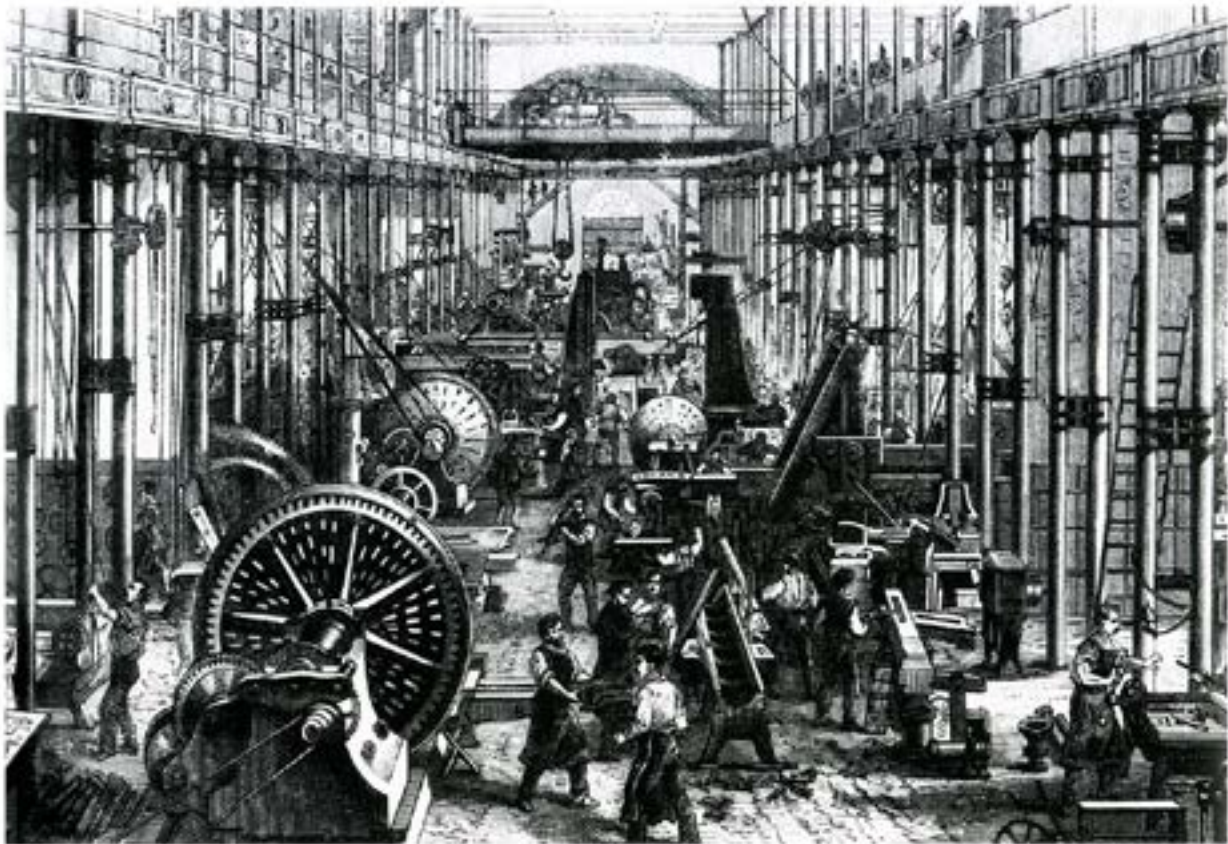


# Did Industrialization Improve Lives?



## Supporting Questions

1. What were the characteristics of industrialism for the working and business classes?
2. How did Industrialization impact city growth and city life?
3. How did industrialism bring about 19th C social-cultural change?

World History Inquiry

Compelling Question	
<b>Michigan Content Expectations:</b>	6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.  <b>Examples may include but are not limited to:</b> case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women and children; the rise of organized labor movements; the extent and consequences of urbanization.
<b>Staging the Compelling Question:</b>	Ask students to consider the benefits of an Industrial society.

