Was the Industrial Revolution beneficial for our global society?

Supporting Questions

1. How did natural resources, railway systems, and new inventions create the conditions for the industrial revolution to begin in England?

2. What was life like during the Industrial Revolution for everyday workers in the US and Great Britain?

3. What were the effects of the industrial revolution on quality of life in the US/England, the environment, and countries outside of Europe/US?
# Was the Industrial Revolution beneficial for our global society?

## Inquiry Standard
North Carolina Essential Standards
- H1.3 Use primary and secondary sources to interpret various historical perspectives
- G1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.

## Staging the Compelling Question
**Part 1:** Students should turn to their classmates and list all of the items in the room that either use electricity or that were probably made by a machine or in a factory. Draw attention to lights, a projector or other technology, their phones, and also their clothing and shoes.

**Part 2:** Students should discuss with their classmates several ways that their lives would change if they did not have all of the technology or machine-made items. Some responses to draw out should include how they might have fewer clothing items, they would not be able to communicate with others as quickly, they would not be able to view videos or use technology but would only learn through reading physical textbooks etc...

**Part 3:** Students should turn and talk to each other about who made their clothes or parts for phone or where they were made. Draw attention to the fact that we do not know exactly who made them, where, or in what conditions they were made.

## Supporting Question 1
**How did natural resources, railway systems, and new inventions create the conditions for the industrial revolution to begin in England?**

## Supporting Question 2
**What was life like during the Industrial Revolution for everyday workers in the US and Great Britain?**

## Supporting Question 3
**What were the effects of the industrial revolution on quality of life in the US/England, the environment, and countries outside of Europe/US?**

## Formative Performance Task
**Students will list the conditions in England that made it an easy place for the industrial revolution to begin.**

**Students will create a service announcement in the form of a poster or mini-speech highlighting the dangers of child labor or poor working conditions.**

**Rank the effects of the Industrial Revolution from most important to least important. Use evidence from the primary sources to explain how you determined their relative importance.**

## Featured Sources
**Source A:** Resources in England
**Source B:** Resources and Inventions in England
**Source C:** Railways in England
**Source D:** Power-loom Weaving

**Source A:** Accounts and Photos of Child Labor
**Source B:** The Knights of Labor Platform Excerpt
**Source C:** New York Times Article - Triangle Shirtwaist Factory Fire
**Source D:** Triangle Shirtwaist Factory Fire Description
**Source E:** Picture of a Factory Village Poem Excerpts

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## ARGUMENT
In this task, students will write an essay or create a hand-out that contains visuals and written portions that answer the compelling question - Was the Industrial Revolution beneficial for our global society?

## EXTENSION
Select a smaller demographic group (e.g. Irish immigrants in the US, women in particular of any demographic, wealthy industrialists, a citizen of an African territory that lived on land where there were many resources, or other). How did the Industrial Revolution impact that group of people? Conduct research and use evidence from the research to write a first-hand account of what life was like during that era from the perspective of that person.
| Taking Informed Action | **UNDERSTAND**  
Explore the present-day issue of income inequality related to regional, racial, gender, and/or socioeconomic factors in the Charlotte.  
**ASSESS**  
Determine the types of jobs various groups of people tend to have and their average level of income.  
**ACTION**  
Write a letter to the editor of a local newspaper describing the state of labor and wages in Charlotte and recommending a solution to help continue to improve working conditions and pay for the most vulnerable sectors. |
Overview

Inquiry Description

The compelling question for this inquiry requires students to consider various versions of history and question the idea of progress in our society. From a western perspective, many might immediately argue that the Industrial Revolution was a cornerstone of our progress in many ways - economically, socially, and in our systems of education and quality of life. However, before coming to that conclusion, we need to ask questions about the sacrifice individuals took to lead us to this progress or whether this era represented progress for all people or even those who benefited the most. Other underlying questions include whether the toll on the environment in Europe/US as well as in Africa and other regions rich in resources could be considered progress at all. The supporting questions lead students to consider the ultimate impact on the quality of life of people throughout the world, the impact on the environment, and the impact on workers - both the opportunities they had and the conditions they endured.

Teachers should help students understand how this era of industrialization is considered revolutionary for many reasons, but that its impact extended beyond the immediate borders of England or the US. This era was both bolstered by inventions such as the steam engine and it also produced inventions that led to the creation of the telephone. The era both benefited from England’s natural resources and depended on imperialism to continue to fund its growth. In addition, the divide between industrialized nations and those that are still industrializing informs much of our global interaction today. Although this interaction is not expressly discussed in this inquiry, it underlies the considerations throughout. Parts of our job as historians and teachers is to gain a deeper understanding of why our world functions as it does today and this inquiry is designed to help students consider that same question.

