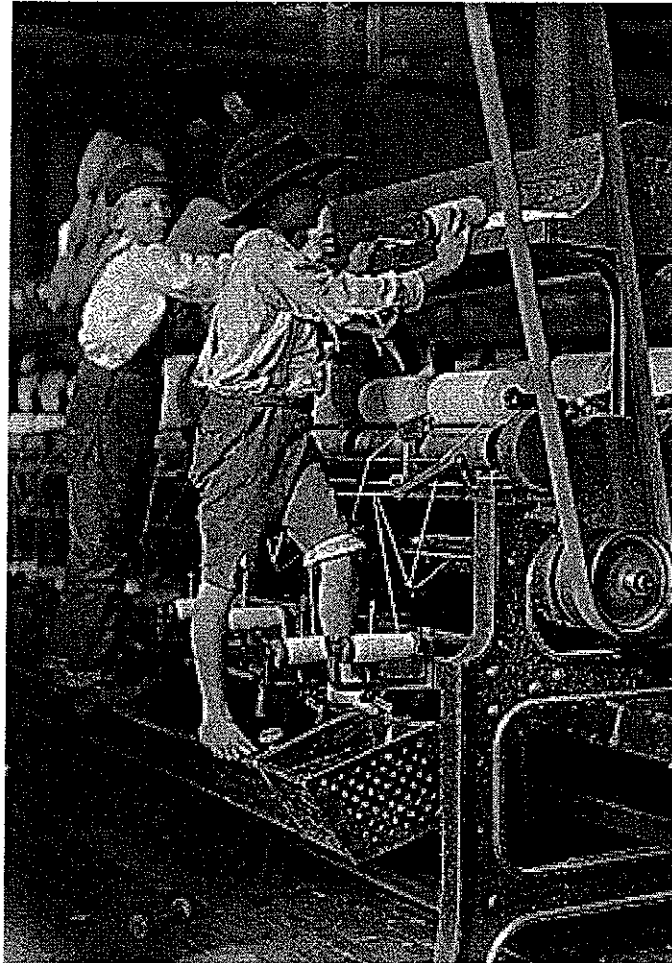


Industrial Revolution Begins

1750 - 1850



Name: _____

Period: _____

Due Date: _____

Image Source: <http://www.rothcpa.com/archives/misc/Child%20Labor.jpg>

Industrial Revolution

Key Terms

Bourgeoisies

Capitalism

Communism

Domestic System

Entrepreneur

Factory System

Industrialization

Labor Union

Proletariat

Tenements

Urbanization

BEFORE THE INDUSTRIAL REVOLUTION

Unlike political revolutions, the Industrial Revolution did not begin with great civil unrest or the clash of armies. As a result, it is difficult to arrive at a date for its beginning. The Industrial Revolution did not occur overnight, but rather began gradually and grew over several decades. Most historians place its beginnings in England in the mid-1700s, a decade or two before the American Revolution.



Most people lived in the country before the Industrial Revolution. In England, 75 percent of the population lived in rural areas or small villages in 1700. The percentage was even higher in continental Europe. Those cities that existed were few in number and of modest population. Due to the limited development of farming methods, it was necessary for the majority of the people to live in the country in order to produce enough food for the population. Most families farmed and lived on small plots of land that were controlled by large land owners who were often members of the nobility.

Prior to the Industrial Revolution, most people were involved in agriculture and cottage industry.

The total population of Europe was quite small. For example, in 1700 England's total population was about five million, compared to 70 million today. The people of preindustrial Europe lived very isolated lives. Roads were poor and dangerous, so people rarely traveled beyond their home villages. News of events in the outside world arrived slowly and sporadically. As a result, the small villages that dotted the countryside were the centers of life for the majority of Europeans. Few people ever left the area of their birth.

While the vast majority of the population worked in the fields, farming did not provide year-round employment. The peasant farmers were quite busy during times of planting and harvesting, but at other times they were free to do other work. During these times, thousands of families worked in their homes for clothing merchants. The merchants provided the families with wool or cotton, and for a fixed price, the families spun yarn on their spinning wheels and produced cloth on their hand-operated looms. This practice between the merchants and rural families is known as "cottage industry" because all of the work was done in a family's cottage home.

Weaving cloth was difficult and tedious, but provided a valuable income for many families. It was convenient work, since it was performed from within the home and at the pace desired by the worker. Children worked along with their parents, often becoming skilled at spinning yarn at a young age.

The system also had advantages for the merchants. The merchants paid very little for the cloth produced by the rural families and could then sell it at a handsome profit. However, the merchants were troubled by the inconsistent levels of production by the families and had no way to supervise their work. Often the cloth would not be delivered on time, especially when there was field work to divert the families from their spinning and weaving. Thus, the merchants desired another system that would allow greater supervision, more consistent delivery, and increased production. When the opportunity to produce their goods through new methods came, the merchants were quick to seize it.

Name _____ Date _____

CHALLENGES

1. When do historians date the start of the Industrial Revolution?

2. Why did most of the people live in the country before the Industrial Revolution?

3. What was England's population in 1700?

4. Why were the European villages isolated?

5. Where did the term "cottage industry" get its name?

6. Why did rural families participate in cottage industry?

7. What advantages did cottage industry offer to the merchants?

8. What problems did the merchants face with cottage industry?

9. What goods were commonly produced by cottage industry?

10. What was the primary occupation of most of the people involved with cottage industry?

The Industrial Revolution

Main changes:

- The decline of the _____ (cottage industry, work at home)
- The creation of the _____, requiring investment, machinery and power.

Causes:

- Growth in _____ and new markets overseas.
- Countries becoming wealthy on changes in agriculture, had money to invest in new ideas.
- Many countries had what was needed for the _____ – water and coal for power, iron ore, transport.
- Changes in one industry (ex: textiles) led to changes in others (ex: iron).

