

Industrial Revolution Begins

1750 - 1850



Name: _____

Period: _____

Due Date: _____

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the implementation of the proposed changes. It details the steps involved in the rollout process, from initial planning to final execution. This section also addresses potential challenges and provides strategies to overcome them, ensuring a smooth transition to the new system.

3. The third part of the document discusses the ongoing monitoring and evaluation of the project. It highlights the need for continuous communication and collaboration between all stakeholders involved. This section also provides a framework for assessing the progress and impact of the project, allowing for timely adjustments and improvements.

4. The final part of the document concludes with a summary of the key findings and recommendations. It reiterates the importance of maintaining high standards of accuracy and transparency throughout the entire process. The document also provides a clear path forward for future projects, ensuring that the lessons learned are applied to future initiatives.

BEFORE THE INDUSTRIAL REVOLUTION

Unlike political revolutions, the Industrial Revolution did not begin with great civil unrest or the clash of armies. As a result, it is difficult to arrive at a date for its beginning. The Industrial Revolution did not occur overnight, but rather began gradually and grew over several decades. Most historians place its beginnings in England in the mid-1700s, a decade or two before the American Revolution.



Prior to the Industrial Revolution, most people were involved in agriculture and cottage industry.

Most people lived in the country before the Industrial Revolution. In England, 75 percent of the population lived in rural areas or small villages in 1700. The percentage was even higher in continental Europe. Those cities that existed were few in number and of modest population. Due to the limited development of farming methods, it was necessary for the majority of the people to live in the country in order to produce enough food for the population. Most families farmed and lived on small plots of land that were controlled by large land owners who were often members of the nobility.

The total population of Europe was quite small. For example, in 1700 England's total population was about five million, compared to 70 million today. The people of preindustrial Europe lived very isolated lives. Roads were poor and dangerous, so people rarely traveled beyond their home villages. News of events in the outside world arrived slowly and sporadically. As a result, the small villages that dotted the countryside were the centers of life for the majority of Europeans. Few people ever left the area of their birth.

While the vast majority of the population worked in the fields, farming did not provide year-round employment. The peasant farmers were quite busy during times of planting and harvesting, but at other times they were free to do other work. During these times, thousands of families worked in their homes for clothing merchants. The merchants provided the families with wool or cotton, and for a fixed price, the families spun yarn on their spinning wheels and produced cloth on their hand-operated looms. This practice between the merchants and rural families is known as "cottage industry" because all of the work was done in a family's cottage home.

Weaving cloth was difficult and tedious, but provided a valuable income for many families. It was convenient work, since it was performed from within the home and at the pace desired by the worker. Children worked along with their parents, often becoming skilled at spinning yarn at a young age.

The system also had advantages for the merchants. The merchants paid very little for the cloth produced by the rural families and could then sell it at a handsome profit. However, the merchants were troubled by the inconsistent levels of production by the families and had no way to supervise their work. Often the cloth would not be delivered on time, especially when there was field work to divert the families from their spinning and weaving. Thus, the merchants desired another system that would allow greater supervision, more consistent delivery, and increased production. When the opportunity to produce their goods through new methods came, the merchants were quick to seize it.

