

# The Industrial Revolution

```
graph TD; A[The Industrial Revolution] --> B([Starts in Great Britain<br/>• Domestic System to Factory system<br/>• Agricultural Revolution]); A --> C([Changes<br/>• Urbanization<br/>• Laissez-faire/ Capitalism<br/>• Mass Production<br/>• New Social Classes]); A --> D([Reformers<br/>• Adam Smith<br/>• Robert Owen<br/>• Jeremy Bentham & John Stuart Mill<br/>• Karl Marx]);
```

## Starts in Great Britain

- Domestic System to Factory system
- Agricultural Revolution

## Changes

- Urbanization
- Laissez-faire/ Capitalism
- Mass Production
- New Social Classes

## Reformers

- Adam Smith
- Robert Owen
- Jeremy Bentham & John Stuart Mill
- Karl Marx

Name: \_\_\_\_\_

Mrs. Hedges/ Mr. Marcussen 2015

# Homework Calendar

## October 2015

### How to use this calendar

- This calendar gives you the homework assignment for each week. The calendar gives the assignment for each night. The assignment is due the next day!
  - Remember no homework will be accepted late!

Monday	Tuesday	Wednesday	Thursday	Friday
12 No School Columbus Day	13 Homework: The Industrial Revolution pages 8-10	14 Homework: Social Impact of the Industrial Revolution Pages 14-17	15 Homework: Economics Pages 20-21  Castle Learning	16
19 Homework: Utilitarianism Pages 24-25	20 Homework: Documents Pages 28-31  Study for Quiz	21 Homework: Body Paragraphs Pages 32-33  Quiz Day	22 Homework: Multiple Choice Pages 34-37  Castle Learning	23
26 Homework: Packet Study	27 Test	28	29	30

### **Industrial Revolution**

1. Industrial Revolution (Ch 19 Sec1)
  - a. Causes & importance of steam engine
  - b. Effects (Problems social, political, economic) (Ch20 Sec1)
  - c. Reform Movement (Laissez Faire Capitalism vs. Communism)

## Unit Terms

- Please note that all terms within this packet are subject to testing.

**Unit Must Know Terms....**define the following words as you work your way through the packet.  
These words are identified as key terms for the unit.

Term	Definition	Packet page
Industrial Revolution		

## Bell Ringer for October 13, 2015

The Industrial Revolution refers to the greatly increased output of machine-made goods that began in England in the middle 1700s. There are several reasons why the Industrial Revolution began in England. In addition to political stability and a large population of workers, England had the extensive natural resources required for **industrialization** - the process of developing machine production of goods. These natural resources included 1) water power and coal to fuel the new machines; 2) iron ore to construct machines, tools, and buildings; 3) rivers for inland transportation; and 4) harbors from which merchant ships set sail. Britain's highly developed banking system also contributed to industrialization by providing bank loans that allowed people to invest in new machinery and expand their operations. Growing overseas trade, economic prosperity, and a climate of progress led to the increased demand for goods. Other countries had some of these advantages. But Britain had all the **factors of production** - the land, labor, and capital (or wealth) needed to produce goods and services - that the Industrial Revolution required. It did not take long, however, for the Industrial Revolution to spread to Continental Europe and North America.

Summary Box

1.

2.

3.

## **Agrarian Revolution**

- 1.** A revolution in farming also helped pave the way for the Industrial Revolution. In 1700, wealthy landowners began buying up much of the land that village farmers had once worked. They combined the land into larger fields, which were called enclosures because they were enclosed by fences or hedges. The enclosure movement had two important results. First, landowners tried new agricultural methods developed by scientific farmers. Second, large landowners forced small farmers to become tenant farmers or to give up farming and move to the cities.
- 2.** Farmers took advantage of Jethro Tull's seed drill, which allowed them to sow seeds in well-spaced rows at specific depths. A larger share of the seeds took root, boosting crop yields. They also adopted a new process of crop rotation. One year, for example, a farmer might plant a field with wheat, which exhausted soil nutrients. The next year he planted a root crop, such as turnips, to restore nutrients. This might be followed in turn by barley and then clover.
- 3.** Livestock breeders also improved their methods, which resulted in increased output. As food supplies increased and living conditions improved, England's population mushroomed. An increasing population boosted the demand for food and goods such as cloth. As farmers lost their land to large enclosed farms, many became factory workers.

### Summary Box

**1.**

**2.**

**3.**

## Class work for October 13, 2015

### Skim and Scan Chapter 19 Section 1

\*\* Before jumping into this worksheet, look over Chapter 19 Section 1, pages 614-621, and notice the headings, charts, and pictures.

**Directions:** Answer the following questions from pages 614 – 621.

1. What is the title of the section? \_\_\_\_\_
2. What do you think this chapter will be about?
3. Read the italicized section and fill in the blanks:

*During the late \_\_\_\_\_ century, the \_\_\_\_\_  
Revolution began in \_\_\_\_\_. An agrarian  
revolution and industrialization caused a shift from an \_\_\_\_\_  
based on farming and handicrafts to an economy based on  
\_\_\_\_\_ by machines in \_\_\_\_\_.*

4. In the section entitled *The Industrial Revolution in Great Britain*, there are five reasons/factors stated on why the Industrial Revolution began in Great Britain. List them below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

5. In the section entitled *The Industrial Revolution in Great Britain*, what is the **first** high lighted word?

\_\_\_\_\_

What is the definition of the above word?

6. Define Capital:

7. Find the section entitled *The New Factories* and fill in the following section:

The \_\_\_\_\_ was another important element in the \_\_\_\_\_ Revolution. From its beginning, the factory created a new \_\_\_\_\_ system. Factory \_\_\_\_\_ wanted to use their new machines \_\_\_\_\_. So, workers were forced to work in \_\_\_\_\_ to keep the machines \_\_\_\_\_ at a steady rate.

8. Find the section entitled *Railroads*, go to the last paragraph of the section. What was the effect of railroads on the economy?

9. Find the section entitled *The Industrial Working Class* and answer the following questions:

- Identify some of the problems that the working class faced during the Industrial Revolution.

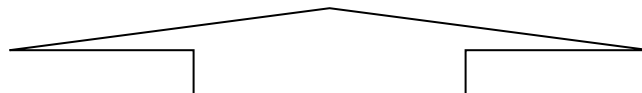
- What was the result of Michael Sadler's report?

10. Find the section entitled *Early Socialism*

a. Write down the first bold and highlighted term: \_\_\_\_\_

b. What is the definition of this term? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



How is this different then capitalism?

## Homework for October 13, 2015

**Directions:** Actively read the following selection, hi-light key ideas so you are prepared to answer the questions that follow.

