Social Education 79(5), pp 330–335

How Did the Industrial Revolution Move People?

New York State Social Studies Toolkit Inquiry

William Wyld, painting of industrial landscape in Manchester, England, *Manchester from Kersal Moor*, 1852. Public domain.

The Industrial Revolution is the subject of one of the high school inquiries of the New York State Toolkit. *Social Educatio*n presents the following excerpts from the inquiry as an example of a typical Toolkit lesson. The excerpts include the sources used to investigate supporting question 1; sources for the investigation of supporting questions 2, 3, and 4 are not included here and can be accessed at **www.c3teachers.org/inquiries**

Compelling Question

How did the Industrial Revolution move people?

Supporting Questions

1. **Where did people move to and from during the Industrial Revolution?**
2. **How did daily life move before and during the Industrial Revolution?**
3. **How did the Industrial Revolution move society backward?**
4. **How did the Industrial Revolution move society forward?**

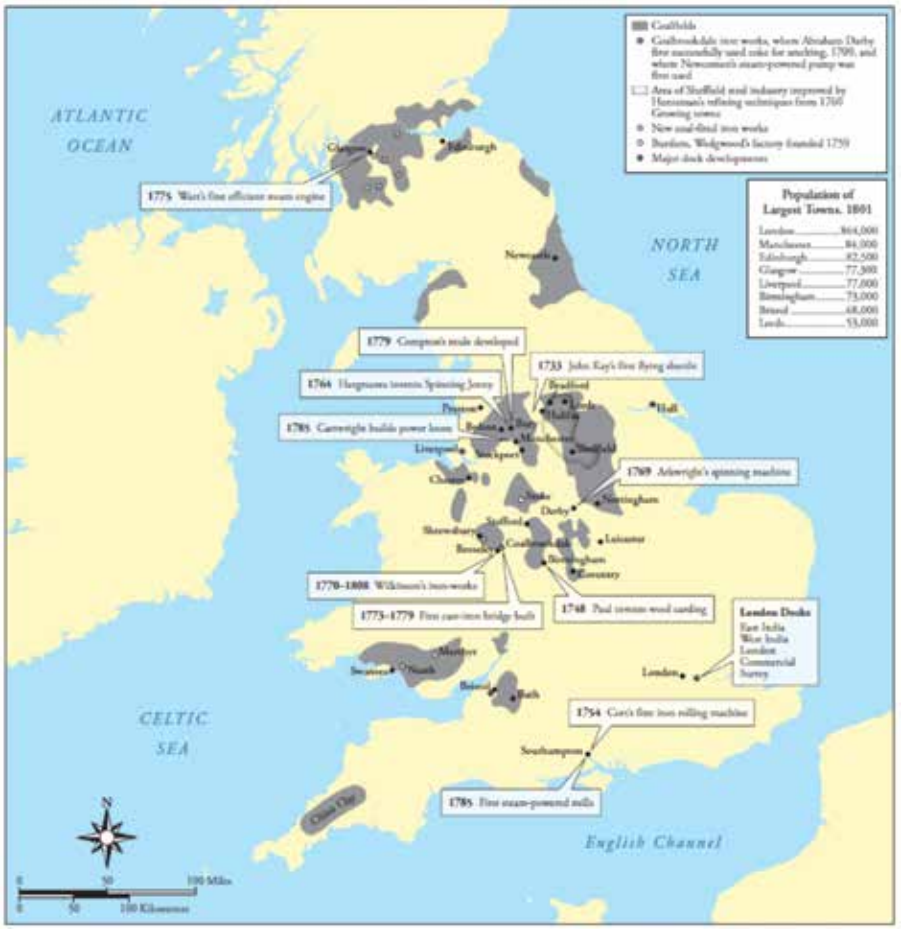
OVERVIEW

Inquiry Description

This inquiry leads students through the political, social, geographic, and economic changes brought about by the Industrial Revolution in Great Britain between roughly the years of 1760 and 1840. By investigating the compelling question "How did the Industrial Revolution move people?" students consider the ways in which movement (e.g., people, goods, services) affects a person's geographic location and daily life as well as the structure of society. Students examine the ways in which the Industrial Revolution influenced people to physically move, how it moved aspects of workers' daily lives, and how it metaphorically moved people forward and backward by analyzing how it affected progress. In investigating historical, geographic, and economic evidence, students develop an interpretation of the positive and negative influences of the Industrial Revolution and the extent to which these influences affected people in the past and people today.

