Lesson: Introduction to the Industrial Revolution

A Document-Based Activity

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The Industrial Revolution, 1700-1900

Aim: What was the Industrial Revolution? How did the Industrial Revolution impact people and societies during the 1700s-1900s?

DO NOW

How has the technology you use changed in the past few years? Has your life changed because of it? How?

(Respond in 2-3 sentences below)

WHAT WAS THE INDUSTRIAL REVOLUTION?
Directions: With your group, analyze each document that shows the impact of the Industrial Revolution. You have about three minutes to analyze and answer the questions below. Good luck! 😊

Questions:

Document #1:

1) What were two causes of the Industrial Revolution?

2) According to the document, why did the population rise in England?

3) How did the enclosure movement change agriculture in England?

4) Identify and explain two advances in agricultural techniques.

Document #2:

1) What are the factors of production that England had that are vital to industrialization?

2) Why are natural resources, rivers, and harbors important for industrialization?

3) Why are a strong economy and political stability important for industrialization?
Document #3:

1) What American invention aided the British textile industry? Why?

2) How did improvements in transportation promote industrialization in Britain?

Document #4:

1) Describe 2 working conditions for children in factories.

2) Whose interests did child labor serve? Why?

3) Why do you think the boy in the photograph has a number around his neck? What does this tell you about how he was regarded?

Document #5:

1) Identify the social class of the family that lives in the cellar. How did you come to this conclusion?

2) Which social class do you think expanded as a result of industrialization? Why?
What role did technology play in industrialization?
How did the Industrial Revolution affect people and society?

Argue and explain your answers using relevant details from today’s lesson and your knowledge of Social Studies.

{4-5 sentences}
Science Enables More People to Live!
One of the most striking changes during the 19th century in Europe was the great increase in population.

The explanation is not that many more people were born each year, but that far fewer died. In England before 1750 there were years in which 75 percent of all children under five years of age died, and thousands of those who escaped the perils of infancy were carried off in youth or middle age by the frequent epidemics of plague, typhus, smallpox, diphtheria....

In 1798, Dr. Edward Jenner, an English physician demonstrated the possibility of preventing smallpox by vaccination. Vaccination is based upon the fact that the body can be made immune to certain poisons.

The Agrarian Revolution!
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.

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 exhausts 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.

Population in England, 1500-2000
Why should I start my business in England?

We have...

**LAND**
- Natural resources!
  - Rivers!
  - Harbors!

**LABOR**
- Population explosion means more workers!
  - Many unemployed farmers looking for work!

**CAPITAL**
- A strong economy!
  - Willing investors!
  - Political & financial stability!
- We are an overseas empire!
  - Business friendly government!
Textiles Industrialize First

The Industrial Revolution that began in Britain was spurred by a revolution in technology. It started in the textile industry, where inventions in the late 1700s transformed the manufacture of cloth. The demand for clothing in Britain had greatly increased as a result of the population boom caused by the agricultural revolution. These developments, in turn, had an impact worldwide.

John Kay’s flying shuttle speedily carried threads of yarn back and forth when the weaver pulled a handle on the loom. The flying shuttle greatly increased the productivity of weavers.

Steam Engine & Railroads Revolutionize Life in Britain

The steam engine stemmed from the search for a cheap, convenient source of power. In 1765, James Watt figured out a way to make the steam engine work faster and more efficiently while burning less fuel. Steam-driven machinery powered English factories in the late 1700s. A steam engine on wheels – the railroad locomotive – drove English industry after 1820. The invention of the railroad had four major effects:

1) Railroads spurred industrial growth by giving manufacturers a cheap way to transport materials & finished products
2) Railroad boom created hundreds of thousands of new jobs
3) Railroads boosted England’s agricultural and fishing industries, which could transport their products to distant cities
4) By making travel easier, railroads encouraged country people to take distant city jobs.
Elizabeth Bentley, interviewed by Michael Sadler’s Parliamentary Committee on 4th June, 1832.

I worked from five in the morning till nine at night. I lived two miles from the mill. We had no clock. If I had been too late at the mill, I would have been quartered. I mean that if I had been a quarter of an hour too late, a half an hour would have been taken off. I only got a penny an hour, and they would have taken a halfpenny.