### *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, this was called the factory system.

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.

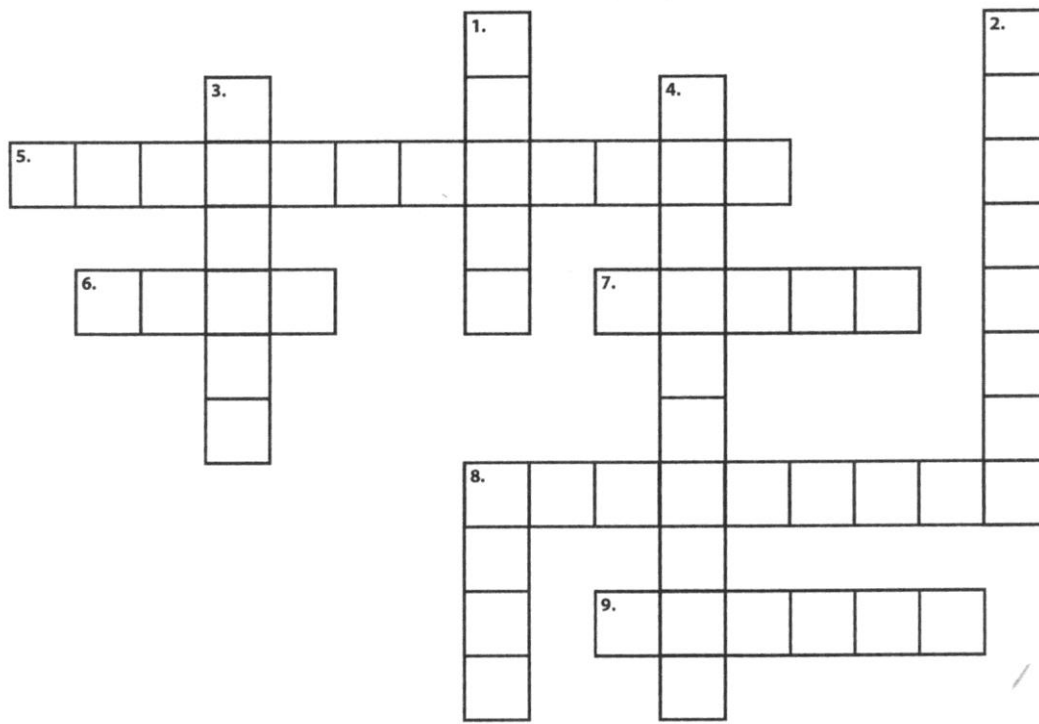


## Multiple Choice

- \_\_\_\_\_ 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
- \_\_\_\_\_ 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
- \_\_\_\_\_ 8. The idea of going to work outside of the home was called the \_\_\_\_\_.  
A. factory system.  
B. domestic system  
C. urban system.  
D. career choice.

## Crossword Puzzle

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



### ACROSS

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

### DOWN

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

## Bell Ringer October 14, 2015

### The Steam Engine: Power for a New Revolution

Fuel crises in the 20th and 21st centuries have affected the world's economy and the balance of global political power. During the 18th century, the response to a fuel shortage led to profound economic, technological, and political changes. The introduction of a new source of power, the steam engine, was one of the most important factors in the development of power-driven machines and the Industrial Revolution.

England's rapidly increasing population made it necessary to plant more crops for food. By the 18th century, most of England's forests had been cleared to make way for farmlands. The wood needed to heat homes and the charcoal to fuel fires for the manufacture of iron became scarce.

Since the Middle Ages, people had heated their homes with coal as well as wood. At that time, however, they did not use it in the manufacture of iron. Gradually, iron makers turned to coal as a cheap source of energy.

As the demand for coal increased, miners dug deeper into the coal deposits. In doing so, they tapped sources of underground water, which filled the mines. At first, pumps worked by horses or donkeys removed the water. But this was an expensive and inefficient procedure.

In 1698, an English engineer named Thomas Savery invented a device that used high-pressure steam to create a vacuum in a metal chamber. Water rushed upward from the mine into the vacuum. Before the cycle could start again, more steam had to be used to remove the water from the chamber.

Fourteen years later, in 1712, Thomas Newcomen, an English ironmonger (seller of iron products) invented a pumping machine that was operated by low-pressure steam. The following diagram demonstrates how Newcomen's machine worked. As in Savery's earlier invention, the steam produced a vacuum. But, in Newcomen's engine, the vacuum set the various parts of the machine in motion. This engine, which could only move downward, was used solely to pump water out of mines.

In the 1760s and 1770s, English inventor James Watt created a more usable engine. Using Newcomen's design as a foundation, he made it possible to power the upstroke as well as the downward stroke of the piston. Capable of a rotary movement, Watt's machine could run machinery, carriage wheels, or riverboat paddles. By the middle of the 19th century, improved versions of the steam engine were running machines in mines and factories and providing power for locomotives and steamships. The steam engine had become the heart of the Industrial Revolution.

#### Review Questions:

1. How was the development of the steam engine a response to a fuel shortage?
2. How did Newcomen and Watt's steam engine help to relieve this fuel shortage?
3. How did the steam engine propel the growth of industry and transportation and help bring about the Industrial Revolution?
4. Considering the rising prices of gas today, how do you think it will affect future technology or inventions?

**Classwork for October 14, 2015**

How does the Agrarian Revolution provide opportunity?