Structure

This inquiry integrates skills from the Common Core History/Social Studies and Essential Standards for North Carolina for 7th Grade. It draws upon primary source images and excerpts, charts, graphs, and maps so that students can write a simple argumentative essay. This is intended for the middle of a school year where students are continuing to build on their ability to construct complex arguments. Teachers should anticipate various levels of support for students depending on their needs.

Overall, the inquiry has three parts meant to be broken up into class periods as the teacher sees fit.

- Compelling question and Background
- Three supporting questions and options for formative performance tasks
- One summative performance task

There are also opportunities for extension activities included with the performance task.
Staging the Compelling Question

| Compelling Question | Was the Industrial Revolution beneficial for our global society? |

Staging the compelling question

Part 1: Students should turn to their classmates and list all of the items in the room that either use electricity or that were probably made by a machine or in a factory. Draw attention to lights, a projector or other technology, their phones, and also their clothing and shoes.
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• **Source D**: Power-loom Weaving |

Students will discover the natural resources in England and how those resources made England fertile ground for the start of the industrial revolution. Students will also discover some of the first inventions that propelled the industrial revolution into action.

**Formative Performance Task**

Students will list the conditions in England that made it an easy place for the industrial revolution to begin. This formative performance task is designed as a relatively quick check for understanding to gauge whether students understanding how the early inventions and the occurrence of natural resources led to the industrial revolution. They should also identify the relationship between the growth of the railroads and the ability to ship raw materials and build cities.
Supporting Question 1

Featured Source B: Resources and Inventions in England

[Map of England showing key events from 1715-1815, such as Watt's first steam engine in 1775, Compton's mule development in 1779, John Kay's flying shuttle in 1733, and more.]

teachersites.schoolworld.com/webpages/GHurst/files/scan0014.jpg
Supporting Question 1

Featured Source C  Railways in England

http://teachersites.schoolworld.com/webpages/GHurs..
## Supporting Question 2

<table>
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- **Source E**: Picture of a Factory Village Poem Excerpts

Students will describe child labor and general working conditions by analyzing several first-hand accounts of children from the time period, reading a statement from a labor union, and reading descriptions and accounts of the Triangle Shirtwaist Factory fire, and possibly reading a poem describing factory towns. They will be able to use this information to gather information about the negative consequences on labor practices as well as the results of the formation of labor unions on labor practices.

### Formative Performance Task

As they create their service announcement or mini-speech, students will use three pieces of evidence from the sources to bolster their arguments OR students will draw a picture conveying the life of workers in a factory, write a paragraph description of the life of the average worker and cite three pieces of evidence from the reading that support the description.
The Knights of Labor

excerpt from the Platform of the Knights of Labor, adopted in 1878.

Declaration of Principles

In order to secure [rights for workers] we demand of the State:

4  The adoption of measures providing for the health and safety of those engaged in mining, manufacturing, and building industries, and for indemnification to those engaged therein for injuries received through lack of necessary safeguards.

5  The recognition by incorporation of trades unions, orders, and such other associations as may be organized by the working masses to improve their condition and protect their rights.

6  The enactment of laws to compel corporations to pay their employees weekly in lawful money for the labor of the preceding week, and giving mechanics and laborers a first lien upon the product of their labor to the extent of their full wages.

9  The prohibition by law of the employment of children under fifteen years of age in workshops, mines and factories.

And while making the foregoing demands upon the State and national government, we will endeavor to associate our own labors to:

3  To shorten the hours of labor by a general refusal to work for more than eight hours.

www.learnnc.org/lp/editions/nchist-newsouth/4703
141 Men and Girls Die in Waist Factory Fire; Trapped High Up in Washington Place Building; Street Strewn with Bodies; Piles of Dead Inside


Three stories of a ten-floor building at the corner of Greene Street and Washington Place were burned yesterday, and while the fire was going on 141 young men and women at least 125 of them mere girls were burned to death or killed by jumping to the pavement below.

The building was fireproof. It shows now hardly any signs of the disaster that overtook it. The walls are as good as ever so are the floors, nothing is the worse for the fire except the furniture and 141 of the 600 men and girls that were employed in its upper three stories.

Most of the victims were suffocated or burned to death within the building, but some who fought their way to the windows and leaped met death as surely, but perhaps more quickly, on the pavements below.

All Over in Half an Hour

It was the most murderous fire that New York had seen in many years.