Name _____ Date _____

CHALLENGES

1. When do historians date the start of the Industrial Revolution?

2. Why did most of the people live in the country before the Industrial Revolution?

3. What was England's population in 1700?

4. Why were the European villages isolated?

5. Where did the term "cottage industry" get its name?

6. Why did rural families participate in cottage industry?

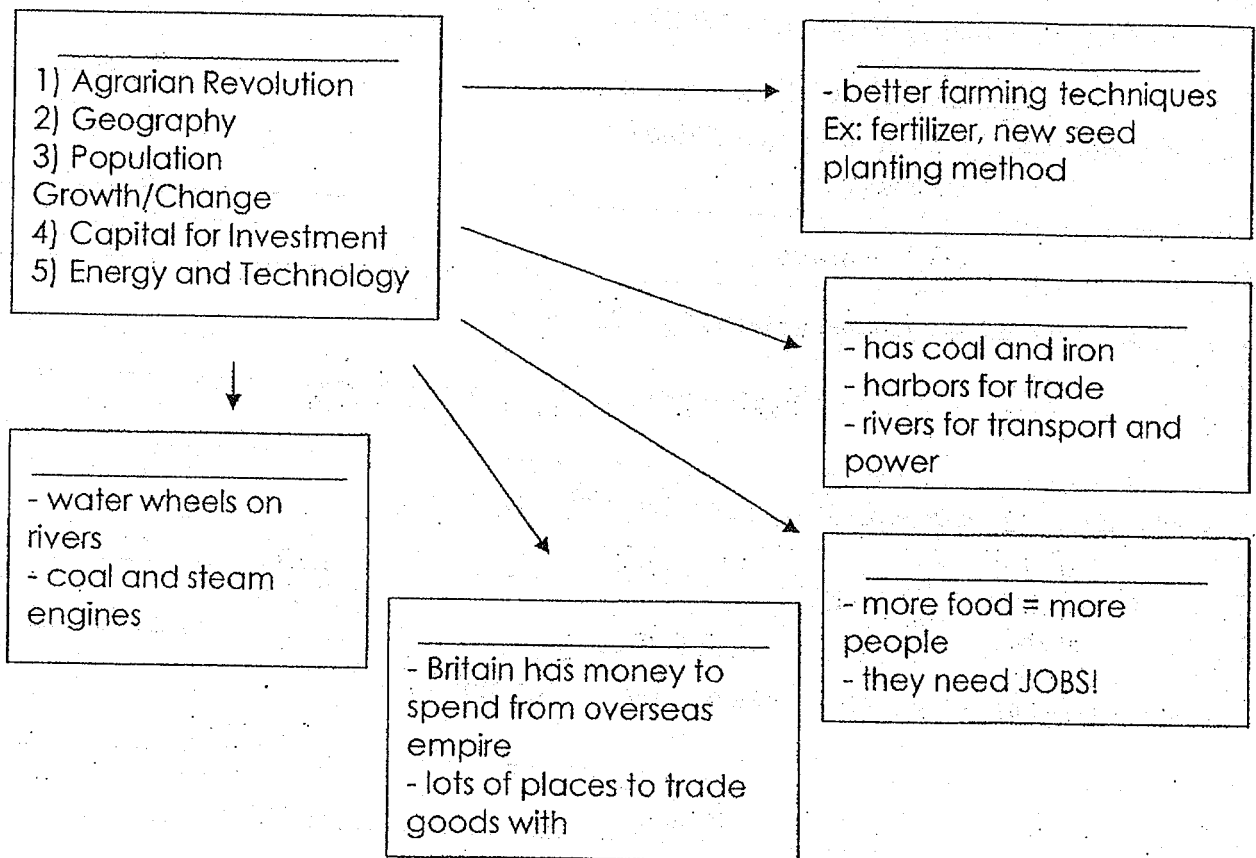
7. What advantages did cottage industry offer to the merchants?

8. What problems did the merchants face with cottage industry?

9. What goods were commonly produced by cottage industry?

10. What was the primary occupation of most of the people involved with cottage industry?

Industrial Revolution Begins in Britain (1750-1900)



- Adam Smith – father of capitalism
(*Wealth of Nations*)
- Karl Marx – develops communism
(*Communist Manifesto*)

- moved to Cities from small towns (Ex: Manchester)

- Upper, Middle, Lower Class

Effects of the Industrial Revolution

- Rich – nice neighborhoods
- Poor – slums, overtime improves
- Medical Advances

- sold stocks to raise money
- allowed for expansion
- need for markets/materials (Imperialism)

- Liberalism/Conservatism
- Social Darwinism
- Social Reformism

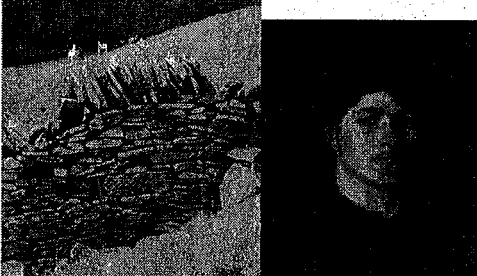
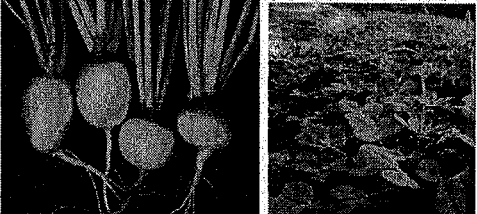
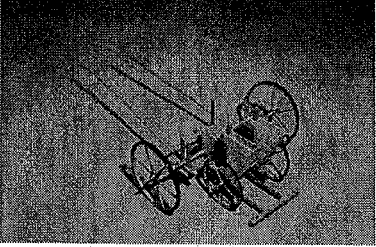
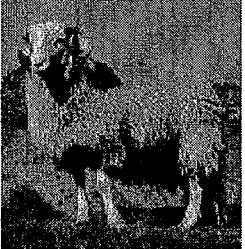
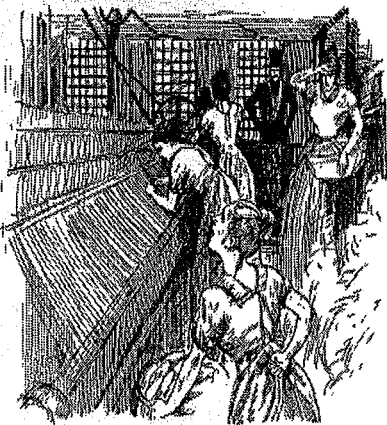
- Roads and Canals
- Railroads
- Steam Engines power boats
- New inventions increase production

- Man works in factory (makes money)
- Wife takes care of house, family, works in factory
- Children – factory work, later on they go to school