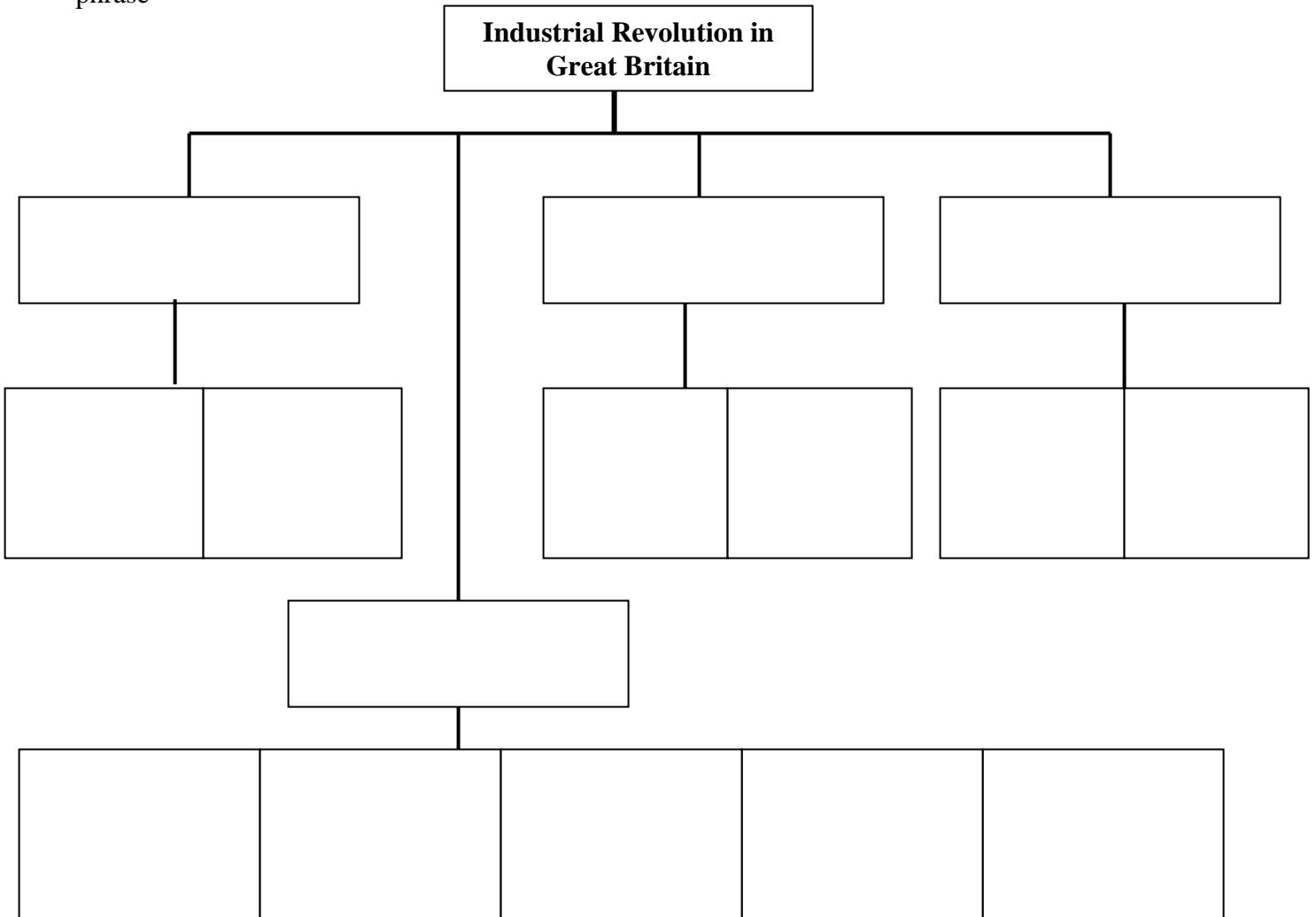
**Opportunity of the  
Agrarian  
Revolution**

# Class work for October 14, 2015

# Industrial Revolution

## Graphic Organizer

Directions: Use the word bank at the bottom of the page to complete the organizer with the correct phrase



Agricultural Revolution  
New Factories  
Lowered Prices of Goods  
Flying Shuttle & Spinning Jenny  
Plenty of Natural Resources

Reasons to start in England  
Steam Engine Spins Cloth Faster  
Got goods to markets faster  
Good supply of capital  
Shift work developed

- Changes in Cotton Production
- New Labor System
- Large Population
- Colonies provided markets
- Railroads

## **Homework for October 14<sup>th</sup>**

**Directions: Actively complete the following reading. Answer the following question on page 15 in the number boxed that correlates.**

***Question: How did the Industrial Revolution bring change?***

### **Social Impact of the Industrial Revolution**

The Industrial Revolution brought great riches to most of the entrepreneurs who helped set it in motion. For the millions of workers who crowded into the new factories, however, the industrial age brought poverty and harsh living conditions.

In time, reforms would curb many of the worst abuses of the early industrial age in Europe and the Americas. As standards of living increased, people at all levels of society would benefit from industrialization. Until then, working people would suffer with dangerous working conditions; unsafe, unsanitary, and over-crowded housing; and unrelenting poverty.

#### **1. People Move to New Industrial Cities**

The Industrial Revolution brought rapid urbanization or the movement of people to cities. Changes in farming, soaring population growth, and an ever-increasing demand for workers led masses of people to migrate from farms to cities. Almost overnight, small towns around coal or iron mines mushroomed into cities. Other cities grew up around the factories that entrepreneurs built in once-quiet market towns.

The British market town of Manchester numbered 17,000 people in the 1750s. Within a few years, it exploded into a center of the textile industry. Its population soared to 40,000 by 1780 and 70,000 by 1801. Visitors described the "cloud of coal vapor" that polluted .

#### **2. New Social Classes Emerge**

The Industrial Revolution created a new middle class along with the working class. Those in the middle class owned and operated the new factories, mines, and railroads, among other industries. Their lifestyle was much more comfortable than that of the industrial working class.

When farm families moved to the new industrial cities, they became workers in mines or factories. Many felt lost and bewildered. They faced tough working conditions in uncomfortable environments. In time, though, factory and mine workers developed their own sense of community despite the terrible working conditions.

#### **3. The Industrial Middle Class**

Those who benefited most from the Industrial Revolution were the entrepreneurs who set it in motion. The Industrial Revolution created this new middle class, or bourgeoisie, whose members came from a variety of backgrounds. Some were merchants who invested their growing profits in factories. Others were inventors or skilled artisans who developed new technologies. Some rose from "rags to riches," a pattern that the age greatly admired.

Middle-class families lived in well-furnished, spacious homes on paved streets and had a ready supply of water. They wore fancy clothing and ate well. The new middle class took pride in their hard work and their determination to "get ahead." Only a few had sympathy for the poor. Women of the middle class did not leave the home to work but instead focused their energy on raising their children. This contrasted with the wealthy, who had maidservants to look after their children, and the working class, whose children were a part of the workforce.

#### **4. The Industrial Working Class**

While the wealthy and the middle class lived in pleasant neighborhoods, vast numbers of poor struggled to survive in foul-smelling slums. They packed into tiny rooms in tenements, or multistory buildings divided into apartments. These tenements had no running water, only community pumps. There was no sewage or sanitation system, so wastes and garbage rotted in the streets. Sewage was also dumped into rivers, which created an overwhelming stench and contaminated drinking water. This led to the spread of diseases such as cholera.

#### **5. Workers Stage Futile Protests**

Although labor unions, or workers' organizations, were illegal at this time, secret unions did exist among frustrated British workers. They wished to initiate worker reforms, such as increases in pay, but had no political power to effect change. Sometimes their frustration led to violence. The first instances of industrial riots occurred in England from 1811 to 1813. Groups of textile workers known as the Luddites resisted the labor-saving machines that were costing them their jobs. Some of them smashed textile machines with sledgehammers and burned factories. They usually wore masks and operated at night. There was widespread support among the working class for these Luddite groups.