The victims who are now lying at the Morgue waiting for some one to identify them by a tooth or the remains of a burned shoe were mostly girls from 16 to 23 years of age. Most of them could barely speak English. Many of them came from Brooklyn. Almost all were the main support of their hard-working families.

There is just one fire escape in the building. That one is an interior fire escape.

"The worst day I ever saw"
One hundred years ago on March 25, fire spread through the cramped Triangle Waist Company garment factory on the 8th, 9th and 10th floors of the Asch Building in lower Manhattan. Workers in the factory, many of whom were young women recently arrived from Europe, had little time or opportunity to escape. The rapidly spreading fire killed 146 workers.

The building had only one fire escape, which collapsed during the rescue effort. Long tables and bulky machines trapped many of the victims. Panicked workers were crushed as they struggled with doors that were locked by managers to prevent theft, or doors that opened the wrong way. Only a few buckets of water were on hand to douse the flames. Outside, firefighters' ladders were too short to reach the top floors and ineffective safety nets ripped like paper.

The catastrophe sent shockwaves through the city, beginning in the communities of immigrant workers on Manhattan's Lower East Side, where families struggled to identify their lost in makeshift morgues. Family grief turned to citizen anger as the causes of the fire — including the abhorrent working conditions at the time — were exposed.

The public outcry over what was clearly a preventable tragedy brought a renewed sense of urgency to the labor movement and to other groups working to improve women's and immigrants' rights in the workplace.

Frances Perkins, who became the Secretary of Labor under President Franklin D. Roosevelt, witnessed the horror from Washington Park, recalling later that what she saw convinced her that "...something must be done. We've got to turn this into some kind of victory, some kind of constructive action." Perkins and other leaders with direct experience of the Triangle fire, like New York Governor Al Smith, soon helped marshal new workplace safety standards into law in the State of New York, setting an example for the rest of the country.

The Triangle factory fire remained the deadliest workplace tragedy in New York City's history until the terrorist attacks on the World Trade Center 90 years later.

Excerpts from *Picture of a Factory Village*, 1833

For Liberty our fathers’ fought,  
Which with their blood, they dearly bought,  
The Fact’ry system sets at naught.  
A slave at morn, a slave at eve,  
It doth my inmost feelings grieve;  
The blood runs chillly from my heart,  
To see fair Liberty depart. . .  
Great Britain’s curse is now our own;  
Enough to damn a King and Throne. . .

Curse on the Fact’ry’s every where—  
Besides, it causes consumption—  
Oh! that we might have redemption—  
O God! we’re ignorant indeed. . .  
Nor have we time to learn or read.  
Many of us can’t write nor spell;  
A Fact’ry is a Gothic hell . . .

Our life’s in danger, exposed to constant harm,  
The wheels tear the hand, picker takes off an arm.  
A handsome girl is caught in a cursed drum,  
Dash’d from things of sense, into the world to come.  
Who would spend their time in such a horrid place?  
Worse than Bastile—Inquisition of our race.

Parent of Heaven! take our breath,  
Re deem us from this living death,  
We’ve not time to court and marry,  
Which makes me feel very sorry.  
The law of nature is to wed,  
Bus, sure I cannot buy a bed.  
I cannot muster enough cash,  
To buy a dish of succotash.\(^\text{5}\)

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\(^1\) To negate or make meaningless.  
\(^2\) Referring to industrialization and the rise of the factory system, which first took place in Great Britain.  
\(^3\) Another name for tuberculosis, a deadly lung infection.  
\(^4\) A famous French fortress and prison.  
\(^5\) A dish made from corn and beans.
### Supporting Question 3

<table>
<thead>
<tr>
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<th>What were the effects of the industrial revolution on quality of life in the US/England, the environment, and countries outside of Europe/US?</th>
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<tr>
<td>Formative Performance Task</td>
<td>Rank the effects of the Industrial Revolution from most important to least important. Use evidence from the primary sources to explain how you determined their relative importance.</td>
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- **Source C**: History of the Telephone
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- **Source F**: Resources from Africa

Students will analyze documents that claim that quality of life is improved due to industrialization. They will also be introduced to the impact the Industrial Revolution will have on the people and land of Africa in particular. Finally, they will analyze the environmental impact.

#### Formative Performance Task

Rank the effects of the Industrial Revolution from most important to least important. Use evidence from the primary sources to explain how you determined their relative importance. Students can simply create a list in a notebook or share in an online format in order to not only describe the effects but analyze their possible importance. This will help students begin to think about what information they might be prioritizing as they look to answer the compelling question.
Supporting Question 3

Feature Source B

The Society for Bettering the Condition of the Poor


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Document 6

This description is from a pamphlet published in 1797 by the Society for Bettering the Condition and Increasing the Comforts of the Poor.