Results:

- The growth of the _____ and decline of domestic industry.
- Shift of population from _____ to _____ and towns.
- Poor living and working conditions.
- Increase in national wealth meant gradual rise in standard of living.
- Social, economic, and political changes meant that it was inevitable that there would eventually be a call for _____, the vote, greater equality (for women as well as between classes), etc.

Just the Facts Learning Series – The Industrial Revolution

- 1) What are the dates associated with the Industrial Revolution?
- 2) What are the changes in the society made during the Industrial Revolution?
- 3) In what country does the Industrial Revolution begin?
- 4) Why wasn't the pipe factory in the Netherlands considered part of the Industrial Revolution?
- 5) What natural resources were present in Britain that helped them start the Industrial Revolution?
- 6) How many steam driven cotton factories were in Manchester in the 1700's?
- 7) What social class began to grow during the Industrial Revolution in England?
- 8) As the amount of people in cities increased, what happened to the number of people involved in agriculture?
- 9) Why did landlords want their tenants to use the latest agricultural techniques?
- 10) What were some of the things people were buying during the Industrial Revolution?
- 11) What did James Hargreaves invent?
- 12) What did Richard Arkwright invent?
- 13) What did John Kay invent?
- 14) What did Edmund Cartwright invent in 1785?
- 15) Who patented the modern steam engine?
- 16) What were the first Watt steam engines used for?
- 17) What items increased in demand because of the use of the steam engine?
- 18) What did Henry Bessemer patent?
- 19) What industry helped oil the wheels of the Industrial Revolution?
- 20) What was built in England that helped farmers and manufacturers get goods to market?
- 21) What did other European countries contribute to the Industrial Revolution?
- 22) What did Germany lack that didn't allow the Industrial Revolution to thrive there?
- 23) Why did the Industrial Revolution spread so rapidly in the United States?

Causes and Effects of the Industrial Revolution

CAUSES

Agrarian Revolution

- use of _____, _____, and the _____
invented by Jethro Tull
- Enclosure Movement - _____
_____ > larger fields
- These improvements led to more efficient farming, improved food production →
_____ (better eating, healthier babies)

Industrial Pre-conditions

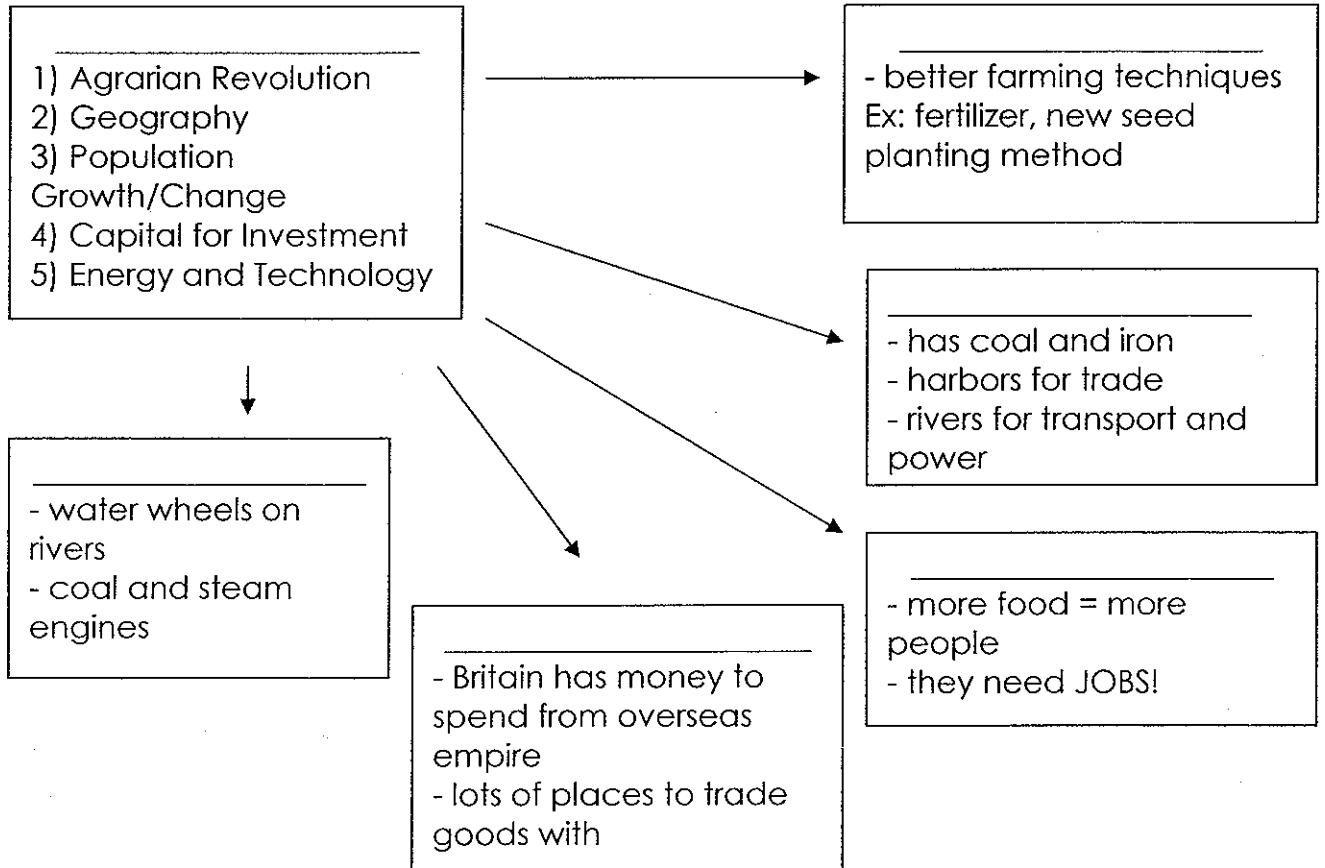
- Geography - _____
- Population Growth - _____
- Capital for investment - _____
- Energy & technology - _____

