work in mills?
Cooper: When I was ten years of age.
Sadler: What were your usual hours of working?
Cooper: We began at five in the morning and stopped at nine in the night.
Sadler: What time did you have for meals?
Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.
Sadler: What means were taken to keep you awake and attentive?
Cooper: At times we were frequently strapped.
Sadler: When your hours were so long, did you have any time to attend a day school?
Cooper: We had no time to go to day school.
Sadler: Can you read and write?
Cooper: I can read, but I cannot write.

DBQ 13: The Industrial Revolution: Effects *(continued)*

Does this testimony describe positive or negative effects of the Industrial Revolution? _____
Describe the effects of industrialization on children working in the factory. _____

Document 2

Here is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

Sadler: What is the nature of your illness?
Hebergam: I have damaged lungs. My leg muscles do not function properly and will not support the weight of my bones.
Sadler: A doctor has told you that you will die within the year, is that correct?
Hebergam: I have been so told.
Sadler: Did he tell you the cause of your illness?
Hebergam: He told me that it was caused by the dust in the factories and from overwork and insufficient diet. . . .
Sadler: To what was his (your brother's) death attributed?
Hebergam: He was cut by a machine and he died of infection.
Sadler: Do you know of any other children who died at the R_____ Mill?
Hebergam: There were about a dozen died during the two years and a half that I was there. At the L_____ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip the flesh was ripped up the same as it had been cut by a knife. His hand was bruised, his eyes were nearly torn out and his arms were broken. His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.
Sadler: Did the accident occur because the shaft was not covered?
Hebergam: Yes.

Does this testimony describe positive or negative effects of the Industrial Revolution?

What effect did the working conditions have on the workers? _____



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Name _____

Date _____

DBQ 13: The Industrial Revolution: Effects (continued)

Document 3

This excerpt is from *The Philosophy of Manufactures* by Andrew Ure, 1835.

I have visited many factories, both in Manchester and in the surrounding districts, and I never saw a single instance of corporal chastisement [beating] inflicted on a child. They seemed to be always cheerful and alert, taking pleasure in the light play of their muscles. . . . As to exhaustion, they showed no trace of it on emerging from the mill in the evening; for they began to skip about. . . . It is moreover my firm conviction [opinion] that children would thrive better when employed in our modern factories, than if left at home in apartments too often ill-aired, damp, and cold.

How does Andrew Ure describe the conditions in factories he visited? _____

Document 4

This excerpt is from *The Working Man's Companion* subtitled *The Results of Machinery, Namely Cheap Production and Increased Employment*. It was published in 1831.

You are surrounded, as we have constantly shown you throughout this book, with an infinite number of comforts and conveniences which had no existence two or three centuries ago and those comforts are not used only by a few, but are within the reach of almost all men. Every day is adding something to your comforts. Your houses are better built, your clothes are cheaper, you have an infinite number of domestic utensils. You can travel cheaply from place to place, and not only travel at less expense, but travel ten times quicker than two hundred years ago.

According to this author, were the effects of the Industrial Revolution positive or negative? Cite three details from the excerpt to support your answer. _____

(continued)



25

Name _____ Date _____

DBQ 13: The Industrial Revolution: Effects *(continued)*

Document 5

This description is from a pamphlet published in 1797 by the Society for Bettering the Condition and Increasing the Comforts of the Poor.

The village contains about 1500 inhabitants, of whom all who are capable of work are employed in and about the mills. Of these there are 500 children who are entirely fed, clothed, and educated by Mr. Dale. The others live with their parents in the village and have a weekly allowance for their work. The healthy appearance of these children has frequently attracted the attention of the traveler. Special regulations, adopted by Mr. Dale, have made this factory very different from the others in this kingdom. Out of the nearly 3000 children employed in the mills from 1785 to 1797, only fourteen have died.

What benefits were provided to people of this village? _____

Document 6

This excerpt, from *Manchester in 1844*, was written by Leon Faucher (Frank Cass & Co. Ltd., 1969) after his visit to English factory towns.

The little town of Hyde was at the beginning of the century a little hamlet of only 800 people, on the summit of a barren hill, the soil of which did not yield sufficient food for the inhabitants. The brothers Ashton have peopled and enriched this desert. . . . Mr. T. Ashton employs 1500 work people [in his factories]. The young women are well and decently clothed. . . . The houses inhabited by the work people form long and large streets. Mr. Ashton has built 300 of them, which he lets [rents] for . . . 75 cents per week. . . . Everywhere is to be observed a cleanliness which indicates order and comfort.

What did Leon Faucher observe when he visited Hyde? _____

(continued)

DC

DBQ 13: The Industrial Revolution: Effects (continued)

Document 7

This excerpt from *The Conditions of the Working Class in England* was written by Friedrich Engels after he visited an English industrial city in 1844.

Every great town has one or more slum areas where the workers struggle through life as best they can out of sight of the more fortunate classes of society. The slums . . . are generally unplanned wildernesses of one- or two-storied houses. Wherever possible these have cellars which are also used as dwellings. The streets are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which it deposits on its bank. . . . One walks along a very rough path on the river bank to reach a chaotic group of little, one-story, one-room cabins. . . . In front of the doors, filth and garbage abounded. . . .