Supporting Question 1
What were the characteristics of industrialism for the working and business classes?
Formative Performance Task
Write TWO ½ page 1st person journal accounts that answers the question: What were the characteristics of industrialism for the working and business classes? Choose either: Child laborer, Factory owner, or Female worker
Featured Sources
Interview with factory worker Etching of factory life Wages in Lancaster Engravings on Transportation

Supporting Question 2
How did Industrialization impact city growth and city life?
Formative Performance Task
Write TWO ½ page 1st person journal accounts that answers the question: How did industrialism impact city growth and city life? Choose either: Working class person City mayor, or Business class person
Featured Sources
Urban Sprawl map Thomas MaCauley quote Industrialization Painting Flora Tristan Quote Parliamentary Papers

Supporting Question 3
How did industrialism bring about 19th C social-cultural change?
Formative Performance Task
Write TWO ½ page 1st person journal accounts that answers the question: How did industrialism bring about 19th C social-cultural change? Choose either: City worker, Union member, Business owner
Featured Sources
Literacy rates Pauline Roland quote Alexandre Millerand quote Slums etching

<b>Summative Performance Task</b>	Argument: Did industrialization improve lives? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.
<b>Taking Informed Action</b>	Research: 21st Century Industrialism Conditions. What are the similarities / continuities and the differences / changes between these two time periods?

## Overview

Industrialism is often celebrated as being the major shift into the modern era. Should it be considered a great thing for the world, or were there downsides which make the price society paid a bad thing? This High School World History inquiry attempts to answer that question, by asking students to consider: “Did Industrialization improve the lives of people?” - Over the course of several days students will be greeted with a variety of sources to consider - from videos, images, data, and primary and secondary source documents, students will ultimately be tasked each day with putting themselves in the place of a person living in the Industrial era before returning once more to the Compelling Question.

## Supporting Question 1 Overview

Write out the question: What were the characteristics of industrialism for the working and business classes?  
Analyze the documents and list 3 or more characteristics from each document.  
Walk students through the first one to model the desired expectation. Make sure to have them ID whether or not the characteristic was one of the working (W) or business (B) classes.

Show Horrible Histories video: Be an Exploited Child Laborer.  
See link: <https://www.youtube.com/watch?v=4gKGybl071I&t=13s>  
Have students add 3 more characteristics from the video to their list.

## Supporting Question 2 Overview

Write out the question: How did Industrialism impact city growth and city life?  
Analyze the documents and list 3 or more characteristics from each document.  
Walk students through the first one to model the desired expectation. Make sure to have them ID whether or not the characteristic was one of city growth (G) or city life (L).

Show Horrible Histories video: The Invention of Badminton.  
See link: <https://www.youtube.com/watch?v=eiT2EBPsfDM>  
Have students add 3 more characteristics from the video to their list.

## Supporting Question 3 Overview

Write out the question: How did Industrialism bring about social-cultural change?  
Analyze the documents and list 3 or more characteristics from each document.  
Walk students through the first one to model the desired expectation.

Show Horrible Histories video: Pioneers of Transportation.  
See link: [https://www.youtube.com/watch?v=NLL2Txs8kCg&disable\\_polymer=true](https://www.youtube.com/watch?v=NLL2Txs8kCg&disable_polymer=true)  
Have students add 3 more characteristics from the video to their list.

## Supporting Question 1 - Featured Source A

MTS: What is your age?

WC: I was eight-and-twenty last February.

MTS: When did you first begin to work in mills or factories?

WC: When I was about 10 year of age.

MTS: What were your usual hours of working?

WC: We began at five, and gave over at nine; at five o'clock in the morning.

MTS: And you gave over at nine o'clock?

WC: At nine at night.

MTS: At what distance might you have lived from the mill?

WC: About a mile and a half.

MTS: At what time had you to get up in the morning to attend to your labor?

WC: I had to be up soon after four o'clock.