INDUSTRIAL REVOLUTION

Effects

Political	Economic	Social
- Child _____ laws to end abuse - Trade Unions - Social _____ movements such as _____, _____, _____ - Reform Bills	- _____ economy - Rise of _____ - move to a _____ economy - rapidly growing _____ - increased demand for _____ materials > _____ - development of _____ & _____ - advances in transportation and agriculture	- Global _____ - poor working _____ - urbanization - changing social roles - increased standard of living - increase in the _____ class

Industrial Revolution Begins in Britain (1750-1900)



The Industrial Revolution in Britain: Relating Cause and Effect

Following are six developments (**causes**) related to the Industrial Revolution in Britain. Describe how each development contributed to the beginning of the Industrial Revolution. (**effects**) Use *Chapter 7*.

1. The enclosure movement spread rapidly in the 1700's (248). _____

2. The development of new technologies. (249). _____

3. Britain had an abundance of natural resources. (250). _____

4. The development of new machines that were too expensive to operate at home (252). _____

5. Production increased and entrepreneurs needed faster cheaper ways to get goods to market (252). _____

6. Inventors developed new machines that could make goods quicker and cheaper (253). _____

- Adam Smith – father of capitalism
(*Wealth of Nations*)
- Karl Marx – develops communism
(*Communist Manifesto*)

- moved to Cities from small towns (Ex: Manchester)

- Upper, Middle, Lower Class

Effects of the Industrial Revolution

- Rich – nice neighborhoods
- Poor – slums, overtime improves
- Medical Advances

- sold stocks to raise money
- allowed for expansion
- need for markets/materials (Imperialism)

- Liberalism/Conservatism
- Social Darwinism
- Social Reformism

- Roads and Canals
- Railroads
- Steam Engines power boats
- New inventions increase production

- Man works in factory (makes money)
- Wife takes care of house, family, works in factory
- Children – factory work, later on they go to school

Three Economic Systems

1. **Capitalism** – began during the Commercial Revolution of the 16th Century

Definition: Wealth or capital is privately owned and invested in business to create more wealth for that investor.

Key Words:

Entrepreneur: a person who risks his or her wealth for a commercial undertaking

Laissez-faire: government keeping hands off business. (Industrialization and capitalism were built on this at the expense of the people).

Key Person:

Adam Smith - believed in free market economy
- Wrote the ***Wealth of Nations***

2. **Socialism** – began as a reaction to the Industrial Revolution

Definition: an alternative to the laissez-faire style of government that developed during the Industrial period. (Endorsement of public ownership, rather than private ownership of factories, property, and the means of production)

Key Person:

Robert Owen - Utopian Socialists
- bought land and built factories and homes
- paid workers better, better living and working conditions
- provided education for kids

3. **Communism** – began as a reaction to the Industrial Revolution

Definition: a form of socialism that sees class struggle between employers and employees as inevitable

Key Words:

Proletariat: middle class working people
Bourgeoisie: upper class business owners

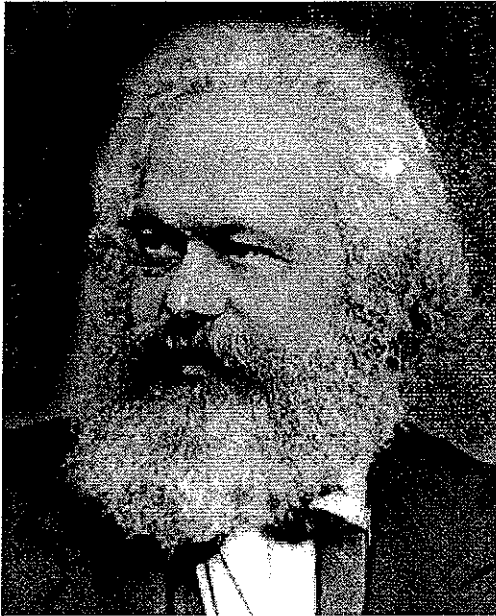
Key People:

Karl Marx - Father of Communism and wrote the ***Communist Manifesto***
- German philosopher
- believed all of history was based on economics
- believed there would be a worldwide revolt in violent revolution resulting in a classless society where government would no longer be needed
- working class must overthrow business owners

Friedrich Engels - a fellow socialists supporter

Karl Marx vs. Adam Smith

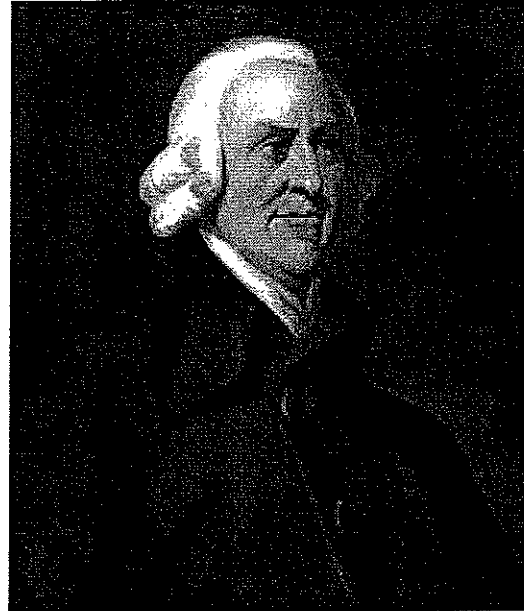
(Communism vs. Capitalism)



Karl Marx

Book: *The Communist Manifesto*

- Promoted _____
- Believed history was a _____ between wealthy _____ & _____ (Proletariat) (“Haves vs. Have Nots”)
- Believed in order to make a _____, _____ took advantage of the _____
- Believed the _____ (workers) would eventually rise up and overthrow the _____, creating their own society.
- Believed the proletariat would create _____, _____ society, in which wealth and power would be equally shared.