What did Engels observe as he visited an English industrial city? _____

Why did Engels focus on the negative results of industrialization? _____

Document 8

This table shows:

British Iron Production (1740–1900)	
1740	17,350 tons
1796	125,079 tons
1839	1,248,781 tons
1854	3,100,000 tons
1900	9,000,000 tons

Describe British iron production between 1740–1900. _____

Is this a positive or negative effect of the Industrial Revolution? Explain. _____

◆ Part B—Essay

Evaluate the positive and negative effects of the Industrial Revolution.

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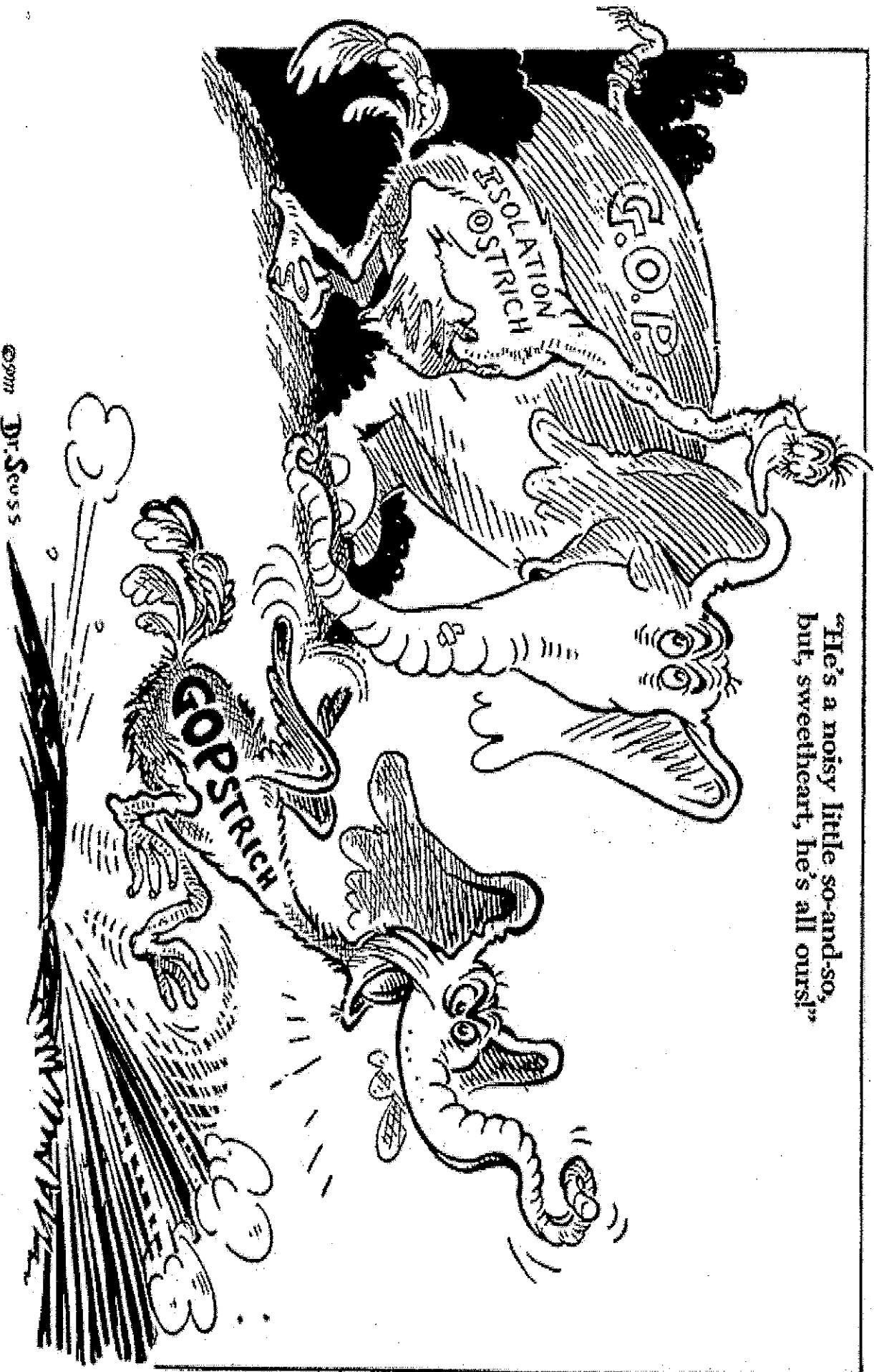
INDUSTRIAL REVOLUTION
POLITICAL CARTOON



POLITICAL CARTOON



"He's a noisy little so-and-so, but, sweetheart, he's all ours!"



TASK

Create a Political Cartoon about the Industrial Revolution based on ONE of the following two tasks

- 1. Industrial Revolution as a Positive or Negative Impact on Europe and the World**
- 2. Life before the Industrial Revolution and life after the Industrial Revolution**