Staging the Compelling Question

Featured Source: Map of Industry in Great Britain 1715-1815



Created for the New York State K–12 Social Studies Toolkit by Agate Publishing, Inc., 2015, based on information from the Mr.Bevan website: http://www.mrbevan.com/06-the-industrial-revolution.html

In addition to the Key Idea listed in the blueprint on page 333, this inquiry highlights the following Conceptual Understanding:

> Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.

This inquiry is expected to take six to eight 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiry in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question "How did the Industrial Revolution move people?" students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Staging the Compelling Question

Teachers might stage the compelling question "How did the Industrial Revolution move people?" by having students examine a map of industry in Great Britain from 1715 to 1815. Teachers could allow students to speculate about how these technological changes affected daily life and society during this time. Teachers could also use this experience to introduce students to the concepts they will uncover throughout the inquiry, namely, urbanization, factory life, technological advancement, and the problems facing the working class.

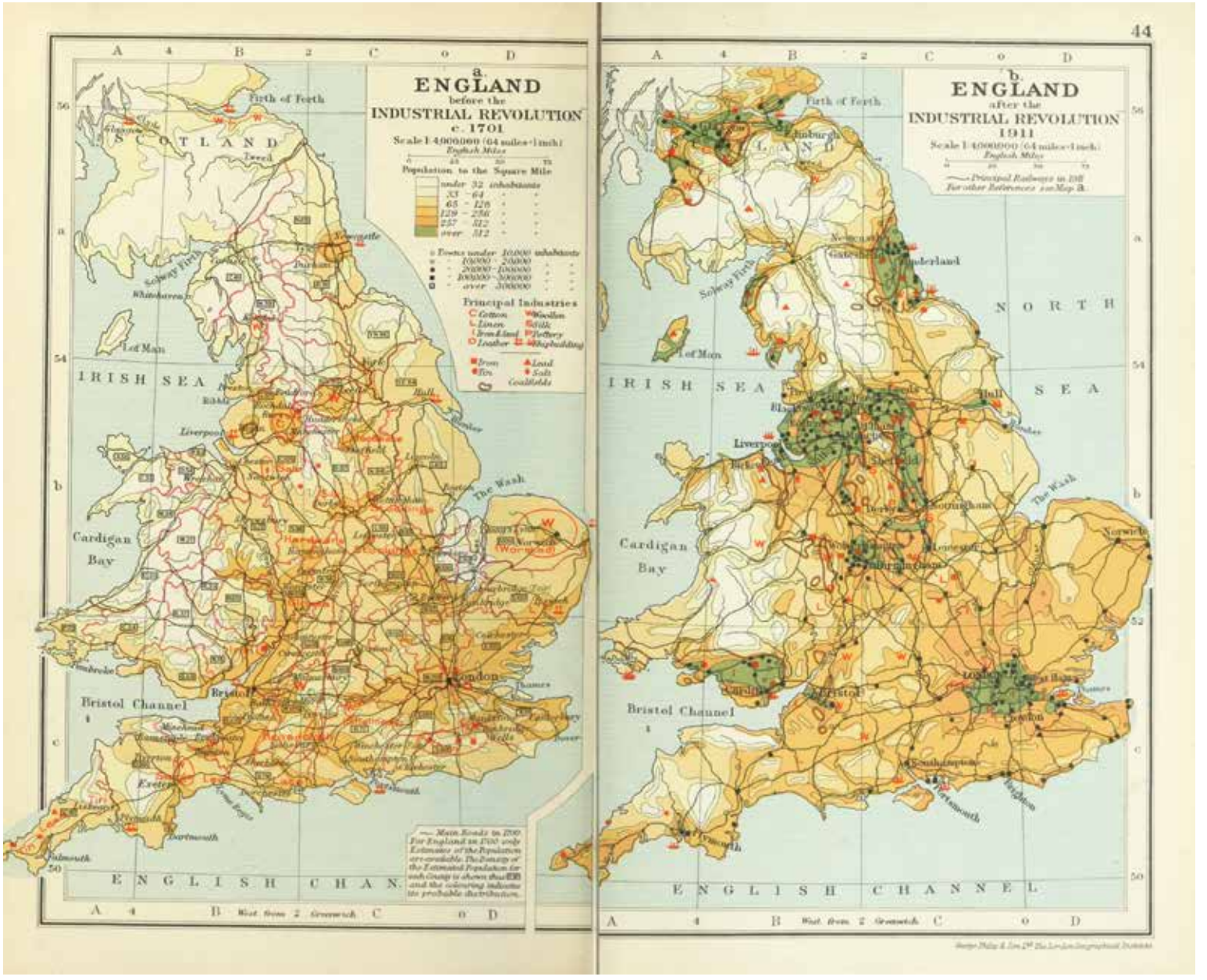
Supporting Question 1

The first supporting question—"Where did people move during the Industrial Revolution?"