Adam Smith

Book: *The Wealth of Nations*

- Promoted _____ economics (_____)
- Believed _____ results when people follow their own _____
- Each _____ tries to provide _____ that are _____ and less expensive than those of their _____
- _____ aims to produce the best products at the _____
- His economic ideas became the basis of _____ during the _____

Capitalism vs. Communism

Identifying Characteristics

Directions: Review the characteristics below and then place them in the proper economic category.

no competition

profit motive

Adam Smith

government decides what to produce

supply and demand

private ownership of business/property

shortage of consumer products

command economy

incentives to work harder

competition

government owns everything

free-market economy

no private ownership

"Laissez-Faire"

Karl Marx

consumers decide what is produced

Communism	Capitalism

Section Summary

NEW WAYS OF THINKING

Many thinkers tried to understand the great changes taking place in the early Industrial Age. These thinkers looked for natural laws that governed the world of business and economics. Middle-class business leaders supported the *laissez-faire*, or “hands-off” approach. They believed that a free market would help everyone, not just the rich. However, one British *laissez-faire* economist, **Thomas Malthus**, thought the poor would always suffer. He believed population would grow faster than the food supply. He did not think the government should help the poor. He believed people should improve their own lives through hard work and have fewer children.

Other thinkers sought to soften *laissez-faire* doctrines. They felt some government help was needed. The British philosopher and economist **Jeremy Bentham** supported **utilitarianism**. He believed that the goal of society should be the “greatest happiness for the greatest number” of citizens. Other thinkers, such as John Stuart Mill, strongly believed in individual freedom, but wanted the government to step in to prevent harm to workers.

To end poverty and injustice, some offered a radical solution—**socialism**. Under socialism, the **means of production**—the farms, factories, railways, and other businesses—would be owned by the people as a whole, not by individuals. Some early socialists, such as **Robert Owen**, set up communities in which all work and property were shared. They were called Utopians.

The German philosopher **Karl Marx** formulated a new theory. His theory was a form of socialism called **communism**. He felt that the struggle between social classes would lead to a classless society. In a classless, communist society, the struggles of the **proletariat**, or working class, would end because wealth and power would be equally shared. In the 1860s, Germany adapted Marx’s beliefs to form a **social democracy** in which there was a slow transition from capitalism to socialism.

Review Questions

1. Why did middle-class leaders support *laissez-faire* economics?

2. What did Jeremy Bentham believe the goal of society should be?

READING CHECK

What group of early socialists formed communities in which all work and property were shared?

VOCABULARY STRATEGY

Find the word *formulated* in the underlined sentence. Note that the base word is *form*. What does it mean “to form” something? Think of synonyms of the word *form*, such as *plan*, *shape*. Use the meaning of the word *form* and the synonyms you think of to help you learn what *formulated* means.

READING SKILL

Identify Main Ideas What are the main ideas of Karl Marx’s theory?

New Ways of Thinking

<ul style="list-style-type: none"> Emphasized rationalism, importance of individual happiness (individualism) Role of state is to protect the freedom and rights of the individual Believed that human rights would be lost if government intervened Generally, reflected views of middle class 	<ul style="list-style-type: none"> Believed in value of traditional life More government necessary to control society and preserve general order Generally had a less optimistic view of human nature than liberals Reflected views of landed upper class
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

_____ - (Conservative) - wrote "Essay on the Principle of Population" – stated that poor people will suffer as long as they keep having children

_____ – strong will survive – those better fit for society will survive while others will perish.

Social Reformism – those that work for change

_____	Goal of society should be "greatest happiness for the greatest number" of its people
_____	Government should improve the lives of the working class and the poor
_____	Over time worked for social reform in the areas of labor laws and child labor

New Social Class Structure

_____	Very rich industrial & business families. Old Noble class.
_____	Business people & professionals such as, lawyers & doctors.
_____	Other professionals such as, teachers, shop owners, and office workers.
_____	Factory workers and small farmers.



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?

Working Conditions in Industrial Factories

As the population grew, there were changes in the countryside, so people began to move to certain areas where there was work – particularly, after about 1800 to areas where there were coalfields, with factories being built nearby and towns growing around them. Living and working conditions were poor.

In factories:

- * People worked very long hours when demand was high – as much as 16 / 18 hours a day, seven days a week.

- * Wages were low – men might earn around 15 shillings (less than a pound) a week, women 7 to 10 shillings (30 – 50 pence), children 3 shillings (15 pence). It was mostly women and children who worked in early factories because the work was not physically demanding and they could be paid less. Many men were working at home on the loom which was not superseded by factory machinery until after 1800.

- * General conditions were at best uncomfortable – the atmosphere in many factories was hot and damp (in mills this was encouraged to help the spun cotton hold together), stuffy, noisy and full of steam, fumes and dust.

- * Machinery was dangerous and accidents common. Sanitation was limited and yet as many as 500 or more could be working in one factory.

- * Discipline was strict in the poor conditions in order to keep control and to maximize profits – EXAMPLE: workers were fined if late or for ‘wasting-time’ (talking, using the lavatory other than when told, etc), sometimes they were beaten.

Name _____



Date _____

Hazardous Duty - Factory Work During the Industrial Revolution

By Sharon Fabian

Working in the factories of the Industrial Revolution was hazardous. The factory workers faced safety hazards, health hazards, and cruel treatment.