The village contains about 1500 inhabitants, of whom all who are capable of work are employed in and about the mills. Of these there are 500 children who are entirely fed, clothed, and educated by Mr. Dale. The others live with their parents in the village and have a weekly allowance for their work. The healthy appearance of these children has frequently attracted the attention of the traveler. Special regulations, adopted by Mr. Dale, have made this factory very different from the others in this kingdom. Out of the nearly 3000 children employed in the mills from 1785 to 1797, only fourteen have died.
Supporting Question 3

Featuring Source C

History of the Telephone

## Resources Imported to European Countries from Africa during the Industrial Revolution

<table>
<thead>
<tr>
<th>African Colony (European Colonizer)</th>
<th>Resources Exported</th>
<th>Industrial or Economic Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola (Portugal)</td>
<td>Cotton</td>
<td>fabrics</td>
</tr>
<tr>
<td></td>
<td>Palm oil and palm-kernel oil</td>
<td>soap and candles; some food products</td>
</tr>
<tr>
<td></td>
<td>Coffee and sugar</td>
<td>food processing</td>
</tr>
<tr>
<td>Congo Free State (King Leopold of Belgium)</td>
<td>Rubber</td>
<td>waterproof clothes, tires, electrical insulation</td>
</tr>
<tr>
<td></td>
<td>Palm oil and palm-kernel oil</td>
<td>soap and candles; some food products</td>
</tr>
<tr>
<td></td>
<td>Ivory</td>
<td>handles, piano keys, billiard balls</td>
</tr>
<tr>
<td>French West Africa (France)</td>
<td>Gum</td>
<td>cosmetics, drugs, food products</td>
</tr>
<tr>
<td></td>
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<td>soap and candles; some food products</td>
</tr>
<tr>
<td></td>
<td>Cotton</td>
<td>fabrics</td>
</tr>
<tr>
<td></td>
<td>Peanuts, bananas, coffee, cocoa</td>
<td>food processing</td>
</tr>
<tr>
<td>Rhodesia (Great Britain)</td>
<td>Copper</td>
<td>coins, metal alloys, electrical wiring</td>
</tr>
<tr>
<td></td>
<td>Zinc</td>
<td>metal alloys, rust protection</td>
</tr>
<tr>
<td></td>
<td>Lead</td>
<td>metal alloys, ammunition</td>
</tr>
<tr>
<td></td>
<td>Coal</td>
<td>fuel</td>
</tr>
<tr>
<td>South Africa (Great Britain)</td>
<td>Gold Diamonds</td>
<td>banking, national currencies, jewelry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>jewelry, industrial cutting tools</td>
</tr>
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## Summative Performance Task

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<tr>
<th>Compelling Question</th>
<th>Was the Industrial Revolution beneficial for our global society?</th>
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<tbody>
<tr>
<td><strong>Argument</strong></td>
<td>In this task, students will write an essay or create a hand-out that contains visuals and written portions that answer the compelling question - Was the Industrial Revolution beneficial for our global society?</td>
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<tr>
<td><strong>Extension</strong></td>
<td>Select a smaller demographic group (e.g. Irish immigrants in the US, women in particular of any demographic, wealthy industrialists, a citizen of an African territory that lived on land where there were many resources, or other). How did the Industrial Revolution impact that group of people? Conduct research and use evidence from the research to write a first-hand account of what life was like during that era from the perspective of that person.</td>
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### Argument

By providing choices for differing formats, students will be able to choose the format that will best bolster their arguments.

### Extension

Students will explore a particular demographic group and research to understand a general idea of what the life of a person in that demographic group was like. They can use the sources provided in the inquiry or they can find additional resources as needed. They will write a first-hand account of what life was like for a person of their chosen demographic group.
Taking Informed Action

<table>
<thead>
<tr>
<th>Understand</th>
<th>Explore the present-day issue of income inequality related to regional, racial, gender, and/or socioeconomic factors in the Charlotte.</th>
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<td>Assess</td>
<td>Determine the types of jobs various groups of people tend to have and their average level of income.</td>
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<tr>
<td>Action</td>
<td>Write a letter to the editor of a local newspaper describing the state of labor and wages in Charlotte and recommending a solution to help continue to improve working conditions and pay for the most vulnerable sectors.</td>
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Students will write a letter-to-the-editor style paragraph or mini-essay describing local working conditions and wages. Students may submit reviewed versions of their letters to the editor of the local newspaper or submit to the school newspaper. Other options could be for students to share their findings and opinions on a school website or classroom webpage.