### **Life in the Factories and Mines**

The heart of the new industrial city was the factory. There, the technology of the machine age and the rapid pace of industrialization imposed a harsh new way of life on workers.

#### **6. Factory Workers Face Harsh Conditions**

Working in a factory system differed greatly from working on a farm. In rural villages, people worked hard, but their work varied according to the season. Life was also hard for poor rural workers who were part of the putting-out system, but at least they worked at their own pace. In the grim factories of industrial towns, workers faced a rigid schedule set by the factory whistle.

Working hours were long, with shifts lasting from 12 to 16 hours, six or seven days a week. Workers could only take breaks when the factory owners gave permission. Exhausted workers suffered accidents from machines that had no safety devices. They might lose a finger, a limb, or even their lives. In textile mills, workers constantly breathed air filled with lint, which damaged their lungs. Those workers who became sick or injured lost their jobs.

The majority of early factory workers were women rather than men. Employers often preferred to hire women workers because they thought women could adapt more easily to machines and were easier to manage. In addition, employers generally paid women half what they paid men.

Factory work created a double burden for women. Their new jobs took them out of their homes for 12 hours or more a day. They then returned to their tenements, which might consist of one damp room with a single bed. They had to feed and clothe their families, clean, and cope with such problems as sickness and injury. Factories also hired many boys and girls. These children often started working at age seven or eight, a few as young as five. Nimble-fingered and quick-moving, they changed spools in the hot and humid textile mills where sometimes they could not see because of all the dust. They also crawled under machinery to repair broken threads in the mills

## **7. Miners Face Worse Conditions**

The Industrial Revolution increased the demand for iron and coal, which in turn increased the need for miners. Although miners were paid more, working conditions in the mines were even worse than in the factories. They worked in darkness, and the coal dust destroyed their lungs. There were always the dangers of explosions, flooding, and collapsing tunnels. Women and children carted heavy loads of coal, sometimes on all fours in low passages. They also climbed ladders carrying heavy baskets of coal several times a day.

Conditions were even worse for children who worked in the mines. Some sat all day in the dark, opening and closing air vents. Others hauled coal carts in the extreme heat. Because children had helped with work on the farm, parents accepted the idea of child labor. The wages the children earned were needed to keep their families from starving.

Child labor reform laws called "factory acts" were passed in the early 1800s. These laws were passed to reduce a child's workday to twelve hours and also to remove children under the age of eight or nine from the cotton mills. Because the laws were generally not enforced, British law-makers formed teams of inspectors to ensure that factories and mines obeyed the laws in the 1830s and 1840s. More laws were then passed to shorten the workday for women and require that child workers be educated

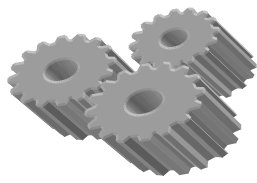
## **8. The Results of Industrialization**

Since the 1800s, people have debated whether the Industrial Revolution was a blessing or a curse. The early industrial age brought terrible hardships. In time, however, reformers pressed for laws to improve working conditions. Labor unions won the right to bargain with employers for better wages, hours, and working conditions. Eventually working-class men gained the right to vote, which gave them political power.

Despite the social problems created by the Industrial Revolution-low pay, dismal living conditions the Industrial Age did have some positive effects. As demand for mass-produced goods grew, new factories opened, which in turn created more jobs. Wages rose so that workers had enough left after paying rent and buying food to buy a newspaper or visit a music hall. As the cost of railroad travel fell, people could visit family in other towns. Horizons widened and opportunities increased.

Key Vocabulary: entrepreneurs, unrelenting, bewildered, uncomfortable, tenements, cholera, unions, adopting, rigid, exhausted, tenements, factories, Industrial, revolution, grim, dismal, opportunities, Horizons, educated





# Impact of Industrialization

*Question: How did the Industrial Revolution bring change?*

1.	2.
3.	4.
5.	6.
7.	8.

## **Classwork for October 15<sup>th</sup>**

**Directions:** Actively read and annotate the selection and answer the Checkpoint questions in complete sentences.

### **Life in the Factories and Mines**

The heart of the new industrial city was the factory. There, the technology of the machine age and the rapid pace of industrialization imposed a harsh new way of life on workers.

#### **Factory Workers Face Harsh Conditions**

Working in a factory system differed greatly from working on a farm. In rural villages, people worked hard, but their work varied according to the season. Life was also hard for poor rural workers who were part of the putting-out system, but at least they worked at their own pace. In the grim factories of industrial towns, workers faced a rigid schedule set by the factory whistle.

Working hours were long, with shifts lasting from 12 to 16 hours, six or seven days a week. Workers could only take breaks when the factory owners gave permission. Exhausted workers suffered accidents from machines that had no safety devices. They might lose a finger, a limb, or even their lives. In textile mills, workers constantly breathed air filled with lint, which damaged their lungs. Those workers who became sick or injured lost their jobs.

The majority of early factory workers were women rather than men. Employers often preferred to hire women workers because they thought women could adapt more easily to machines and were easier to manage. In addition, employers generally paid women half what they paid men. Factory work created a double burden for women. Their new jobs took them out of their homes for 12 hours or more a day. They then returned to their tenements, which might consist of one damp room with a single bed. They had to feed and clothe their families, clean, and cope with such problems as sickness and injury.

#### **Miners Face Worse Conditions**

The Industrial Revolution increased the demand for iron and coal, which in turn increased the need for miners. Although miners were paid more, working conditions in the mines were even worse than in the factories. They worked in darkness, and the coal dust destroyed their lungs. There were always the dangers of explosions, flooding, and collapsing tunnels. Women and children carted heavy loads of coal, sometimes on all fours in low passages. They also climbed ladders carrying heavy baskets of coal several times a day.

#### **Children Have Dangerous Jobs**

Factories and mines also hired many boys and girls. These children often started working at age seven or eight, a few as young as five. Nimble-fingered and quick-moving, they changed spools in the hot and humid textile mills where sometimes they could not see because of all the dust. They also crawled under machinery to repair broken threads in the mills. Conditions were even worse for children who worked in the mines. Some sat all day in the dark, opening and closing air vents. Others hauled coal carts in the extreme heat. Because children had helped with work on the farm, parents accepted the idea of child labor. The wages the children earned were needed to keep their families from starving.