Revolutions in Agriculture and Industry

Global History and Geography II

A Revolution in Agriculture: An Increase in Agricultural Output

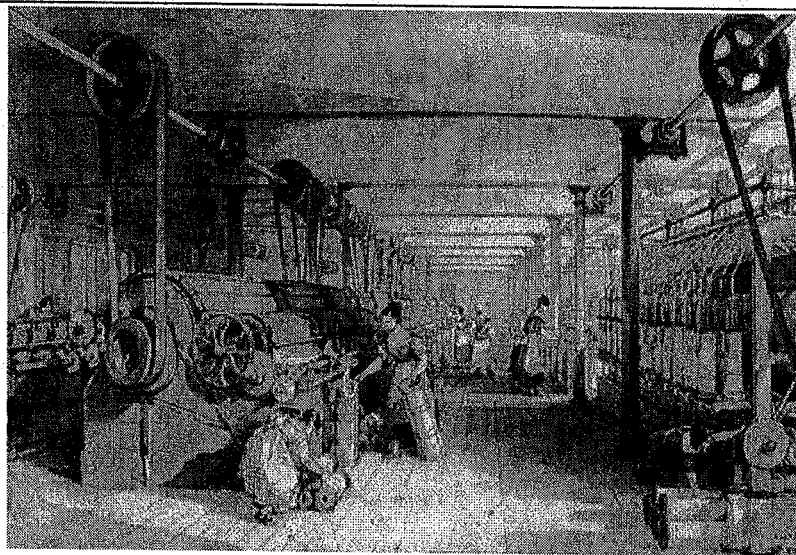
<p><u>The Enclosure System:</u> During the 1700s, the open-field system of cultivation gave way to enclosed farms. Fields were fenced off and planted with crops that could be sold for large profits. Peasant farmers had less access to land.</p>	
<p><u>No More Fallow Fields:</u> When turnips and clover were planted, the soil was replenished. So, rather than letting a field lay fallow, farmers could periodically replace wheat and barley crops with turnips and clover.</p>	
<p><u>The Seed Drill:</u> Scattering seeds on the ground was wasteful. Some seeds did not take root. The seed drill was invented in 1701. It allowed farmers to sow seeds in well-spaced rows. This invention led to the germination of more seeds.</p>	
<p><u>Stock Breeding:</u> Agriculturalists wanted to improve the breeding of sheep and oxen. By improving the breeding of animals, healthier animals were born. This increased the production and quality of meat and wool.</p>	
<p><u>Increased Production and a Decreased Need for Agricultural Workers:</u> As agricultural production increased due to new inventions and new methods of farming, the need for agricultural workers decreased. But as changes occurred in agriculture, changes also occurred in the production of goods. New inventions allowed machines to replace hand-made production. With Great Britain's raw materials, labor, and capital, a new day was dawning.</p>	

Using the chart and your knowledge of Social Studies, answer the questions on the following page:

1. Between 1750 and 1900, a revolution occurred in British agriculture. This period of history is known as the Agricultural Revolution. In your own

words, explain what happened during this Agricultural Revolution?

2. What was the enclosure system?
3. How did the enclosure system "hurt" peasants?
4. What does it mean to "leave a field fallow"?
5. Why were fields left fallow?
6. What crops were discovered that could replenish the nutrients of the soil?
7. How did crop rotation (the Norfolk Crop Rotation System) lead to the end of fallow fields?
8. What invention increased the number of seeds that germinated?
9. How did this invention increase the germination of seeds?
10. What is the purpose of stock breeding?
11. Why did new agricultural inventions and new ideas lead to a decreased need for farm workers?
12. What is an Industrial Revolution (Think: machines as opposed to hands)?
13. What factors allowed Great Britain to experience an Industrial Revolution?
14. How did the Industrial Revolution change the production of goods?





This illustration was published in 1924 by the Daily Worker. The artist was Robert Minor. While the Industrial Revolution increased the production of goods, it was also a period of profound changes. The year 1760 is frequently considered the starting point of the Industrial Revolution but ideas and discoveries that dated back to the Scientific Revolution slowly led to this Revolution. In this illustration, the cartoonist comments on child labor, an unfortunate aspect of the Industrial Revolution.

Explain the meaning of the cartoon:

Excerpt adapted from wsu.edu

“While it's hard to pinpoint a beginning to the Industrial Revolution, historians generally agree that it basically originated in England, both in a series of technological and social innovations. Historians propose a number of reasons. Among the most compelling is the exponential increase in food production following the enclosure laws of the eighteenth century; Parliament passed a series of laws that permitted lands that had been held in common by tenant farmers to be enclosed into large, private farms worked by a much smaller labor force. While this drove peasants off the land, it also increased agricultural production *and* increased the urban population of England, since the only place displaced peasants had to go were the cities...