Factory machines were the latest technology, and factory owners were anxious to get their machines up and running. Safety was not a major concern. Dangerous parts of machines were not screened off. Machines were not equipped with features to make them shut off in case of an accident.

Machine operators in textile mills, many of them young women, often had to reach over and around operating machinery as they did their job. Children hired as scavengers had to crawl under the machines to retrieve loose bits of cotton. Slightly older children hired as piecers had to step up onto the machines to tie loose threads back together. Injuries to these workers were frequent. In mill towns, many workers could be seen who had lost an arm or a leg to the machinery.

Workers in the factories developed medical problems, too. The pollution and dust that were constantly in the air led to the illness known as mill fever. It was a dreaded disease, and it took many lives.

Factory work caused physical deformities which especially affected children since their bones were still forming. The constant stooping under machines wore out the arches of the children's feet. Many found that after a few years of factory work, their arches simply gave way.

Ankle injuries were also common. Factory workers - men, women, and children - were on their feet all day long, for as long as fifteen hours. This constant standing led to many ankle injuries.

Workers' knees also gave out after a number of years in the factory. Once a person's knees could no longer support his weight, the knees began to turn inward leading to the injury known as knock-knees.

As a result of these illnesses, many workers in their thirties and even younger found that they were no longer able to keep up with their work. They were forced to give up their jobs and had little chance of finding new work. Workers who were injured in accidents on the job were simply fired.

Another hazard faced by factory workers, particularly children, was cruel treatment. Overseers found that children got sleepy by the middle of the afternoon. The children needed rest and were too tired to stay on their feet and stay alert. In order to keep them working beyond their limit, some overseers beat the children.

Workers of all ages suffered from fatigue. The thirteen to fifteen hour day, the constant standing, and the six day work week were hard on everyone.

Men, women, and children who worked in the factories faced some or all of these hazards. The factory workers who fared the worst were the ones least able to defend themselves - the factory children. As these young people walked to their jobs each morning, they showed their courage. During their long days of tedious work, they must have daydreamed about a better future.

Name _____



Date _____

Hazardous Duty - Factory Work During the Industrial Revolution

Questions

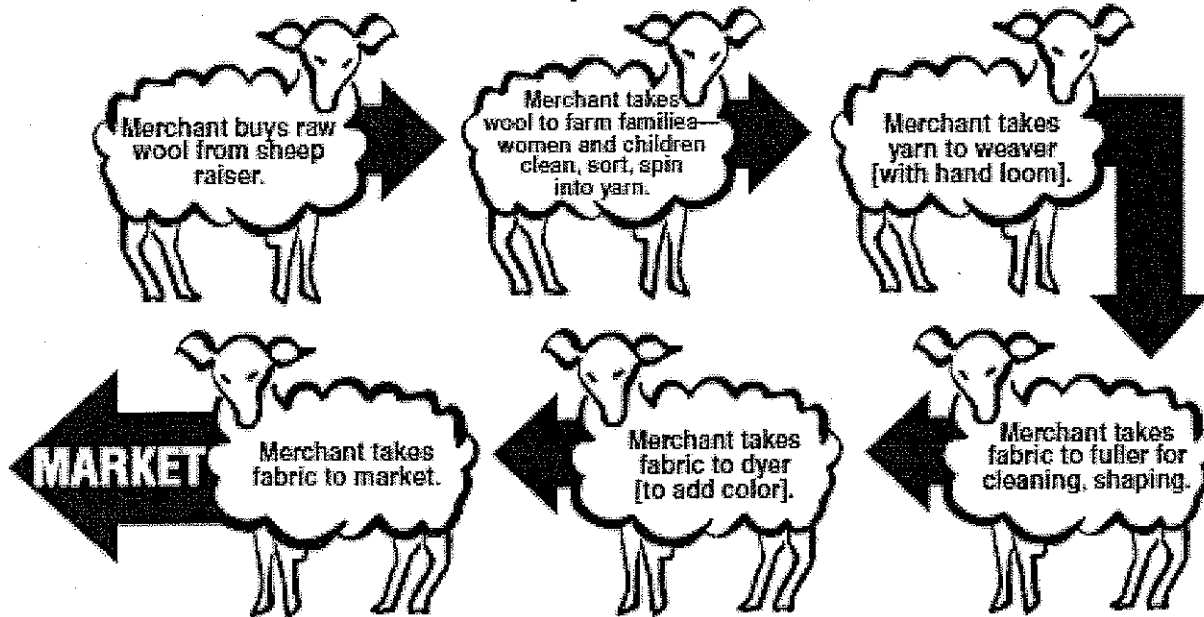
- _____ 1. Hazards faced by the factory workers included all of the following EXCEPT _____.
- A. safety hazards
 - B. illnesses
 - C. radiation
 - D. cruel treatment
- _____ 2. The workers described in this article worked in _____ factories.
- A. pottery
 - B. textile
 - C. automobile
 - D. steel
- _____ 3. The illness caused by the dust in the air was known as _____.
- A. mill fever
 - B. dust allergy
 - C. mill dust
 - D. factory fever
- _____ 4. The young children who worked as scavengers often suffered _____ injuries.
- A. foot
 - B. hand
 - C. knee
 - D. elbow
- _____ 5. Knock-knees were caused by constant _____.
- A. lifting
 - B. changing positions
 - C. standing
 - D. running
- _____ 6. From the information in this article, you can infer that most factory workers continued to work in the factories until they retired at the age of sixty-five.
- A. true
 - B. false
- _____ 7. Children were most likely to get beaten by the overseer in the afternoon because that was they time when they became restless and playful.
- A. false
 - B. true
- _____ 8. The word *fatigue* means _____.
- A. injury
 - B. weakness
 - C. tiredness
 - D. boredom