Frank Forrest, Chapters In the Life of a Dundee Factory Boy (1850)

In reality there were no regular hours, masters and managers did with us as they liked. The clocks in the factories were often put forward in the morning and back at night. Though this was known amongst the hands, we were afraid to speak, and a workman then was afraid to carry a watch.
“You went down one step even from the foul area into the cellar in which a family of human beings lived. It was very dark inside. The window-panes many of them were broken and stuffed with rags...the smell was so fetid [foul] as almost to knock the two men down ... they began to penetrate the thick darkness of the place, and to see three or four little children rolling on the damp, nay wet brick floor, through which the stagnant, filthy moisture of the street oozed up.”

- Elizabeth Gaskell, *Mary Barton* (1848)

- Factory workers were overworked and underpaid
- Overseers and skilled workers rose to lower middle class. Factory owners and merchants formed upper middle class
- Upper class resented those in middle class who became wealthier than they were
- **Long-term effect:** Standard of living generally rose
**Unit:**
Industrialization

**Pivotal Questions (during/after activity)**
1) Why did industrialization begin to occur? (population increased due to vaccination revolution & farming techniques developed due to agrarian revolution)
2) What are the three key factors of production a country must have for industrialization? (land, labor, capital)
3) How did inventions spur industrialization? (spinning jenny made output of products faster; steam engine and locomotive revolutionized transportation of goods)
4) What factors were due to the population increase in England between 1500 and 1900?
5) What was life like for children working in factories? Whose interests did child labor serve? Why was it popular?
6) What social classes emerged and expended as a result of industrialization?

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<thead>
<tr>
<th><strong>Topic:</strong></th>
<th><strong>Summary:</strong></th>
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<tbody>
<tr>
<td>Industrial Revolution Introduction/Overview</td>
<td>- After what you saw today, how significant were the changes that the Industrial Revolution brought to the world?</td>
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**Aim:** What was the Industrial Revolution? How did the Industrial Revolution impact people and societies during the 17 to 1900s?

**Application:**
- After collaborative work, discussion will ensue as a class
- Index Exit Card – What role did technology play in industrialization? How did the Industrial Revolution affect people and society?

**Objectives:**
1) Work in teams
2) Examining and analyzing documents
3) Understanding examples of the causes and effects of industrialization
4) Recognizing key factors of industrialization
5) Evaluating the impact of technology and industrialization on people and society

**Assessment:**
- Formative Assessment
  o Index Exit Card → Answering application question
- Informal questioning

**Motivation/Do Now:**
- Students answer the do now question – How has the technology you use changed in the last five years? Has your life changed because of it? How? (5 mins)

**Differentiation:**
- Document questions will be scaffolded
- Students will synthesize information viewed in documents
- Cooperative (students work in groups)
**Procedure:**

1) Do Now/Motivation (students come in and begin do now assignment; write names on white paper and place on desk) (5)

2) Announcements/Introductions (5)

3) Discuss Do Now & [Transition] (5) – What forms of technology do you use today? How has this technology changed your life? Has it made it easier or more difficult? The Industrial Revolution forever changed the way people lived and worked in society. The Industrial Revolution was the change from man-made, domestic living to factory-made, industrial living.

4) [Activity] (18) – Industrial Revolution Document Pass – Students collaborate with their group analyzing documents and answering scaffolding questions. Students pass the documents to the next group when the timer instructs them to do so.

5) [Application/Summary] (8) – Think about the do now question that we discussed at the beginning of class. What role did technology play in industrialization? How did the Industrial Revolution affect people and society?

**New York State Standards:**

- **2: World History**
  - :use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

- **3: Geography**
  - :use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

- **5: Civics, Citizenship, and Government**
  - :use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Common Core Standards:**
- Reading/analyzing/understanding documents → implementing literacy
- Synthesizing information through the use of scaffolding questions
- Vocabulary application
- Applying what is learned to construct a point of view
- Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
- Write arguments to support claims with clear reasons and relevant evidence.
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