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DOCUMENT-BASED ACTIVITIES ON THE INDUSTRIAL REVOLUTION IN GREAT BRITAIN

TEACHER INTRODUCTION

Description:

This unit begins by introducing students to some of the great engineers and inventions of the era. Students understand why industrialization occurred during this time period and analyze the implications of the Industrial Revolution, including the resulting social, political and cultural effects of changes in industry. Students are exposed to a variety of sources, including charts/tables, written documents, political cartoons, and photographs.

Unit objectives:

Knowledge: students will

- evaluate the political, social, and economic climate of Great Britain
- understand the ways in which expansion occurred, and the importance of transportation and inventions to the new economy
- analyze social movements against the Industrial Revolution such as the Luddites
- interpret the Great Exhibition of 1851
- understand the nature of child labor and working conditions

Skills:

- analyze, evaluate, and interpret primary source documents
- discuss and debate issues
- use evidence to draw conclusions

Prior Knowledge Required:

Students need to be familiar with the political, social, and economic climate of Great Britain during the 17th, 18th, and 19th centuries. Students should also have an understanding of the agricultural revolution in Great Britain.

Lesson Format:

Each lesson consists of two parts: a teacher page and a student handout or worksheet. The teacher page contains an overview, objectives, materials (including Web addresses), directions, discussion questions, and an extension activity. Each student handout contains an introduction, directions, Web addresses, and questions to be answered about the source.

Assessment:

Most questions on the student handouts are short-answer questions and evaluation should be done based on the precision and accuracy of answers. Suggested answer keys can be found in the Appendix. Point values are not assigned to questions on the worksheets in order to allow teachers to evaluate students according to standards that have been previously developed and maintained in the classroom. It is recommended, however, that teachers evaluate student worksheet in conjunction with their involvement in class discussions. Suggested rubrics are included in the Appendix.

Additional Sources:

The Appendix contains answer keys, a brief annotated list of Industrial Revolution Web sites, rubrics, and supplementary materials available from www.socialstudies.com.

OVERVIEW:
THE INDUSTRIAL REVOLUTION IN GREAT BRITAIN

During the 18th and 19th centuries, Great Britain possessed a wealth of natural resources and a large supply of workers, and had also begun to develop a more sophisticated transportation system. In addition, the U.K. was able to import plentiful amounts of raw materials from its colonies, and had wealthy investors as well as scientists and inventors willing to apply theories to practical design. These ingredients formed the basis for what historians refer to as the "Industrial Revolution."

The Industrial Revolution changed the social, political, and economic climate of Great Britain (and many countries to follow). Some historians argue that the beginnings of the revolution came with new inventions in the field of agricultural production and development. Other inventors not primarily involved in agriculture appeared on the scene during the 18th century, including figures such as James Hargreaves. In 1764, Hargreaves invented an improved spinning wheel that came to be known as the "spinning jenny." In 1769, Richard Arkwright invented the "water frame," a weaving device fueled by power generated from water; his invention paved the way for the establishment of mills and factories and led to a revolution in the textile industry. There were also other crucial inventions: in 1769, Scottish inventor James Watt invented an improved steam engine; in 1804, a British engineer named Richard Trevithick built the first steam locomotive; and in 1807, an American by the name of Robert Fulton built the first successful steamboat. These innovations in transportation allowed the movement and transport of goods across the region. By the mid-1800s steamships were speeding finished goods and raw materials to several nations.

Great Britain celebrated its new economy and glorified its innovations. Perhaps the most important examples of this were the major exhibitions and their "juries," beginning with the "Great Exhibition" of 1851. Also known as the "Crystal Palace" exhibition (after the grand structure that housed it), it aimed to celebrate and flaunt Great Britain's wealth, innovation, and technological advancements in industry. The exhibition hosted a wide range of international attendees, and proved a grand opportunity for Great Britain to trumpet the grandeur and splendor of its new economy.

A new factory-based system of production emerged and replaced the earlier cottage and small-scale industry systems, which in turn shaped a new social structure. People went from making goods by hand to making goods by machine; instead of working at home, they went to work in large factories; and they came to depend less on family members to run small family businesses, moved from rural to urban areas, and had fewer children. Women, men, and children ventured forth from their homes to join the industrial workforce. In many ways life was better for some: incomes increased, they had more meat and sugar to eat, and the middle class had greater influence in the British government. Yet for many, the new system created horrendous working and living conditions. Children experienced some of the harshest environments, with some working 14-hour days with little food. Laborers eventually banded together to form unions and to demand better working conditions.