—helps students create an understanding of the urbanization and population growth that coincided with the Industrial Revolution in Britain between 1760 and 1840. The formative performance task requires students to draw a population map of Britain highlighting where people moved. Students then annotate their maps, detailing the pull factors that led people to these areas. As students investigate the featured sources—a bank of maps; a painting of Manchester, England; and an excerpt from Robert Owen's observations on the factory system—they should be able to decipher the geographic spaces people moved toward and create a rationale for this historic urban movement and industrial growth.

Supporting Question 2

For the second supporting question—"How did daily life move before and during the Industrial Revolution?"—students build upon their understanding of 18th-century British urbanization by investigating the demands and characteristics of worker life in urban settings and cottage industries. The use of the word "move" here suggests the literal movement of actions in a day (i.e., what did the schedule of daily life look like before and after the Industrial Revolution?). The formative performance task requires students to complete a Venn diagram comparing and contrasting the daily life of a worker in a cottage industry and the daily life of a factory worker. One featured source is an excerpt from Daniel

continued on page 334



Map comparing population density in Great Britain. Public domain. Ramsay Muir, *Philips' New Historical Atlas for Students*, first edition, 1911, George Philip & Son, Ltd., London: The London Geographical Institute. Available at Culture 4.0: The Contextual Guide and Internet Index to Western Civilization: http://www.culturalresources.com/images/maps/EngIndRevBig.jpg.

How Did the Industrial Revolution Move People?