Child labor reform laws called "factory acts" were passed in the early 1800s. These laws were passed to reduce a child's workday to twelve hours and also to remove children under the age of eight or nine from the cotton mills. Because the laws were generally not enforced, British law-makers formed teams of inspectors to ensure that factories and mines obeyed the laws in the 1830s and 1840s. More laws were then passed to shorten the workday for women and require that child workers be educated

**Checkpoint:** How did the Industrial Revolution affect the lives of men, women, and children?

### **The Results of Industrialization**

Since the 1800s, people have debated whether the Industrial Revolution was a blessing or a curse. The early industrial age brought terrible hardships. In time, however, reformers pressed for laws to improve working conditions. Labor unions won the right to bargain with employers for better wages, hours, and working conditions. Eventually working-class men gained the right to vote, which gave them political power.

Despite the social problems created by the Industrial Revolution-low pay, dismal living conditions the Industrial Age did have some positive effects. As demand for mass-produced goods grew, new factories opened, which in turn created more jobs. Wages rose so that workers had enough left after paying rent and buying food to buy a newspaper or visit a music hall. As the cost of railroad travel fell, people could visit family in other towns. Horizons widened and opportunities increased.

**Checkpoint:** Why was the Industrial Revolution seen as both a blessing and a curse?

## Homework for October 15<sup>th</sup>

**Directions:** Use a highlighter to pick out the main ideas of each reading. Remember the highlighting rule – No more than 5 words in a row may be highlighted. Write a summary statement for each paragraph.

### Introduction

#### Reforming the Industrial World

In industrialized countries in the 19th century, the Industrial Revolution opened a wide gap between the rich and the poor. Business leaders believed that governments should stay out of business and economic affairs. Reformers, however, felt that governments needed to play an active role to improve conditions for the poor. Workers also demanded more rights and protection. They formed labor unions to increase their influence.

### Laissez-faire Economics

The term **laissez faire** refers to the economic policy of letting owners of industry and business set working conditions without interference. This policy favors a free market unregulated by the government.

Laissez-faire economists criticized the idea that nations grow wealthy by placing heavy tariffs on foreign goods. In fact, they argued, government regulations only interfered with the production of wealth. These philosophers believed that if government allowed free trade - the flow of commerce in the world market without government regulation - the economy would prosper.

**Adam Smith**, in his 1776 book *The Wealth of Nations*, defended the idea of a free economy, or free markets. According to Smith, economic liberty guaranteed economic progress. As a result, government should not interfere. Smith's arguments rested on what he called the three natural laws of economics:

- the law of self-interest - People work for their own good.
- the law of competition - Competition forces people to make a better product.
- the law of supply and demand - Enough goods would be produced at the lowest possible price to meet demand in a market economy.

**Capitalism** is an economic system in which the factors of production are privately owned and money is invested in business ventures to make a profit. These ideas helped bring about the Industrial Revolution.

## Communism (Marxism)

Two Germans, Karl Marx and Friedrich Engels wrote a pamphlet called *The Communist Manifesto* in which they argued that human societies have always been divided into warring classes. In their own time, these were the middle class "haves" or employers, called the bourgeoisie, and the "have-nots" or workers called the proletariat. While the wealthy controlled the means of producing goods, the poor performed backbreaking labor under terrible conditions.

According to Marx and Engels, the Industrial Revolution had enriched the wealthy and impoverished the poor. The two writers predicted that the workers would overthrow the owners: "The proletarians have nothing to lose but their chains. Workers of the world unite."

Marx believed that the capitalist system would leave a small number of manufacturers in control of all the wealth. The large proletariat would revolt, seize the factories and mills from the capitalists, and then the workers, sharing in the profits, would bring about economic equality for all people. The workers would control the government in a "dictatorship of the proletariat." After a period of cooperative living and education, the state or government would wither away (disappear) as a classless society developed.

Marx described **communism** as a form of complete socialism in which the means of production - all land, mines, factories, railroads, and businesses - would be owned by the people. Private property would in effect cease to exist. All goods and services would be shared equally.

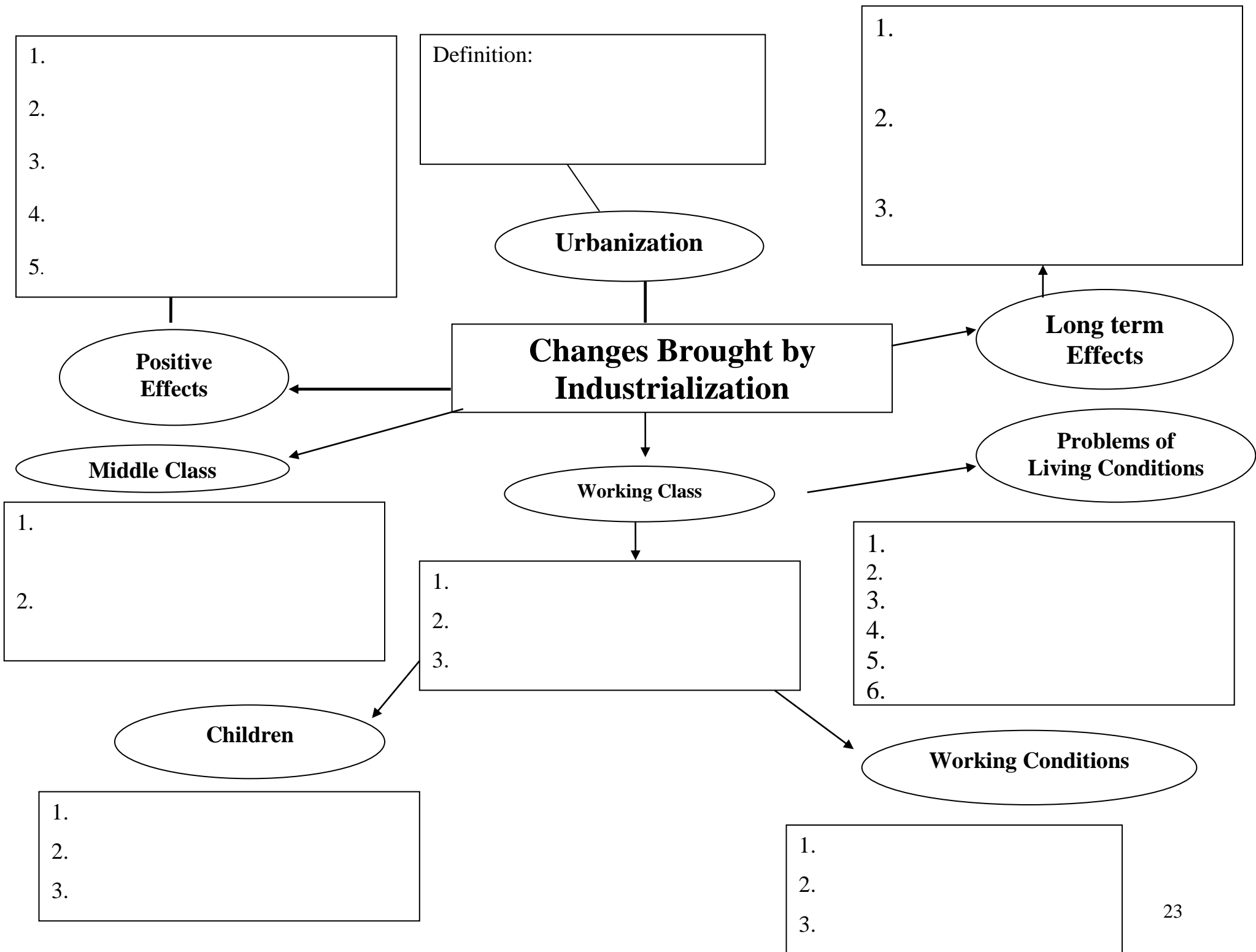
In *The Communist Manifesto*, Marx and Engels stated their belief that economic forces alone dominated society. Time has shown that religion, nationalism, ethnic loyalties, and a desire for democratic reforms may be as strong influences on history as economic forces. In addition, the gap between the rich and the poor within the industrialized countries failed to widen mostly because of the various reforms enacted by governments.