MTS: Every morning?

WC: Every morning.

MTS: What intermission had you for meals?

WC: When we began at five in the morning, we went on until noon, and then we had 40 minutes for dinner.

MTS: Had you no time for breakfast?

WC: No, we got it as we could, while we were working.

MTS: Had you any time for an afternoon refreshment?

WC: No; when we began at noon, we went on till night; there was only one stoppage, the 40 minutes for dinner.

MTS: Is there not considerable dust in a flax mill?

WC: A flax mill is very dusty indeed.

MTS: Was not your food therefore frequently spoiled?

WC: Yes, at times with the dust; sometimes we could not eat it, when it had a lot of dust on it.

MTS: What were you when you were ten years old?

WC: What is called a bobbin-doffer; when the frames are quite full, we have to doff them.

MTS: Then as you lived so far from home, you took your dinner to the mill?

WC: We took all our meals with us, living so far off.

MTS: During the 40 minutes which you were allowed for dinner, had you ever to employ that time in your turn cleaning the machinery?

WC: At times we had to stop to clean the machinery, and then we got our dinner as well as we could; they paid us for that. ...

MTS: Did you ever work even later than the time you have mentioned?

WC: I cannot say that I worked later there. I had a sister who worked up stairs, and she worked till 11 at night, in what they call the card-room.

MTS: At what time in the morning did she begin work?

WC: At the same time as myself.

MTS: And they kept her there until 11 at night?

WC: Till 11 at night.

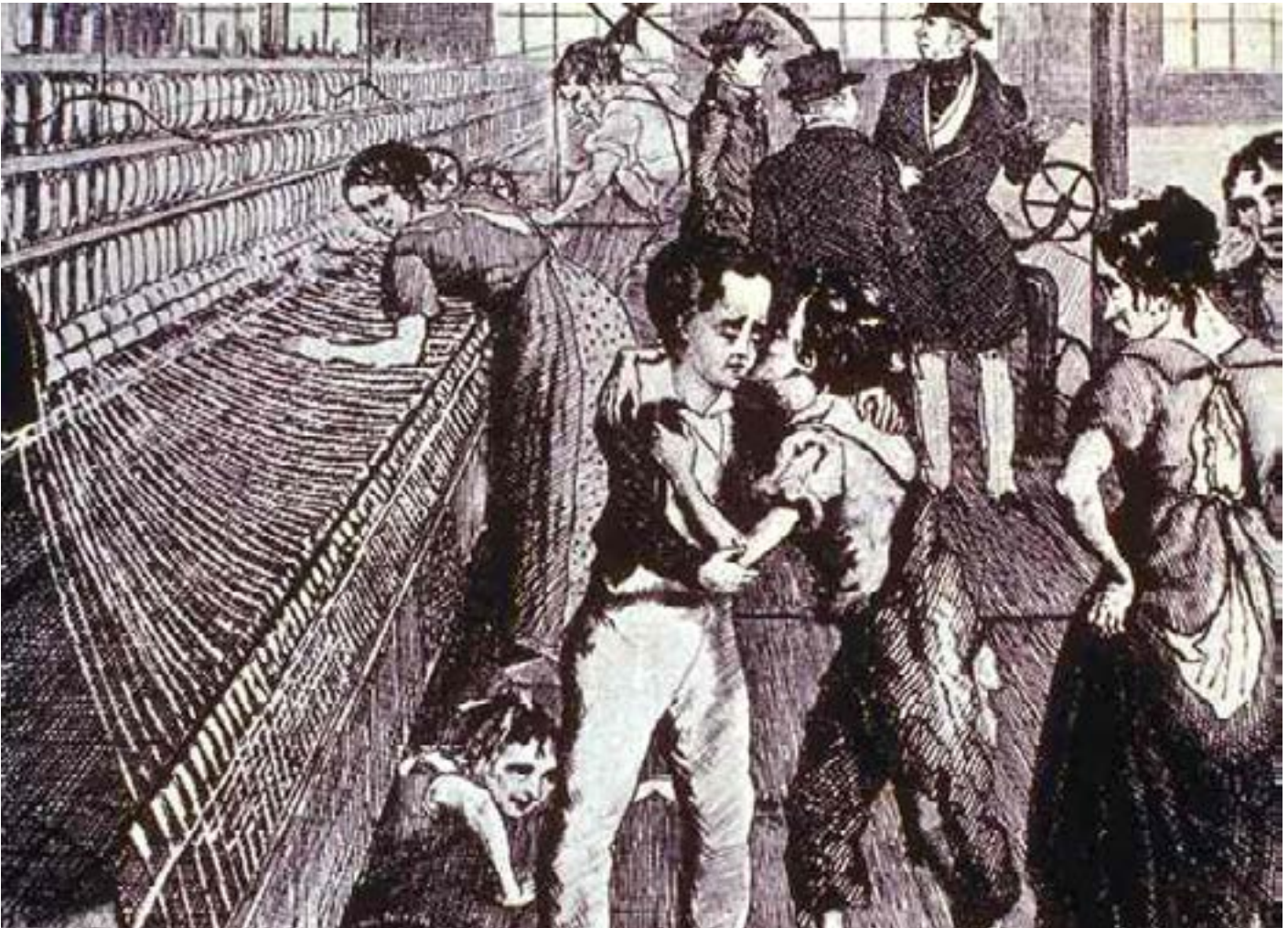
Committee on Factories Bill: Minutes of Evidence; [April 12,] 1832