New York State Social Studies Framework Key Ideas & Practices	**10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION**: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. ☑ Gathering, Using, and Interpreting Evidence ☑ Chronological Reasoning and Causation ☑ Economics and Economic Systems ☑ Geographic Reasoning
Staging the Question	Using a map showing technological innovations from 1715 to 1815, preview the growth of industry in Great Britain by having students make predictions about how these innovations affected daily life and society.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Where did people move to and from during the Industrial Revolution?	How did daily life move before and during the Industrial Revolution?	How did the Industrial Revolution move society backward?	How did the Industrial Revolution move society forward?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**	**Formative Performance Task**
Draw a population map of Britain highlighting where people were moving and annotate the pull factors that led them there.	Using a Venn diagram, compare and contrast the ways daily life moved before and during the Industrial Revolution.	Develop a claim supported by evidence that explains how the Industrial Revolution moved society backward.	Develop a counterclaim for the previous claim using evidence that explains how the Industrial Revolution moved society forward.
Featured Source	**Featured Source**	**Featured Source**	**Featured Source**
Source A: Maps of Great Britain and the Industrial Revolution [pp. 331, 332] **Source B:** Manchester from *Kersal Moor* [painting on p. 330] **Source C:** Excerpt from *Observations On the Effect of the Factory System* (p.334)	**Source A:** Excerpt from *A Tour Through the Whole Island of Great Britain* **Source B:** Interview with Michael Crabtree, child laborer **Source C:** Excerpt from a factory inspector's report. ***[These sources are not included in this* Social Education *feature. They are available at C3teachers.org/inquiries]***	**Source A:** Excerpt from *The Condition of the Working-Class in England in 1844* **Source B:** Excerpt from *Hard Times* **Source C:** "Age Distribution in Cotton Factories" ***[These sources are not included in this* Social Education *feature. They are available at C3teachers.org/inquiries]***	**Source A:** Excerpt from *Thrift* **Source B:** "Life Expectancy at Birth, Cities in England 1850s–1890s" ***[These sources are not included in this* Social Education *feature. They are available at C3teachers.org/inquiries]***

Summative Performance Task	**ARGUMENT** How did the Industrial Revolution move people? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
	EXTENSION Students hold a classroom debate on how the Industrial Revolution moved people, ultimately coming to a conclusion on whether it moved society backward of forward.
Taking Informed Action	**UNDERSTAND** Investigate the challenges of an economic boom/bust in the community by researching a company, business, factory, etc. that recently moved in or out of the region. **ASSESS** Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests. **ACT** Write an editorial for a local newspaper detailing your opinion on the company or factory's decision to move in or out and whether or not this movement benefits the community as a whole.

Defoe's observations of cottage-industry workers; other featured sources are an interview of a former child laborer and a report by a factory inspector. Teachers may encourage students to use the information and sources from Supporting Question 1 to help complete the Venn diagram. (These sources are not included with this article, but are available at **C3teacher.org/inquiries**.)

Supporting Question 3

For the third supporting question—"How did the Industrial Revolution move society backward?"—students draw upon what they already know about where people moved and what their daily lives looked like during the Industrial Revolution to further examine the complications and challenges British society faced during this time of industrial growth. The formative performance task asks students to develop a claim using evidence that explains how the Industrial Revolution moved society backward. Featured sources include excerpts from Friedrich Engels's *The Condition of the Working-Class in England in 1844* and from Charles Dickens's novel *Hard Times*. Another featured source is a graph on the age distribution of cotton factory workers that helps students understand the prevalence of child labor. (These sources are not included with this article, but are available at **C3teacher.org/inquiries**.)

Supporting Question 4

The final supporting question—"How did the Industrial Revolution move society forward?"—challenges the students' previous work on the negative effects of industrial growth. The formative performance task directs students to create a counterclaim to the claim they developed as part of the previous task. Their counterclaim should suggest that the Industrial Revolution moved society forward, or progressed society. Students draw on evidence to support their claims from the featured sources, which are an excerpt from Samuel Smiles's *Thrift* and a graph of life expectancy at birth in cities in England. (These sources are not included with this article.)

Summative Performance Task

At this point in the inquiry, students have examined why the Industrial Revolution physically moved people, how it transformed the movement of their days, and how it moved society both forward and backward in certain ways. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their distinct claims. In this task, students construct evidence-based arguments responding to the com-

An excerpt from *Observations On the Effect of the Factory System by* Robert Owen (1815)

Those who were engaged in the trade, manufactures, and commerce of this country thirty or forty years ago, formed but a very insignificant portion of the knowledge, wealth, influence, or population of the Empire.