## Economics

Definition of economic systems:

Capitalism		Communism
	Founder & Book	
	Who owns business	
	Who benefits from the system?	
	Who makes decision?	
	Why was the system developed?	
	Synonyms	



## Homework for October 19<sup>th</sup>

### Utilitarianism

In the late 1700s, English philosopher **Jeremy Bentham** introduced the philosophy of utilitarianism. According to Bentham's theory, people should judge ideas, institutions, and actions on the basis of their utility, or usefulness. He argued that the government should try to promote the greatest good for the greatest number of people. A government policy was only useful if it promoted this goal. Bentham believed that in general the individual should be free to pursue his or her own advantage without interference from the state.

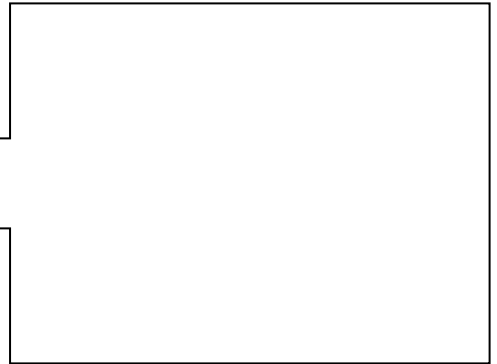
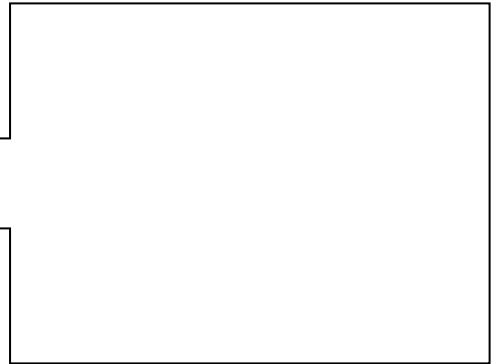
**John Stuart Mill**, a philosopher and economist, led the utilitarian movement in the 1800s. Mill came to question unregulated capitalism. He believed it was wrong that workers should lead deprived lives that sometimes bordered on starvation. Mill wished to help ordinary working people with policies that would lead to a more equal division of profits. Mill called for the government to do away with great differences in wealth.

### Utopian Socialism

Shocked by the misery and poverty of the working class, a British factory owner named **Robert Owen** improved working conditions for his employees. Near his cotton mill in New Lanark, Scotland, Owen built houses, which he rented at low rates. He prohibited children under ten from working in the mills and provided free schooling. He intended this community be a **utopia**, or perfect living place.

Other reformers sought to offset the ill effects of industrialization with a new economic system called socialism. In **socialism**, the factors of production owned by the public and operate for the welfare of all.

Socialism grew out of an optimistic view of human nature, a belief in progress and a concern for social justice. Socialists argued that the government should plan the economy rather than depend on free-market capitalism to do the job. They argued that government control of factories, mines, railroads and other key industries would end poverty and promote equality. Public ownership, they believed, would help workers, who were at the mercy of their employers.





## Labor Unions and Reform Laws

Factory workers faced long hours, dirty and dangerous working conditions, and the threat of being laid off. By the 1800s, working people became more active in politics. To press for reforms, workers joined together in voluntary labor associations called unions.

A union spoke for all the workers in a particular trade. Unions engaged in collective bargaining or negotiations between workers and their employers. They bargained for better working conditions and higher pay. If factory owners refused these demands, union members could strike, or refuse to work.

Skilled workers led the way in forming unions because their special skills gave them extra bargaining power. Management would have trouble replacing such skilled workers as carpenters, printers, and spinners. Thus, the earliest unions helped the lower middle class more than they helped the poorest workers.

The union movement underwent slow, painful growth. For years, the British government denied workers the right to form unions. Because the government saw unions as a threat to social order and stability, they outlawed unions and strikes. Ignoring the threat of jail or job loss, factory workers joined unions anyway. After 1825, the British government unhappily tolerated unions.

British unions had shared goals of raising wages for their members and improving working conditions. By 1875, British trade unions had won the right to strike and picket peacefully. They had also built up a membership of about 1 million people.

Eventually, reformers and unions forced political leaders to look into the abuses caused by industrialization. New laws reformed some of the worst abuses of industrialization. In the 1820s and 1830s, for example, Parliament began investigating child labor and working conditions in factories and mines. As a result of its findings, Parliament passed laws that protected children and limited working hours.

## Bell Ringer for October 20<sup>th</sup>

**Directions:** Actively read and annotate the selection and answer the Checkpoint questions in complete sentences.

### Document 1

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

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.

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

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. . . . 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.