Michael Thomas Sadler, Esquire, in the Chair. William Cooper, called in; and Examined.



## Supporting Question 1 - Featured Source B

<https://www.mtholyoke.edu/~hicks22a/classweb/Childlabor/WebsiteChildlabor/History.html>



## Supporting Question 1 - Featured Source C

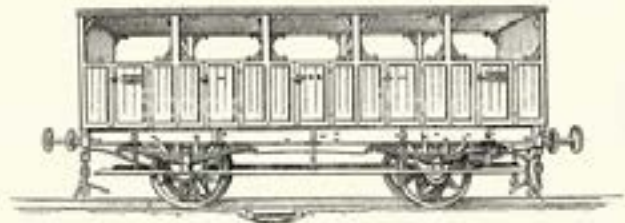
Wages in Lancashire in 1830		
Age of Worker	Male Wages	Female Wages
under 11	2s 3d.	2s. 4d.
11 - 16	4s. 1d.	4s. 3d.
17 - 21	10s. 2d.	7s. 3d.
22 - 26	17s. 2d.	8s. 5d.
27 - 31	20s. 4d.	8s. 7d.
32 - 36	22s. 8d.	8s. 9d.
37 - 41	21s. 7d.	9s. 8d.
42 - 46	20s. 3d.	9s. 3d.
47 - 51	16s. 7d.	8s. 10d.
52 - 56	16s. 4d.	8s. 4d.
57 - 61	13s. 6d.	6s. 4d.



## Supporting Question 1 - Featured Source D



GREAT EASTERN RAILWAY WORKS AT STRATFORD.



OLD THIRD-CLASS CARRIAGE.

## Supporting Question 2 - Featured Source A



## Supporting Question 2 - Featured Source B

People live longer because they are better fed, better lodged, better clothed, and better attended in sickness, and these improvements are owing to the increase in national wealth which the manufacturing system has produced. Mr. [Robert] Southey has found a way, he tells us, in which the effects of manufacturers and agriculture may be compared. And what is this way? To stand on a hill, to look at a cottage and a factory, and to see which is prettier. Does Mr. Southey think that the English peasantry live, or ever lived, in substantial and ornamented cottages, with box-hedges, flower-gardens, beehives, and orchards?