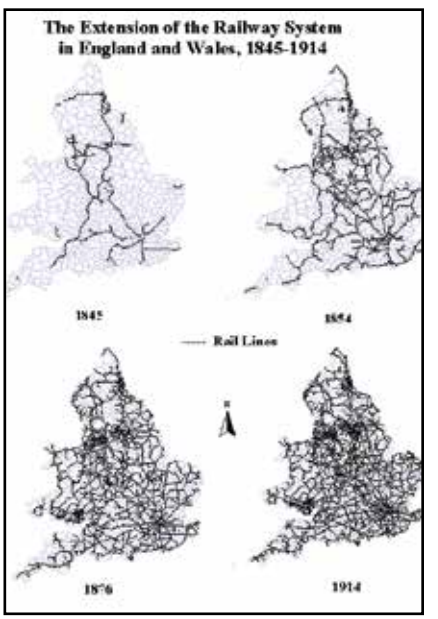
Prior to that period, Britain was essentially agricultural. But, from that time to the present, the home and foreign trade have increased in a manner so rapid and extraordinary as to have raised commerce to an importance, which it never previously attained in any country possessing so much political power and influence.

(By the returns to the Population Act in 1811, it appears that in England, Scotland and Wales, there are 895,998 families chiefly employed in agriculture—1, 129,049 families chiefly employed in trade and manufactures—640,500 individuals in the army and navy—and 519,168 families not engaged in any of these employments. It follows that nearly half as many more persons are engaged in trade as in agriculture—and that of the whole population the agriculturists are about 1 to 3.)

This change has been owing chiefly to the mechanical inventions which introduced the cotton trade into this country, and to the cultivation of the cotton tree in America. The wants which this trade created for the various materials requisite to forward its multiplied operations, caused an extraordinary demand for almost all the manufactures previously established, and, Of course, for human labour. The numerous fanciful and useful fabrics manufactured from cotton soon became objects of desire in Europe and America: and the consequent extension of the British foreign trade was such as to astonish and confound the most enlightened statesmen both at home and abroad.

Public domain. Available at the Orion website, Loyola University: http://orion.it.luc.edu/~sjones1/owen.htm.

The Extension of the Railway System in England and Wales, 1845–1914



Map of the extension of the railway system in England and Wales, 1845–1914. © Robert Schwartz Mt. Holyoke College. https://www.mtholyoke.edu/courses/rschwart/rail/intro_hist_gis.htm.

pelling question "How did the Industrial Revolution move people?" It is important to note that students' arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students' arguments will likely vary, but could include any of the following:

- The Industrial Revolution moved people farther apart through the stratification of social classes.
- The Industrial Revolution moved people toward each other through urbanization and close-quartered urban life.
- The Industrial Revolution moved people away from their humanity as they dealt with unsanitary and/or unsafe living and working conditions.
- The Industrial Revolution moved people toward opportunity as technology made travel easier and manufacturing jobs gave rise to a middle class.

Students could extend these arguments by holding a classroom debate on how the Industrial Revolution moved people. Students should ultimately come to a class conclusion on whether or not these factors moved society forward or backward.

Students have the opportunity to take informed action by demonstrating their ability to *understand* the costs and benefits of historical industrial growth by applying that understanding to examples of modern-day booms and busts. To *assess* the factors involved, they investigate the positive and negative effects on various stakeholders when a factory or company moved into or out of the region. Students act by writing a letter to the editor weighing in on whether or not the movement of the company or factory benefits the community as a whole.

AN INTRODUCTION *from page 309*

Specifications, and six categories of K-12 social studies practices or skills (Gathering, Using, and Interpreting Evidence; Chronological Reasoning and Causation; Comparison and Context; Economic Reasoning; Geographic Reasoning; and Civic Participation).

4. The Project Management Team consisted of Dr. S.G. Grant (Binghamton University), Dr. Kathy Swan (University of Kentucky), Dr. John Lee, (North Carolina State University), and Ms. Jean Dorak (Binghamton University).

S.G. Grant *(Binghamton University),* **Kathy Swan** *(University of Kentucky), and* **John Lee** *(North Carolina State University) are professors of social studies education. The three scholars co-created the Inquiry Design Model (IDM) as they collaboratively worked as project directors of the New York Social Studies Toolkit Project.*