To what extent are the conditions described in this testimony a result of the economic system in place in 1832? \_\_\_\_\_

### Document 2

#### British Factory Legislation

- 1833 Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.
- 1847 The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.
- 1880 The first Employers' Liability Act granted compensation to workers for on-the job injuries

Identify two actions taken by the government to change economic policy.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

## Exit for October 20<sup>th</sup>

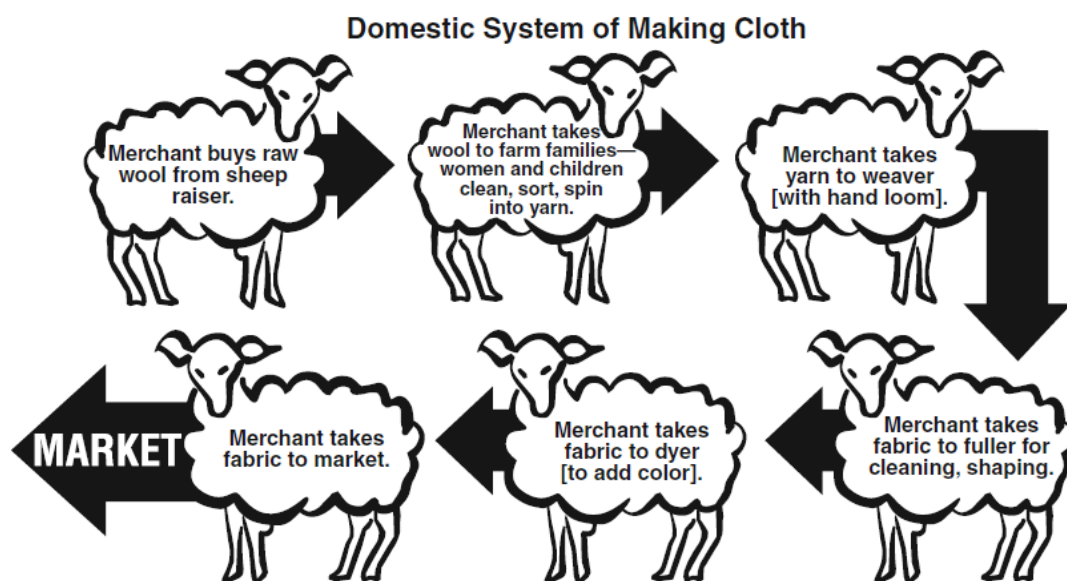
### Key Vocabulary Matching

- |  |                     |
|--|---------------------|
| _____ 1. Group that believed society should try to make happy as many people as possible.                        | A. communism        |
| _____ 2. People as a whole rather than private individuals would own and operate the means of production         | B. proletariat      |
| _____ 3. Marx believed that the _____ would triumph over the bourgeoisie   | C. socialism        |
| _____ 4. A radical form of socialism is called _____.  | D. utilitarianism   |
| _____ 5. Preached utilitarianism and saw the need for government to intervene in certain circumstances.          | E. Karl Marx        |
| _____ 6. Believed that no government interference in the economy led to the industrial revolution.               | F. Robert Owen      |
| _____ 8. Wanted government to step in and help the working class and for workers to have the right to vote       | G. Jeremy Bentham   |
| _____ 9. Wrote the Communist Manifesto, examined history as a class conflict between the "haves" and "have nots" | H. Adam Smith       |
| _____ 11. He was a utopian socialist who started a society at New Lanark to show it was possible.                | I. John Stuart Mill |

## Homework for October 20<sup>th</sup>

**Directions:** Analyze the following documents and answer the questions that follow.

### Document 4a



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

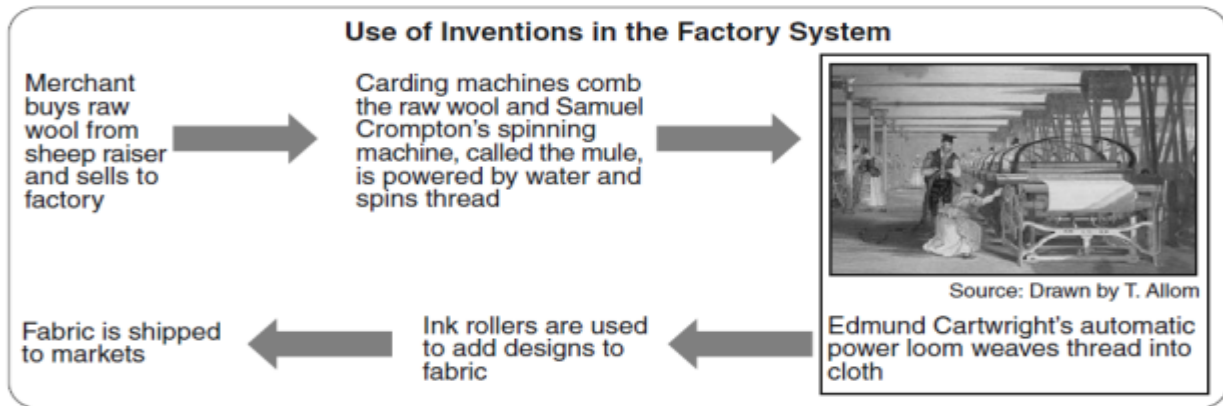
4a Based on this chart, how is cloth produced in the domestic system? [1]

---

---

Score

Document 4b



4b Based on this chart, how is cloth produced in the factory system? [1]

---

---

Score

## Document 5

### 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

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

---

---

Score	
-------	--

## Document 6a

. . . 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

6a According to Dr. Agnew, what is **one** impact the Industrial Revolution had on children? [1]

---

---

Score	
-------	--

## Document 6b

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)

6b According to Friedrich Engels, what is **one** result of the Industrial Revolution on the living conditions of factory workers? [1]

---

---

Score	
-------	--

## Class work and Homework for October 21<sup>st</sup>

### Part B

#### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

While economic and social changes have occurred throughout history, certain time periods have seen great changes. These time periods include the **Middle Ages**, the **Industrial Revolution in England**, and the **Age of Globalization**.

**Task:** Using the information from the documents and your knowledge of global history, write an essay in which you

Choose *two* time periods mentioned in the historical context and for *each*

- Describe the economic *and/or* social changes that occurred during that time period
- Discuss an impact of a change on society or on a specific group of people

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

#### Intro:



**Homework:** Write the two body paragraphs for the essay on page 31.

## Homework for October 22<sup>nd</sup>

**Directions:** Answer the following multiple choice questions. **Hi-light or circle your connections. You will not receive credit if this step is skipped!**

### Industrial Revolution

#### Agricultural Revolution

- This event sparked the Industrial Revolution
- New technologies improved farming (ex. seed drill and Enclosure movement) and
- textile production (ex. spinning Jenny) easier & faster
- Created a food surplus, increased population and life expectancy

#### The Start of the Industrial Revolution

- started in England because it had the resources (coal & iron), the money to invest in new businesses, and the labor force (farmers forced off their lands) to start the revolution
- The desire to spread created new overseas empires and spread the Commercial Revolution
- The middle class will grow in size and power

#### Factory System

- Factory System: people worked in the factory instead of from home
- Factories produced goods cheaper and faster