Source: Thomas B. Macaulay, liberal Member of Parliament and historian, essay, "Southey's Colloquies," 1830s

## Supporting Question 2 - Featured Source C



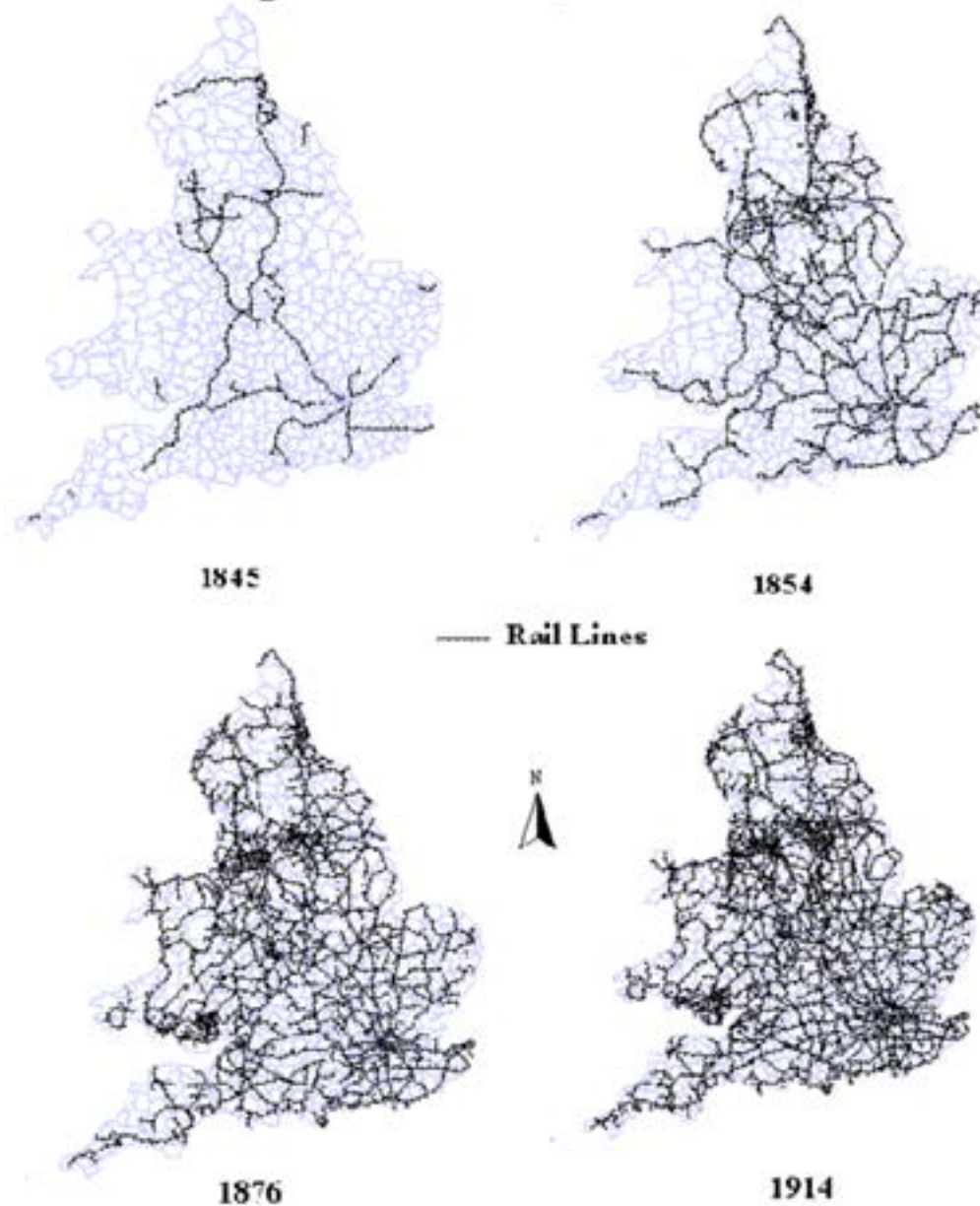
## Supporting Question 2 - Featured Source D

