

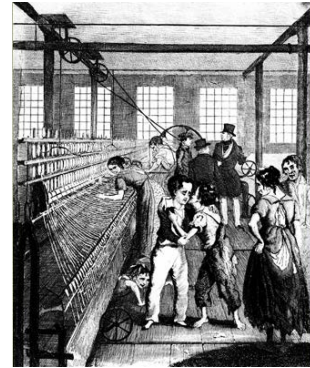
Case Study: Effects of Industrialization in England

Was the Industrial Revolution a positive or negative development for people living in England between the late 18<sup>th</sup> and early 20<sup>th</sup> centuries?

**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 (beaten or flogged with a strap)  
 Sadler: When your hours were so long, did you have any time to attend a day school?



In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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**Document 2**

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

Sadler: To what was 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 that died during the two years and a half when 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.

In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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### Document 3

The following is an excerpt from World Historian Robert Strayer's *Ways of the World*

The lives of the laboring classes were shaped primarily by the new working conditions of the industrial era. Chief among those conditions was the rapid urbanization of British society....By 1851, a majority of Britain's population lived in towns and cities, an enormous change from the overwhelmingly rural life of almost all previous civilizations....These cities were vastly crowded and smoky, with wholly inadequate sanitation, periodic epidemics, endless row houses and warehouses, few public services or open spaces, and inadequate water supplies....Long hours, low wages, and child labor were nothing new for the poor, but the routine and monotony of work, dictated by the factory whistle and the needs of machines, imposed novel and highly unwelcome conditions of labor. Also objectionable were the direct and constant supervision and the rules and fines aimed at enforcing work discipline. The ups and downs of a capitalist economy made industrial work insecure as well as onerous.

In your own words what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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### Document 4

The following is an excerpt from Historian Robert Strayer's *Ways of the World*

At its upper levers, the middle class contained extremely wealthy factory and mine owners, bankers, and merchants....Far more numerous were the smaller businessmen, doctors, lawyers, engineers, teachers, journalists, scientists, and other professionals required in any industrial society....Politically they were liberals, favoring constitutional government, private property, free trade, and social reform within limits....Ideas of thrift and hard work, rigid morality, and cleanliness characterized middle class culture. The central value of that culture was "respectability," a term that combined notions of social status and virtuous behavior...As Britain's industrial economy matured, it also gave rise to a sizable "lower middle class," which included people employed in the service sector as clerks, salespeople, bank tellers, hotel staff, secretaries, telephone operators, police officers, and the like.



In your own words what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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### Document 5

The following is an excerpt from Historian Robert Strayer's *Ways of the World*

Women in middle-class families were increasingly cast as homemakers, wives, and mothers, charged with creating an emotional haven for their men and a refuge from a heartless and cutthroat capitalist world. They were also the moral center of family life and the educators of "respectability" as well as the managers of consumption in a setting in which "shopping," a new concept in eighteenth-century Britain, became a central activity. An "ideology of domesticity" defined the home and charitable activities as the proper sphere for women, while paid employment and public life beckoned to men....Unlike their middle-class sisters, many girls and young women of the laboring classes worked in mills or as domestic servants in order to supplement meager family incomes, but after marriage they too usually left outside paid employment because a man who could not support his wife was widely considered a failure. Within the home, however, many working-class women continued to earn money by taking in boarders, doing laundry, or sewing clothes.

In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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### Document 6

Source: *The Lancet*, British medical journal, founded and edited by Thomas Wakley, medical reformer, 1843.

AVERAGE AGE AT DEATH			
	Gentry/Professional	Farmer/Trader	Labor/Artisan
<b>Rural Distracts</b>			
Rutland	52	41	38
Bath	55	37	25
<b>Industrial Distracts</b>			
Leeds	44	27	19
Manchester	38	20	17

In your own word what's the document about/ the main idea?

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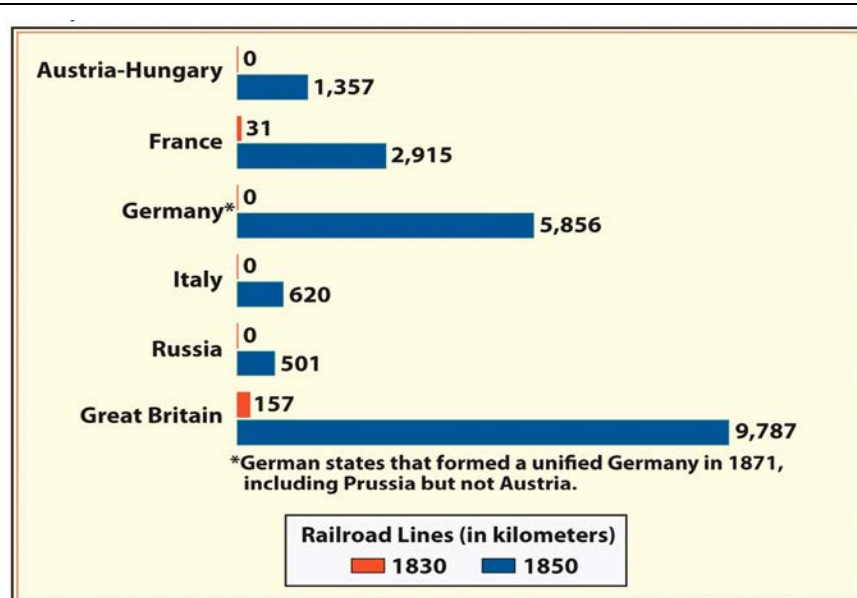
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What effects of the Industrial Revolution do you learn from the document?