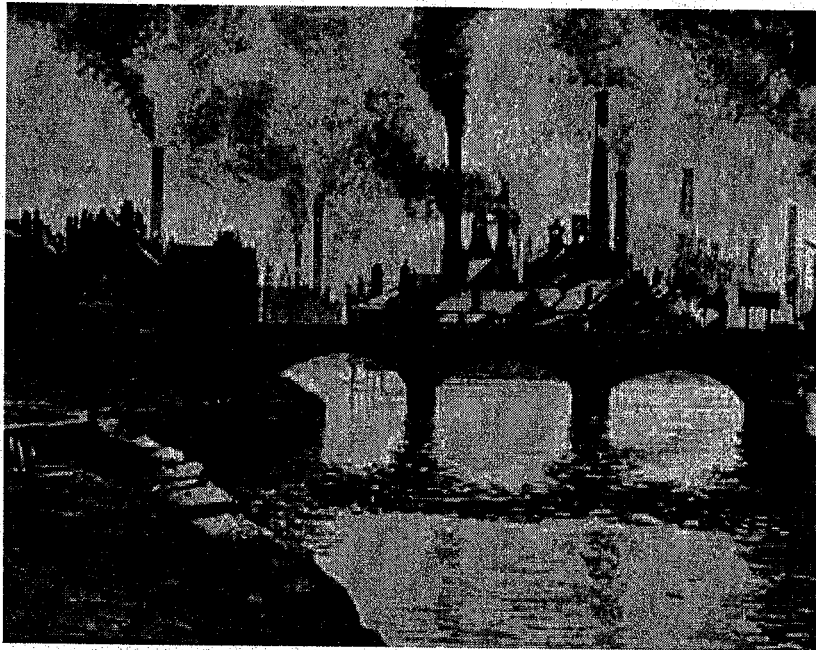
“The technological innovations followed these social and economic changes. The first major technological innovation was the cotton gin. The first innovation in cotton manufacture was the fly-shuttle, which greatly speeded up the process of weaving cotton threads into cloth...Patented in 1767, the spinning jenny was a series of simple machines rather than a single machine, and it spun sixteen threads of cotton simultaneously. These two qualities: multiple machines in a single machine as well as a machine that was designed not just to speed up work, but to do the work of several laborers simultaneously, was the hallmark of all subsequent technological innovations. In 1793, the American, Eli Whitney, invented the cotton gin which mechanized the separating of seeds from cotton fibers. These innovations made cotton incredibly cheap and infinitely expandable; since cotton clothing was tougher than wool, the manufacture of cotton clothing shot through the roof.

Questions:

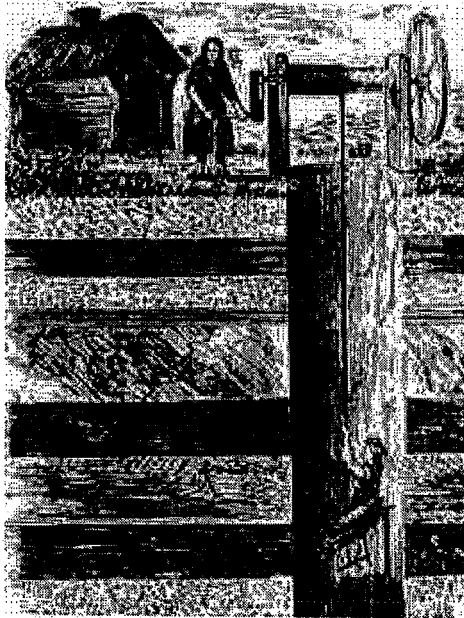
1. Why did agricultural production and the urban population increase in England?

2. How did technological innovations revolutionize the production of goods?

Image of the Industrial Revolution (from mtholyoke.edu)

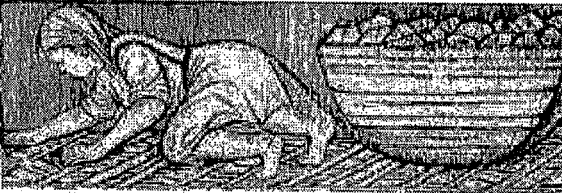


List the conclusions that can be drawn from this image:



Excerpted from
womeninworldhistory.com

- Teams of women were employed to lift coal and workers.
- Hauling a tub of coal by means of a rope and chain. The chain usually passed underneath the body between the legs.



Excerpt from yale.edu

“Different methods of mining coal were employed in various locales throughout England. All coal mining had one trait in common; the movement of coal was accomplished solely by muscle power—animal, man, woman and child, the latter being the most desirable for their size. The process of removing the coal was obviously as slow as it was dirty.”

Question: Why was coal in such great demand?

Name _____



Date _____

Hazardous Duty - Factory Work During the Industrial Revolution

By Sharon Fabian

Working in the factories of the Industrial Revolution was hazardous. The factory workers faced safety hazards, health hazards, and cruel treatment.

Factory machines were the latest technology, and factory owners were anxious to get their machines up and running. Safety was not a major concern. Dangerous parts of machines were not screened off. Machines were not equipped with features to make them shut off in case of an accident.