Industrial Revolution

Document Based Questions

Document 1

Domestic System of Making Cloth

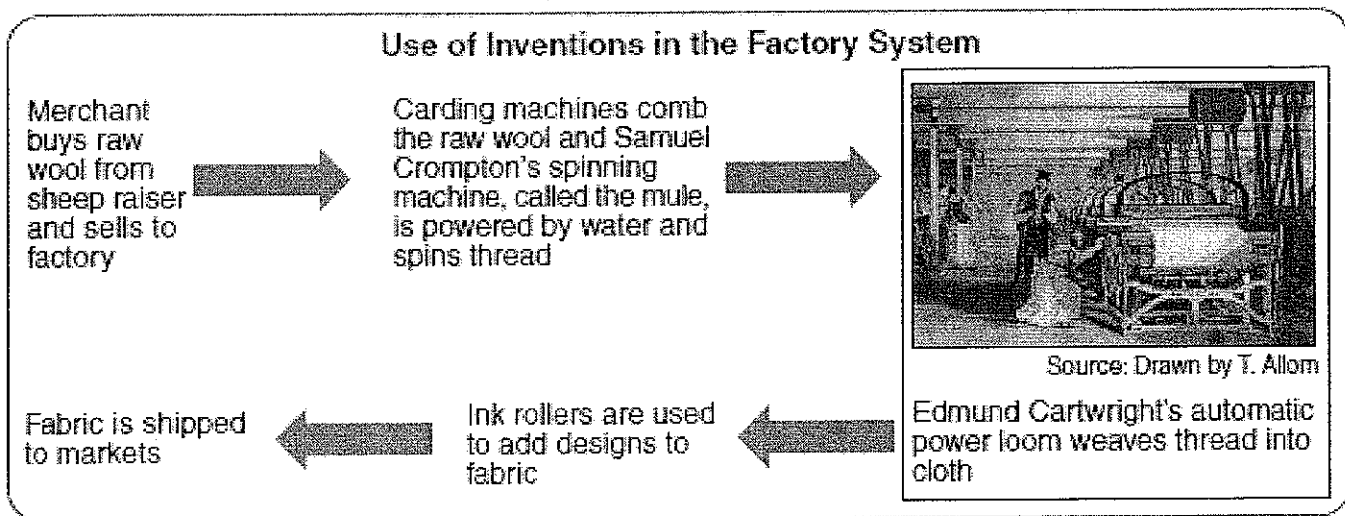


Source: Farah and Karls, *World History: The Human Experience*, Section Focus Transparencies, Glencoe McGraw-Hill (adapted)

Based on this chart, how is cloth produced in the domestic system? [1]

Document 2

Use of Inventions in the Factory System



Based on this chart, how is cloth produced in the factory system? [1]

Document 3

Industrial Revolution

. . . The first phase of the industrial revolution made traditional society obsolete [no longer useful] because it was incompatible with the basic requirements of an industrial economy. Among these requirements was the commercialization of agriculture. Land had to be treated as a commodity that could be bought and sold in order to produce enough food to feed a growing urban population and to make some rural labor redundant [excessive] so that people would move to the cities to work in the new factories. Traditional societies varied widely across the globe but everywhere they were based on the land and nowhere was land simply a commodity. It was, instead, the basis of a complicated network of obligations and privileges, a social structure binding owner to field worker, lord to peasant. It was these traditional institutions, these social worlds, that the industrial revolution threatened and that it ultimately swept away. .

Source: Michael Mandelbaum, *The Ideas that Conquered the World*, Public Affairs

According to Michael Mandelbaum, what is **one** change that resulted from the Industrial Revolution? [1]

Document 4

. . . I have frequently visited many of the Cotton Factories in this neighbourhood, with friends who came from a distance; on coming out, it has always been a general reflection, that the children were very great sufferers, and seemed sickly and unhealthy; being obliged to work such long hours under such unfavourable circumstances. As I dedicate an hour or two every morning to giving advice to the poor, I have a great many opportunities of witnessing the bad effects of such confinement on the health of children; frequently the parents say their children were stout and healthy, until they were sent out, and confined so close and long in the Factory; but now they had become delicate and sickly. . . .

Source: Robert Agnew, M.D., "Observations on the State of the Children in Cotton Mills," Manchester, March 23, 1818

According to Dr. Agnew, what is **one** impact the Industrial Revolution had on children? [1]

Document 5

In this excerpt, Friedrich Engel's discussion with a middle-class gentleman shows the attitude of the middle class about the living conditions of the factory workers.

. . One day I walked with one of these middle-class gentlemen into Manchester. I spoke to him about the disgraceful unhealthy slums and drew his attention to the disgusting condition of that part of the town in which the factory workers lived. I declared that I had never seen so badly built a town in my life. He listened patiently and at the corner of the street at which we parted company he remarked: "And yet there is a great deal of money made here. Good morning, Sir."....

Source: Friedrich Engels, *The Condition of the Working Class in England*, Stanford University Press (adapted)

According to Friedrich Engels, what is **one** result of the Industrial Revolution on the living conditions of factory workers? [1]

Document 6

. . . Steam-engines furnish the means not only of their support but of their multiplication. They create a vast demand for fuel; and, while they lend their powerful arms to drain the pits and to raise the coals, they call into employment multitudes of miners, engineers, ship-builders, and sailors, and cause the construction of canals and railways: and, while they enable these rich fields of industry to be cultivated to the utmost, they leave thousands of fine arable fields free for the production of food to man, which must have been otherwise allotted to the food of horses. Steam-engines moreover, by the cheapness and steadiness of their action, fabricate [produce] cheap goods, and procure [acquire] in their exchange a liberal supply of the necessaries and comforts of life, produced in foreign lands. . . .