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### Document 7



In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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**Document 8**

Excerpt from *Traditions and Encounters* by Jerry Bentley

The most crucial technological breakthrough of the early industrial era was the development of general-purpose steam engine in 1765....Steam engines burned coal to boil water and create steam, which drove mechanical devices that performed work....Watt's contemporaries use the term *horsepower* to measure the energy generated by his steam engine, which did the work of numerous animals. By 1800 more than a thousand of Watt's steam engines were in use in the British Isles. They were especially prominent in the textile industry, where their application resulted in greater productivity for manufacturers and cheaper prices for consumers.

In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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**Document 9**

Inventors & Scientists		
Eli Whitney	Cotton Gin	It quickly separated the seeds from the cotton, as result more cotton was planted in the Southern United States and increased the need for more slaves to pick the cotton.
Henry Bessemer	Steel	Developed a process to purify iron ore and produce steel, which was lighter, harder, and more durable than iron. It became the major material used in tools, bridges and railroads
Thomas Edison	Electric light bulb	His lights were used to illuminate entire cities at night, and allowed people to work in factories after dark.
Henry Ford	Model-T	He is responsible for the democratization of the automobile through using an assembly to mass-produce cars at an affordable price.
Louis Pasteur	Pasteurization	He discovered the process of killing disease carrying germs in milk, thus lowering the death rate from disease.
Edward Jenner	Smallpox Vaccine	He too lowered the death rate from disease.

In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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Document 10



In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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POV

Flora Tristan, French socialist and women's rights advocate, her published journal, 1842.

Unless you have visited the manufacturing towns and seen the workers of Manchester, you cannot appreciate the physical and moral degradation of this class of the population. Most workers lack clothing, bed, furniture, fuel wholesome food--even potatoes! They spend from 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. O God! Can progress be bought only at the cost of men's lives?

In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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Analysis of POV

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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 can travel cheaply from place to place, and not only travel at less expense, but travel ten times quicker than two hundred years ago.

In your own word what's the document about/ the main idea?

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What effects of the Industrial Revolution do you learn from the document?

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Analysis of POV

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Below is a list of short and long terms effects of Industrialization. As you read through the list of short and long term effects, put a + next to positive effects and a - next to negative effects. Also, write the letter "S" next to short term effects and the letter "L" next to long-term effects.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Many farmers had to move to the city producing urbanization</li><li>• Industry created new jobs</li><li>• Factories were dirty, unsafe, and dangerous</li><li>• Factory bosses exercised harsh discipline</li><li>• Wages were initially low for workers resulting in poverty for the average worker</li><li>• Average workers initially spent 14 hours a day at the job, 6 days a week.</li><li>• Consumerism</li><li>• Improvements in Transportation:<ul style="list-style-type: none"><li>○ Steam engine</li></ul></li></ul> | <ul style="list-style-type: none"><li>○ Locomotives</li><li>○ Automobile</li><li>○ airplane</li><li>• Growing middle class of skilled workers, professionals, business people, and wealthy farmers</li><li>• Overseers and skilled workers rose to lower middle class. Factory owners and merchants formed upper middle class.</li><li>• Upper class (landowning aristocracy) resented those in middle class (of business men and bankers) who became wealthier than they were.</li><li>• Cities lacked sanitary codes or building controls</li></ul> |
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CONTINUE ON BACK

- Urban Poverty of working class described:
  - unsanitary conditions
  - slums, cramped housing
  - unclean drinking water
  - workers were without luxuries, usually only bare necessities
- An initial widening gap between rich and poor
- Lifespan for urban workers was less than the middle class
- Factories brought job seekers to cities
- Deforestation
- Middle class men provided the economic support for the family while one's wife managed the home and reared the children
- Middle class men were interested in self-improvement, and so reading books, attending lectures, and supporting churches became some of their leisure-time activities.
- Laboring class often spent leisure time in escapist activities, like attending sporting events and spending evenings in bars and pubs.
- Working class women had to work outside of their homes in factories
- Spread of diseases, such as cholera
- Urban areas doubled, tripled, or quadrupled in size
- Many cities specialized in certain industries
- Eventually there was an increase in standards of living for many, though not all.
  - Housing, diet, and clothing improved
- Air and water pollution:
  - Coal blackened the air
  - Dyes and other wastes poisoned the water
- Climate change
- Eventually the suburbs grew as people fled crowded and polluted cities
- Eventually workers won higher wages, shorter hours, better working conditions
- Global inequality—industrialization widened the gap between industrialized and non-industrialized countries.
- Before the 1840s child labor was common, abuses reported.
- Education for children aged five to ten became mandatory by 1881 instead of factory work
- Population growth
- Europe, the United States and Japan eventually industrialize
- Vaccines/Inoculations
- Longer life span for people living in advanced economies
- Improvements in sanitation
- Suburbs
- New forms of entertainment, such as radio, television, and movie theaters
- Restaurants
- Malls
- Fashion
- Imperialism for resources and labor in other countries
- Dependency on technologies and nonrenewable resources