Machine operators in textile mills, many of them young women, often had to reach over and around operating machinery as they did their job. Children hired as scavengers had to crawl under the machines to retrieve loose bits of cotton. Slightly older children hired as piecers had to step up onto the machines to tie loose threads back together. Injuries to these workers were frequent. In mill towns, many workers could be seen who had lost an arm or a leg to the machinery.

Workers in the factories developed medical problems, too. The pollution and dust that were constantly in the air led to the illness known as mill fever. It was a dreaded disease, and it took many lives.

Factory work caused physical deformities which especially affected children since their bones were still forming. The constant stooping under machines wore out the arches of the children's feet. Many found that after a few years of factory work, their arches simply gave way.

Ankle injuries were also common. Factory workers - men, women, and children - were on their feet all day long, for as long as fifteen hours. This constant standing led to many ankle injuries.

Workers' knees also gave out after a number of years in the factory. Once a person's knees could no longer support his weight, the knees began to turn inward leading to the injury known as knock-knees.

As a result of these illnesses, many workers in their thirties and even younger found that they were no longer able to keep up with their work. They were forced to give up their jobs and had little chance of finding new work. Workers who were injured in accidents on the job were simply fired.

Another hazard faced by factory workers, particularly children, was cruel treatment. Overseers found that children got sleepy by the middle of the afternoon. The children needed rest and were too tired to stay on their feet and stay alert. In order to keep them working beyond their limit, some overseers beat the children.

Workers of all ages suffered from fatigue. The thirteen to fifteen hour day, the constant standing, and the six day work week were hard on everyone.

Men, women, and children who worked in the factories faced some or all of these hazards. The factory workers who fared the worst were the ones least able to defend themselves - the factory children. As these young people walked to their jobs each morning, they showed their courage. During their long days of tedious work, they must have daydreamed about a better future.

Name _____



Date _____

Hazardous Duty - Factory Work During the Industrial Revolution

Questions

- _____ 1. Hazards faced by the factory workers included all of the following EXCEPT _____.
A. safety hazards
B. illnesses
C. radiation
D. cruel treatment
- _____ 2. The workers described in this article worked in _____ factories.
A. pottery
B. textile
C. automobile
D. steel
- _____ 3. The illness caused by the dust in the air was known as _____.
A. mill fever
B. dust allergy
C. mill dust
D. factory fever
- _____ 4. The young children who worked as scavengers often suffered _____ injuries.
A. foot
B. hand
C. knee
D. elbow
- _____ 5. Knock-knees were caused by constant _____.
A. lifting
B. changing positions
C. standing
D. running
- _____ 6. From the information in this article, you can infer that most factory workers continued to work in the factories until they retired at the age of sixty-five.
A. true
B. false
- _____ 7. Children were most likely to get beaten by the overseer in the afternoon because that was they time when they became restless and playful.
A. false
B. true
- _____ 8. The word *fatigue* means _____.
A. injury
B. weakness
C. tiredness
D. boredom

The Industrial Revolution – Conditions of Work

Source: Table below shows some Acts passed by the British Parliament

Year	Act or Investigation	Terms
1802	Health and Morals of Apprentices Act	<ul style="list-style-type: none">Hours of work were limited to 12 per day, with no night work allowed.Employers were to provide education, decent clothing and accommodation.Inspectors were to enforce the Act and appoint visitors.For all textile factories employing over 20 persons, proper ventilation was to be provided and mills were to be whitewashed twice a year.
1833	Factory Act	<ul style="list-style-type: none">No children under 9 were to work in factories (silk mills exempted).Children under 13 years were to work no more than 9 hours per day and 48 hours per week.Children under 18 were not to work nights.4 paid Inspectors were appointed.Two 8-hour shifts per day of children were to be allowed.
1844	Factory Act	<ul style="list-style-type: none">Women and young persons (13-18) were to work no more than 12 hours per day.Children under 13 were to work no more than 6 1/2 hours per day.No child under 8 was to be employed.

(<http://industrialrevolution.sea.ca/impact.html#shifts>)

1. a. Is this table a primary or secondary source? _____

b. Why? _____

2. Underline the correct answer. In factories workers were mainly (men, women and children, women and men, men alone).

3. How many hours did children under 13 years work in 1833 and in 1844?

4. a. What do you notice in the working hours of children?

b. What does this show? _____

5. Why do you think that children were highly requested as factory workers?

6. Why do you think that the government had to introduce laws to regulate child labour?

7. Why do you think inspectors had to be employed?

8. Identify three main problems related to work that the British Parliament was concerned about.

9. Identify two different working conditions named in the table compared to today?

Effects of Industrialisation

With the adoption of the factory system, we find a shift in population. Settlements grew around the factories. In some cases, housing was provided to workers by their employers... In some cases factories started in existing towns, which was desirable because a labour pool was readily available.

The towns that grew in the North were crowded, dirty and unregulated. ... No one understood the effects of these unsanitary conditions upon humans. Conditions in these densely populated areas worsened to the point of the reappearance of outbreaks of disease. In the mid-1800s there were several outbreaks of typhoid and cholera.