Source: Andrew Ure, *The Philosophy of Manufactures: or, an Exposition of the Scientific, Moral, and Commercial Economy of the Factory System of Great Britain*, A. M. Kelley

According to this document, what are **two** ways that steam engines helped the economy in Great Britain? [2]

Document 7

. . . Every great town has one or more slum areas into which the working classes are packed. Sometimes, of course, poverty is to be found hidden away in alleys close to the stately homes of the wealthy. Generally, however, the workers are segregated in separate districts where they struggle through life as best they can out of sight of the more fortunate classes of society. The slums of the English towns have much in common—the worst houses in a town being found in the worst districts. They are generally unplanned wildernesses of one- or two-storied terrace houses built of brick. Wherever possible these have cellars which are also used as dwellings. These little houses of three or four rooms and a kitchen are called cottages, and throughout England, except for some parts of London, are where the working classes normally live. The streets themselves are usually unpaved and full of holes. They are filthy and strewn with animal and vegetable refuse. Since they have neither gutters nor drains the refuse accumulates in stagnant, stinking puddles. Ventilation in the slums is inadequate owing to the hopelessly unplanned nature of these areas. A great many people live huddled together in a very small area, and so it is easy to imagine the nature of the air in these workers' quarters. However, in fine weather the streets are used for the drying of washing and clothes lines are stretched across the streets from house to house and wet garments are hung out on them. . . .

Source: Friedrich Engels, *The Condition of the Working Class in England*, W. O. Henderson and W. H. Chaloner, eds., Stanford University Press

According to the document, what did Friedrich Engels state were **two** characteristics of working class living conditions in England? [2]

Document 8

Edwin Chadwick presented a report to Parliament as secretary to a commission that investigated sanitary conditions and means of improving them.

. . . *First, as to the extent and operation of the evils which are the subject of the inquiry: . . .*
That the formation of all habits of cleanliness is obstructed by defective supplies of water.
That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times.

That of the 43,000 cases of widowhood, and 112,000 cases of destitute orphanage relieved from the poor's rates in England and Wales alone, it appears that the greatest proportion of deaths of the heads of families occurred from the above specified and other removable causes; that their ages were under 45 years; that is to say, 13 years below the natural probabilities of life as shown by the experience of the whole population of Sweden. . . .

Source: Edwin Chadwick, Report on an Inquiry into the Sanitary Condition of the Labouring Population of Great Britain, W. Clowes and Sons, 1842

Based on this document, state **one** negative effect of industrialization on the workers of Great Britain. [1]

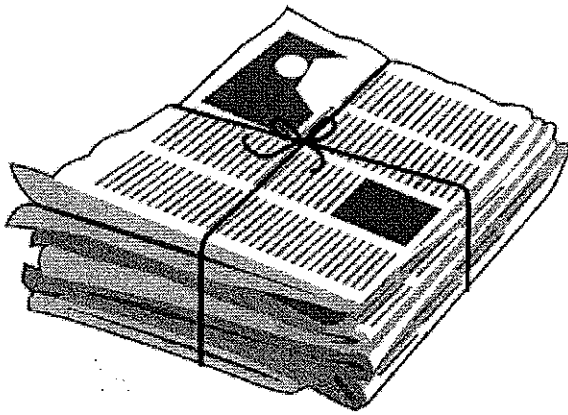
Document 9

- . . . 1. Consolidation of the working class by means of a tight, solid, and indissoluble [indivisible] Union.
2. Representation of the working class before the nation through a defender chosen and paid by the Workers' Union, so that the working class's need to exist and the other classes' need to accept it become evident.
3. Recognition of one's hands as legitimate property. (In France 25,000,000 proletarians have their hands as their only asset.)
4. Recognition of the legitimacy of the right to work for all men and women.
5. Recognition of the legitimacy of the right to moral, intellectual, and vocational education for all boys and girls.
6. Examination of the possibility of labor organizing in the current social state [social conditions].
7. Construction of Workers' Union palaces [buildings] in every department, in which working-class children would receive intellectual and vocational instruction, and to which the infirm and elderly as well as workers injured on the job would be admitted.
8. Recognition of the urgent necessity of giving moral, intellectual, and vocational education to the women of the masses so that they can become the moral agents for the men of the masses.
9. Recognition in principle of equal rights for men and women as the sole [only] means of unifying humankind. . . .

Source: Flora Tristan, The Workers' Union, University of Illinois Press (adapted)

Based on this document, state **two** changes in society that Flora Tristan believed were needed for the working class. [2]

Industrial Revolution Newspaper Project



You are a reporter working for a British newspaper and you have to publish a special edition on the Industrial Revolution. You are in charge of this project. It is up to you to research, write, and design the newspaper.

Your report should provide your readers with the facts regarding the successes and failures of your country's move towards

industrialization. In the end, you will write an editorial giving your opinion whether the Industrial Revolution has benefited or harmed the society in which you live.

Assignment: Your newspaper must include **two** news stories and **one** editorial (your opinion on whether or not it was successful). Your stories should grab the attention of the reader. Each story should be about 200 words and use information from primary sources on the Internet. You must also use at least **one** image for each news story.

Your first story should be about how industrialization was affecting children, women or working conditions in general.

Your second story must pertain to an invention made during the Industrial Revolution. (flying shuttle, spinning jenny, water frame, etc.). It should discuss the inventor and the importance of the invention.

In your third story you must write an editorial giving your opinion about whether or not the changes made during the Industrial Revolution helped or harmed the society in which you live. The editorial should include strong facts to support your opinion.

Be sure you include information about your sources including the links and the authors on another page.