Unless you have visited the manufacturing towns and seen the workers of Manchester, you cannot appreciate the physical suffering and moral degradation of this class of the population. Most workers lack clothing, bed, furniture, fuel, wholesome food – even potatoes! They spend twelve to fourteen hours each day shut up in low-ceilinged rooms where with every breath of foul air they absorb fibers of cotton, wool or flax, or particles of copper, lead, or iron. They live suspended between an insufficiency of food and an excess of strong drink; they are all wizened, sickly and emaciated, their bodies thin and frail, their limbs feeble, their complexions pale, their eyes dead. If you visit a factory, it is easy to see that the comfort and welfare of the workers have never entered the builder's head.

Source: Flora Tristan, French socialist and women's rights advocated, her published journal, 1842

## Supporting Question 2 - Featured Source E

**The Extension of the Railway System  
in England and Wales, 1845-1914**





## Supporting Question 2 - Featured Source F

T.G.B. Estcourt, Esquire, Chair of the Select Committee on the Police of the Metropolis:

Do you not think there is a great evil in committing a young boy to Newgate Prison for simple larceny, and leaving him there two months before he is brought to trial?

Sir Richard Birnie, Chief Magistrate in Middlesex County:

Yes, very great, to Newgate or any other prison.

Estcourt:

In what way would you advise that young boys should be punished?

Birnie:

I should recommend a little flogging at a certain age.

Estcourt:

You think transportation to Australia is not a fit punishment for a boy of fourteen or fifteen years of age?

Birnie:

I am talking of transportation as inappropriate for those of nine and ten years of age.

Minutes of evidence before the Select Committee on the Police of the Metropolis, Parliamentary Papers, 1828

## Supporting Question 3 - Featured Source A

The condition of the factory laborers has been vastly improved within the last quarter of a century. The Hours of Labor in Factories Act, passed in 1844, worked a thorough reform. The excessive hours of labor have been legally reduced to ten hours per day. Wages – thanks mainly to accelerated machinery and improved working conditions – have largely increased. A new cotton mill of the first class is a model of spaciousness and convenience. The lavish provision of public parks, baths, and free libraries promotes the health, happiness and culture of the industrial orders. Far seldomer than before do we hear the murmur of popular discontent. Sickness and mortality have been reduced to an extent that is almost incredible.

Source: William Alexander Abram, journalist and historian, journal article, 1868

### Supporting Question 3 - Featured Source B

Region	Male literacy rate	Female literacy rate
England	40%	25%
France	29%	14%
Amsterdam	70%	44%
Moklinta, Sweden (reading ability)	89%	89%
Iceland	Almost 50%	Almost 50%
New England	70%	

Note: Literacy rates for England, France and Amsterdam based on signature rates at marriage.

### Supporting Question 3 - Featured Source C

Woman is entitled to work as is Man, and to have productive, independent employment which will emancipate her from all dependence. She has the right to choose her work herself as well as a man and no one can legitimately confine her to the house if she feels she is called to live otherwise. Finally, as soon as a woman comes of age, she has the right to arrange her life as she wishes.

Source: Pauline Roland, French writer and political activist, letter to the editor of the French newspaper Universal Well-Being, 1851.

### Supporting Question 3 - Featured Source D

Socialism aims to assure to every human being these two advantages: liberty and property, of which men are deprived by the capitalist regime. . . . We address ourselves only to universal suffrage; our ambition is to bring about through this means the economic and political liberation of all. We demand only the right to persuade the electorate. And no one, I suppose, would attribute to us the foolish intention of resorting to revolutionary means. Paste source here.

Source: Alexandre Millerand, member of the French national legislature, speech, 1896.

## Supporting Question 3 - Featured Source E



FILIAL ANXIETY. "Going to Paris to-morrow, Tom! How's that?"  
"My poor old governor's taken ill there!" "Going by Dieppe or Boulogne?"  
"Rather think I shall go via *Marseilles*!"