Inside these factories one would find poorly ventilated, noisy, dirty, damp and poorly lighted working areas. These factories were unhealthy and dangerous places in which to work. Normally, workers put in twelve to fourteen hours daily. Factory Acts that were later enacted by Parliament regulated the number of hours that men, women and children worked ...

Slowly, workers began to realize the strength they could possess if they were a unified force. It was a long, uphill battle for workers to be able to have the right to organize into officially recognized unions.

(<http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html>)

1. a. Is this a primary or secondary source? _____

b. Why? _____

2. Why do you think that people started to go and live in the cities?

3. How would you describe the living conditions in towns?

4. Which diseases did the inhabitants have to face? _____

5. Why were the Factory Laws important?

6. Why was it useful for the workers to unite?

Three Economic Systems

1. **Capitalism** – began during the Commercial Revolution of the 16th Century

Definition: Wealth or capital is privately owned and invested in business to create more wealth for that investor.

Key Words:

Entrepreneur: a person who risks his or her wealth for a commercial undertaking

Laissez-faire: government keeping hands off business. (Industrialization and capitalism were built on this at the expense of the people).

Key Person:

Adam Smith

- believed in free market economy
- Wrote the *Wealth of Nations*

2. **Socialism** – began as a reaction to the Industrial Revolution

Definition: an alternative to the laissez-faire style of government that developed during the Industrial period. (Endorsement of public ownership, rather than private ownership of factories, property, and the means of production)

Key Person:

Robert Owen

- Utopian Socialists
- bought land and built factories and homes
- paid workers better, better living and working conditions
- provided education for kids

3. **Communism** – began as a reaction to the Industrial Revolution

Definition: a form of socialism that sees class struggle between employers and employees as inevitable

Key Words:

Proletariat: middle class working people

Bourgeoisie: upper class business owners

Key People:

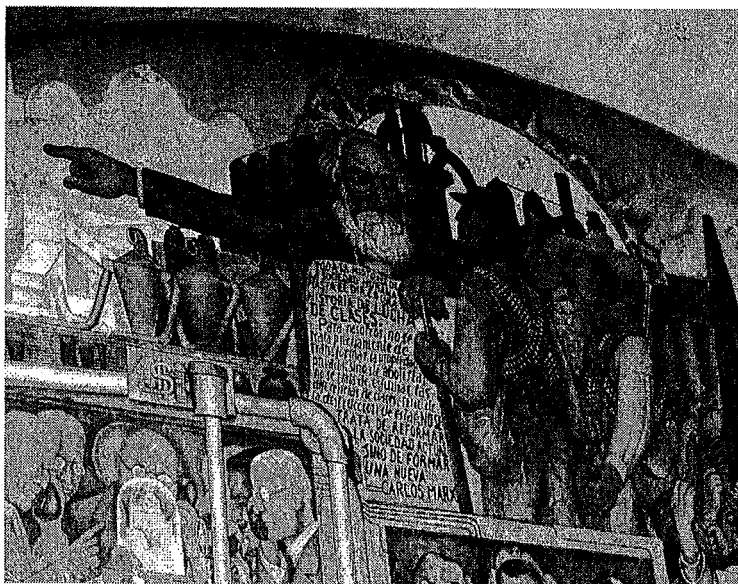
Karl Marx

- Father of Communism and wrote the *Communist Manifesto*
- German philosopher
- believed all of history was based on economics
- believed there would be a worldwide revolt in violent revolution resulting in a classless society where government would no longer be needed
- working class must overthrow business owners

Friedrich Engels

- a fellow socialist supporter

Proletariats and Revolutionaries



Karl Marx (1818-1883) was a philosopher. He co-wrote and published *The Communist Manifesto* with Friedrich Engels in 1848. According to Marx and Engels, capitalists exploited or mistreated workers. However, workers created the capitalists' wealth and therefore, workers, not capitalists, should control the factors of production. Workers needed to unite and overthrow their capitalist overlords.

Global History and Geography II

Name _____

The first lines of *The Communist Manifesto*:

"A spectre (ghost) is haunting Europe -- the spectre of communism. All the powers of old Europe have entered into a holy alliance to exorcise this spectre: Pope and Tsar, Metternich and Guizot, French Radicals and German police-spies."

The last lines of *The Communist Manifesto*:

"Let the ruling classes tremble at a communist revolution. The proletarians have nothing to lose but their chains. They have a world to win. Proletarians of all countries, unite!"

Questions:

1. Describe the treatment of workers at the beginning of the Industrial Revolution.

2. Who was Karl Marx and what did he believe?

3. According to Marx, why should workers control the factors of production?

4. According to Marx, what do workers have to lose and what do they have to gain?

5. According to Marx, what is haunting Europe?

6. Marx believed that the history of the world was a history of class struggles. What did Marx mean by "class struggles"?



A Communist economy is a centrally planned or command economy. In a centrally planned economy, the government

- Makes all decisions on production and consumption
- Answers all economic questions
 - What goods and services will be produced?
 - How should these goods and services be produced?
 - Who consumes these goods and services?