Evaluation: Your newspaper will be evaluated based on the content, accuracy, creativity, usage of multiple sources (a minimum of one primary source for each story), and the length of the written articles. The graphics/images should work well with the text. To receive full credit your newspaper should have a good name, the stories should be in columns, and it should be well organized. See attached rubric for complete grade breakdown.

Industrial Revolution Newspaper Rubric

PLEASE NOTE: Any instances of plagiarism will result in a "0" on the entire project, a referral, and a call home.

	A = 90 - 100	B = 80 - 89	C = 70 - 79	D = Below 70
<p style="text-align: center;">Part 1 News Story (25 Points)</p> <hr/> <p style="text-align: center;">Points Earned</p>	<ul style="list-style-type: none"> • approximately 200 words • general and specific info provided on topic • quotes or info specific to individuals included • information from 3 sources • no grammar or spelling errors • image used 	<ul style="list-style-type: none"> • approximately 150 words • general and specific info provided on topic • quotes or info specific to individuals included • information from 2 sources • limited grammar or spelling errors • image used 	<ul style="list-style-type: none"> • less than 150 words • information focuses on one or two general or specific aspects • quotes or specific info may be included • information from 1 source • some grammar or spelling errors • image used 	<ul style="list-style-type: none"> • less than 100 words • information focuses on one or two general or specific aspects • few, if any, quotes or specific info included • No information from sources • many grammar and spelling errors • no image used
<p style="text-align: center;">Part 2 Invention Story (25 Points)</p> <hr/> <p style="text-align: center;">Points Earned</p>	<ul style="list-style-type: none"> • approximately 200 words • general and specific info provided on topic • quotes or info specific to individuals included • information from 3 sources • no grammar or spelling errors • clearly describes the major elements of the invention • states the inventor • image of invention used 	<ul style="list-style-type: none"> • approximately 150 words • general and specific info provided on topic • quotes or info specific to individuals included • information from 2 sources • limited grammar or spelling errors • describes the major elements of the invention • states the inventor • image of invention used 	<ul style="list-style-type: none"> • less than 150 words • information focuses on one or two general or specific aspects • quotes or specific info may be included • information from 1 source • some grammar or spelling errors • somewhat describes the major elements of the invention • states the inventor 	<ul style="list-style-type: none"> • less than 100 words • information focuses on one or two general or specific aspects • few, if any, quotes or specific info included • No information from sources • many grammar and spelling errors • does not describes the major elements of the invention
<p style="text-align: center;">Part 3 Editorial Story (25 points)</p> <hr/> <p style="text-align: center;">Points Earned</p>	<ul style="list-style-type: none"> • approximately 200 words • general and specific info provided on topic • supports opinion with quotes or specific info from 3 sources. • no grammar or spelling errors 	<ul style="list-style-type: none"> • approximately 150 words • general and specific info provided on topic • supports opinion with quotes or specific info from 2 sources. • no grammar or spelling errors 	<ul style="list-style-type: none"> • approximately 100 words • some general and specific info provided on topic • supports opinion with quotes or specific info from 1 source. • some grammar or spelling errors 	<ul style="list-style-type: none"> • less than 100 words • general and specific info provided on topic • does not support opinion with quotes or specific information. • several grammar or spelling errors
<p style="text-align: center;">Part 4 Appearance (25 Points)</p> <hr/> <p style="text-align: center;">Points Earned</p>	<ul style="list-style-type: none"> • looks like a newspaper • more than two images and/or graphics • masthead • stories in columns • neatly put together, pages filled 	<ul style="list-style-type: none"> • looks like a newspaper • two images / graphics • stories in columns • neatly put together 	<ul style="list-style-type: none"> • stories stapled together • one or two images / graphics • stories in columns • all pages not necessarily filled • poorly put together 	<ul style="list-style-type: none"> • stories stapled together • one or no images / graphics • stories not in columns • pages have empty spaces • messy • poorly put together

Total Points: _____ / 100 points

Industrial Revolution

Test Review

Industrial Revolution Begins

- The Industrial Revolution began in Great Britain because natural resources were prevalent and they had a good transportation system (canals, railroads)
- The introduction of the factory system led to the growth of cities, increased factory production and unsafe working conditions.

Results of Industrial Revolution

- An effect of the Industrial Revolution on Europe was that standard of living rose as people began making more money.
- Technological advancements allowed the amount of goods produced to be increased.
- Another result of the Industrial Revolution was an increase in the number of people considered to be middle class.
- As more mechanical methods of making textiles were developed, goods became easier to make and thus cheaper causing demand to go up.
- More people moved to urban areas (urbanization).
- Labor unions formed as a result of unsafe working conditions.
- Overseas empires were important as Europeans needed more natural resources.
- Changes during the Industrial Revolution led to an increase in population (more food, jobs).

Inventors and Inventions

- Flying Shuttle – John Kay
- Water Frame –Richard Arkwright
- Power Loom – Edmund Cartwright
- Spinning Jenny – James Hargreaves

Economics

- A person who studies economics and tries to answer the basic economic questions is called an economist. (ex: Adam Smith)
- Adam Smith believed in minimal to no government involvement in the economy. This is known as Laissez-faire economics or a free market economy.
- Laissez-faire economist wanted people to make their own decisions on what to buy in a free market system with no government control.
- In a market system, supply and demand controls production and price.
- Karl Marx wrote the *Communist Manifesto*.
- Marx and Friedrich Engels believed that the evils of the industrial world would disappear with a communist takeover.
- Marx also believed industrialization benefits the wealthy while exploiting the poor.
- A Communist wants to see the proletariat (middle class) control society in a violent overthrow of the bourgeois (upper class).
- Thomas Malthus believed that the world needed a smaller population but farm production prevented that from happening.