#### Urbanization

- Urbanization: movement of people to the cities
- Railroads: moved goods at a much faster rate
- The construction of railroads helped create more cities which increased urbanization and factories

#### Industrial Problems and Reform

- Pre-1800s: Factories caused pollution, were unsafe, paid low wages, and used child labor
- Urbanization caused pollution and spread disease
- 1800s Reform: gave workers fair wages, limited child labor & allowed labor unions

### Sample Questions

1. The Commercial Revolution helped lead to the Industrial Revolution because during the Commercial Revolution
  - (1) the barter system was instituted
  - (2) new forms of business were developed
  - (3) socialism was introduced to Europe
  - (4) subsistence agriculture was promoted
2. In England, which circumstance was a result of the other three?
  - (1) availability of labor
  - (2) abundance of coal and iron
  - (3) waterpower from many rivers
  - (4) start of the Industrial Revolution

3. The needs of the Industrial Revolution in 19th century Europe greatly contributed to the
- (1) growth of overseas empires
  - (2) beginning of the triangular trade
  - (3) development of international peacekeeping organizations
  - (4) promotion of political and economic equality in Asia and Africa
4. The breakdown of traditions, increased levels of pollution, and the expansion of slums are negative aspects of
- (1) militarism
  - (2) collectivization
  - (3) pogroms
  - (4) urbanization
- Europeans sought new markets for their goods.
  - Many Europeans migrated to the cities in search of jobs.
  - European middle class gained political power.
5. What was the major cause of these changes in Europe?
- (1) Industrial Revolution
  - (2) rise of feudalism
  - (3) Congress of Vienna
  - (4) French Revolution
6. In the late 1800s, one response of workers in England to unsafe working conditions was to
- (1) take control of the government
  - (2) return to farming
  - (3) set minimum wages
  - (4) form labor unions
7. During the 1800s, reform legislation passed in Great Britain, France, and Germany led to
- (1) formation of zaibatsu, greater equality for men, and establishment of a banking system
  - (2) legalizing trade unions, setting minimum wages, and limiting child labor
  - (3) government-owned factories, establishment of five-year plans, and limits placed on immigration
  - (4) bans on overseas trade, mandatory military service, and universal suffrage for women

8. Which conclusion about Great Britain's population between 1701 and 1850 is best supported by this map?
- (1) Political unrest caused rural people to move to the towns.
  - (2) Many people moved from the London area to the area around Liverpool and Birmingham.
  - (3) The size of most urban areas decreased.
  - (4) The population of some cities and towns increased dramatically.



## Industrial Revolution Economics & Reformers

### Karl Marx

- Marx wrote *The Communist Manifesto*
- Opposed capitalism and Adam Smith
- Said working class would overthrow the capitalist system
- Industrial Europe would experience it FIRST, but Russia was the first
- Supported class struggle and revolutionary change, wanted a classless society
- Industrialization benefits the wealthy and exploits the poor.
- In a communist society, all the evils of industrial society would disappear.
- In communist economy the government owns everything and makes all decisions in the economy

### Adam Smith

- Developed theory of Laissez-faire capitalism
  - argued that governments should not regulate (get involved in) the economy
  - private ownership of property
  - economic decisions are determined by the owner

### Utopian Socialists

- develop by Robert Owen
- wanted to establish model (perfect) communities to solve the problems of the Industrial Revolution

### Governments

- Concerned over the ideas of Communism, governments will pass laws to protect workers and improve working conditions

### Unions

- Workers form unions to gain better working conditions, pay, and hours
- Workers use strikes and protests (later the right to vote) to gain concessions from owners

## Sample Questions

1. Karl Marx and Friedrich Engels encouraged workers to improve their lives by
  - (1) electing union representatives
  - (2) participating in local government
  - (3) overthrowing the capitalist system
  - (4) demanding pensions and disability insurance
2. Where did Karl Marx predict a revolution of the proletariat would occur *first*?
  - (1) industrial Europe
  - (2) independent Latin America
  - (3) colonial Africa
  - (4) agricultural Russia
3. Which two major ideas are contained in the writings of Karl Marx?
  - (1) survival of the fittest and natural selection
  - (2) class struggle and revolutionary change
  - (3) separation of powers and checks and balances
  - (4) monotheism and religious tolerance
4. Which is more clearly a characteristic of capitalism than of socialism?
  - (1) private ownership of business for profit
  - (2) limited economic competition
  - (3) government control of the means of production
  - (4) political leadership of elected officials

5. What did Karl Marx and Friedrich Engels believe would be the result when communism finally emerged as the dominant political and economic system?
- (1) Only two classes would exist in society.
  - (2) All the evils of industrial society would disappear.
  - (3) The Soviet Union would become the world's only superpower.
  - (4) Citizens would own their individual homes and farms.
6. Which headline would most likely have appeared in a pamphlet during the Industrial Revolution?
- (1) **"Michelangelo Completes Sistine Chapel"**
  - (2) **"Karl Marx Attacks Capitalism"**
  - (3) **"Martin Luther Speaks Out Against Sale of Indulgences"**
  - (4) **"John Locke Calls for the People to Choose the King"**
7. Which revolution inspired Karl Marx and Friedrich Engels to express their ideas in *The Communist Manifesto*?
- (1) Industrial Revolution
  - (2) Scientific Revolution
  - (3) Glorious Revolution
  - (4) Neolithic Revolution
8. The economic theory of laissez faire capitalism proposes that
- (1) the practices of mercantilism should be expanded
  - (2) governments should not interfere with business
  - (3) command economies should provide the greatest opportunity for national growth
  - (4) the nobility should have strict control over business and industry
9. Laissez-faire capitalism, as attributed to Adam Smith, called for
- (1) minimal government involvement in the economy
  - (2) government investments in major industries
  - (3) heavy taxation of manufacturers
  - (4) strict government control of the economy
10. Laissez-faire economists of the 19<sup>th</sup> century argued that
- (1) anarchy would result if universal male suffrage was granted
  - (2) the government should regulate the economy and foreign trade
  - (3) governments should develop a state-run banking system to prevent instability
  - (4) individuals should be allowed to pursue their self-interest in a free market
11. In the late 1800s, one response of workers in England to unsafe working conditions was to
- (1) take control of the government
  - (2) form labor unions
  - (3) return to farming
  - (4) set minimum wages
12. In Western European nations, many of the evils associated with the factory system have been corrected by
- (1) decreased automation
  - (2) communist revolutions
  - (3) government regulation
  - (4) the use of child labor

# Industrialization

**Causes**

Definition:

**Effects**

Definition:

--	--

## **How does the Industrial Revolution provide opportunity?**



**Opportunity of the  
Industrial  
Revolution**