Private property does not exist in a communist society. The government owns all production factors and economic equality exists. Classes are abolished and workers lack incentives since hard work is not rewarded.

“The theory of Communism may be summed up in one sentence: Abolish all private property”

~ Karl Marx

Questions:

1. In a free market economy, individuals own the factors of production. Who owns the factors of production in a centrally planned economy?

2. In a free market economy, individuals make decisions about production and consumption. Who makes decisions about production and consumption in a centrally planned economy?

3. In a free market economy, wealth is not distributed evenly. Poverty exists. In a centrally planned economy, classes are abolished. In a centrally planned economy, economic equality exists. In your own words, what is economic equality?

4. In a free market economy, incentives or reasons exist to work hard. What is the incentive for hard work in a free market economy?

5. In a centrally planned economy, incentives are lacking. Why are incentives lacking in a centrally planned economy?

6. Private property does not exist in a centrally planned economy. In your own words, explain concretely what this means?

7. Neither a free market economy nor a centrally planned economy addresses every need or concern. Today, most economies are mixed. What is a mixed economy?

Communist Cartoon from nyu.edu



Questions:

1. What did the boss tell his worker?
2. How much does the worker receive for a day of work?
3. How does the boss make money to pay the worker?
4. Who makes the products?
5. How many products does the worker make in one day?
6. How does the boss justify paying the worker fifteen dollars a day?

This cartoon illustrates the Marxist explanation of capitalist profits.

Excerpt from *The Communist Manifesto*:

“The history of all hitherto existing society is the history of class struggles. Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary re-constitution of society at large, or in the common ruin of the contending classes. In the earlier epochs of history, we find almost everywhere a complicated arrangement of society into various *orders*, a manifold gradation of social rank. In ancient Rome we have patricians, equites, plebeians, slaves; in the Middle Ages, lords, vassals, guild-masters, journeymen, apprentices, serfs; in almost all of these classes, again, subordinate gradations.”

Questions:

1. According to Marx, what is the history of the world?

2. Provide examples of these struggles.

3. What does Marx mean when he writes about “*orders*”?

4. Using this passage and your knowledge of world history, why did Marx believe that revolution was inevitable?

“You are horrified at our intending to do away with private property. But in your existing society, private property is already done away with for nine-tenths of the population; its existence for the few is solely due to its non-existence in the hands of those nine-tenths. You reproach us, therefore, with intending to do away with a form of property, the necessary condition for whose existence is the non-existence of any property for the immense majority of society.”

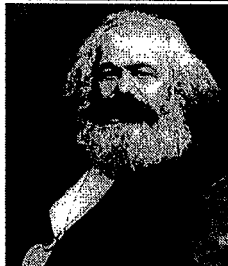
~ Karl Marx, *The Communist Manifesto*

Questions:

1. According to Marx, why is private property already done away with?

2. According to Marx, who owns private property?

3. Therefore, according to Marx, why is private property already abolished?



Karl Marx vs. Adam Smith

(Communism vs. Capitalism)

WORD BANK

Laissez Faire

Communism

Dictatorship

Classless

Economic Liberty

Capitalist

Wealth

(without govt
Interference)