Although the Industrial Revolution began in Great Britain, it spread during the 1800s to other parts of the world. France, Germany, the United States, and Russia all began to industrialize, with Japan soon following. Industrialization would have a great impact on the social, political, and economic structures of these countries, and later would fuel the imperialistic ambitions of many of these countries. Industrialization produced profound changes in the way people lived. For some, life changed for the better, but for many working-class citizens, the quality of life actually decreased.

Inventions
Teacher Page

Overview:

The goal of this activity is to give students an understanding of the inventions of the nation's new economy. Students are exposed to photographs and asked to analyze how these innovations aided the Industrial Revolution, shifting the making of goods from hand to machine. Students are also asked to evaluate how these inventions affected both the workers and the factory owners.

Objectives:

Students will:

- compare photographs of the handloom and the power loom
- read worker petitions and factory owner responses
- draw conclusions on how these innovations changed society

Web Sites Used in this Lesson:

The photograph of the handloom can be found at
http://www.spartacus.schoolnet.co.uk/handloom.jpg

The photograph of the power loom can be found at
http://academic.brooklyn.cuny.edu/history/core/pics/0253/img0053.jpg

The 1786 Leeds Woolen Workers Petition can be found at
http://www.fordham.edu/halsall/mod/1786machines.html

The 1791 Letter from the Leeds Cloth Merchant can be found at
http://www.fordham.edu/halsall/mod/1791machines.html

These Web sites offer background information on other engineers and innovators of the Industrial Revolution:

- http://www.ideafinder.com/history/inventors/watt.htm (James Watt)
- http://www.history.rochester.edu/steam/marshall/ (James Watt)
- http://www.spartacus.schoolnet.co.uk/IRarkwright.htm (Richard Arkwright)
- http://tomwgrim.home.texas.net/WebPages/HargGrim.htm (James Hargreaves)
- http://www.spartacus.schoolnet.co.uk/SCcartwright.htm (Edmund Cartwright)

Strategies:

Begin by discussing some of the technological innovations of today. Ask students in what specific ways technology has changed the way we live. Next, have students examine inventions of the Industrial Revolution, and introduce them to some of the inventors. Have students complete the worksheet.

Wrap-Up:

After students complete the worksheet, review answers as a class and use the following questions to lead a discussion.

1. Why did Great Britain experience an "Industrial Revolution" during the 18th and 19th centuries?

2. How did the inventions of the 18th and 19th centuries in Great Britain change the way people lived during that time period?

3. We see a conflict between the workers and the cloth manufacturers (merchants) in the petition by the Leeds workers. Do similar conflicts exist today? How are they resolved? What happens if issues are not resolved between employers and employees today?

Extension Activity:

Have students compare the innovations and inventors of the Industrial Revolution to present-day innovators and inventions. In what ways are they different and how are they the same?

Inventions
Student Worksheet

Introduction:

During the 18th and 19th centuries, Great Britain witnessed unprecedented growth in its economy, and made the transition from a predominantly agricultural society to an increasingly factory-based one. The factors that fueled this "Industrial Revolution" included Great Britain's large pool of available labor, the ability to import large amounts of natural resources from its colonies, and perhaps most importantly, great innovators and inventors who created devices and techniques that made widespread industrial production possible.

Directions:

Compare and contrast the picture of the handloom to that of the power loom.

Photograph of a handloom
Go to http://www.spartacus.schoolnet.co.uk/handloom.jpg

Photograph of a power loom
Go to http://academic.brooklyn.cuny.edu/history/core/pics/0253/img0053.jpg

	Handloom	Power loom
What do you see literally depicted in each illustration?		
What is the purpose of each instrument?		
What kind of labor is required by each loom?		
What can we assume about the location of industry based on the illustration?		

1. What do the power loom and the handloom have in common?

2. In what ways are the handloom and the power loom different? How can we tell?

3. How might the relationship between the handloom and the power loom be a metaphor for the changes brought about by the Industrial Revolution ?

After comparing and contrasting the handloom to the power loom read the following workers' petition and the response from the clothing merchants.

The 1786 Leeds Woolen Workers' Petition
http://www.fordham.edu/halsall/mod/1786machines.html

Answer the following questions:

4. What is "Scribbling?"

5. Were the workers in favor of or against the use of machines in their industry? Why or why not?

6. Why were the workers worried about their children?

The 1791 Letter from the Leeds Cloth Merchants
http://www.fordham.edu/halsall/mod/1791machines.html

Answer the following questions:

7. How did the Leeds merchants justify the use of machines?

8. What did the Leeds merchants say was advantageous about the use of machines?

9. Do you think the Leeds merchants addressed the needs of the workers? Why or why not?

10. Was the invention of the Scribbling-mill advantageous for Great Britain? Why or why not?