Class Struggle

Factory owners

Working Class

Capitalism

Competitors

Plentiful

goods

Industrial Revolution

Economics

Laissez-faire

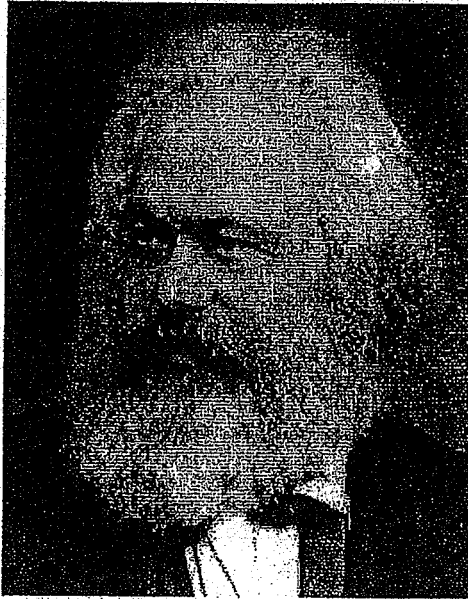
Best Price

Govt + Capitalists

Proletariat

Profit

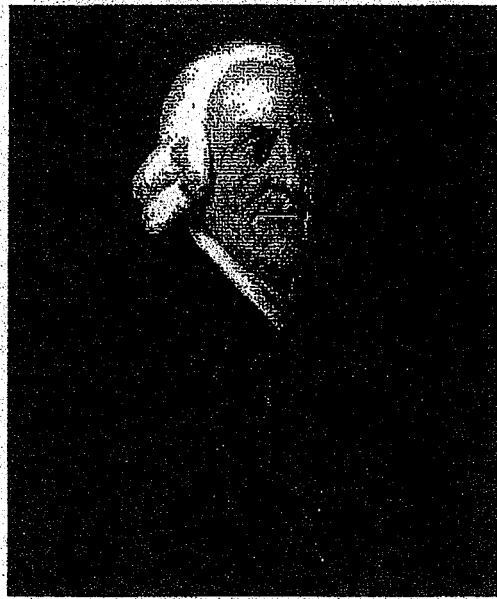
The Bourgeoisie



Karl Marx

Book: *The Communist Manifesto*

- Promoted _____
- Believed history was a _____ between wealthy _____ & _____ (Proletariat) ("Haves vs. Have Nots")
- Believed in order to make a _____, _____ took advantage of the _____
- Believed the _____ (workers) would eventually rise up and overthrow the _____, creating their own society.
- Believed the proletariat would create _____, _____ society, in which wealth and power would be equally shared.



Adam Smith

Book: *The Wealth of Nations*

- Promoted _____ economics (_____)
- Believed _____ results when people follow their own _____
- Each _____ tries to provide _____ that are _____ and less expensive than those of their _____
- _____ aims to produce the best products at the _____
- His economic ideas became the basis of _____ during the _____

Capitalism vs. Communism

Identifying Characteristics

Directions: Review the characteristics below and then place them in the proper economic category.

no competition	incentives to work harder
profit motive	competition
Adam Smith	government owns everything
government decides what to produce	free-market economy
supply and demand	no private ownership
private ownership of business/property	"Laissez-Faire"
shortage of consumer products	Karl Marx
command economy	consumers decide what is produced

Communism	Capitalism

Many thinkers tried to understand the great changes taking place in the early Industrial Age. These thinkers looked for natural laws that governed the world of business and economics. Middle-class business leaders supported the *laissez-faire*, or “hands-off” approach. They believed that a free market would help everyone, not just the rich. However, one British *laissez-faire* economist, **Thomas Malthus**, thought the poor would always suffer. He believed population would grow faster than the food supply. He did not think the government should help the poor. He believed people should improve their own lives through hard work and have fewer children.

Other thinkers sought to soften *laissez-faire* doctrines. They felt some government help was needed. The British philosopher and economist **Jeremy Bentham** supported **utilitarianism**. He believed that the goal of society should be the “greatest happiness for the greatest number” of citizens. Other thinkers, such as John Stuart Mill, strongly believed in individual freedom, but wanted the government to step in to prevent harm to workers.

To end poverty and injustice, some offered a radical solution—**socialism**. Under socialism, the **means of production**—the farms, factories, railways, and other businesses—would be owned by the people as a whole, not by individuals. Some early socialists, such as **Robert Owen**, set up communities in which all work and property were shared. They were called Utopians.

The German philosopher Karl Marx formulated a new theory. His theory was a form of socialism called **communism**. He felt that the struggle between social classes would lead to a classless society. In a classless, communist society, the struggles of the **proletariat**, or working class, would end because wealth and power would be equally shared. In the 1860s, Germany adapted Marx’s beliefs to form a **social democracy** in which there was a slow transition from capitalism to socialism.

Review Questions

1. Why did middle-class leaders support *laissez-faire* economics?

2. What did Jeremy Bentham believe the goal of society should be?

READING CHECK

What group of early socialists formed communities in which all work and property were shared?

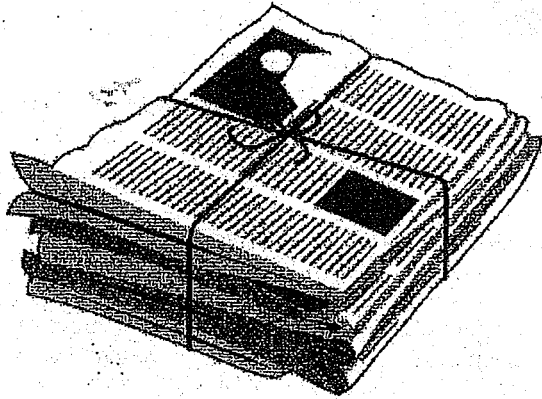
VOCABULARY STRATEGY

Find the word *formulated* in the underlined sentence. Note that the base word is *form*. What does it mean to *form* something? Think of synonyms of the word *form*, such as *plan*, *shape*. Use the meaning of the word *form* and the synonyms you think of to help you learn what *formulated* means.

READING SKILL

Identify Main Ideas What are the main ideas of Karl Marx’s theory?

Industrial Revolution Newspaper Project



You are a reporter working for a British newspaper and you have to publish a special edition on the Industrial Revolution. You are in charge of this project. It is up to you to research, write, and design the newspaper.

Your report should provide your readers with the facts regarding the successes and failures of your country's move towards

industrialization. In the end, you will write an editorial giving your opinion whether the Industrial Revolution has benefited or harmed the society in which you live.

Assignment: Your newspaper must include two news stories and one editorial (your opinion on whether or not it was successful). Your stories should grab the attention of the reader. Each story should be about 200 words and use information from primary sources on the Internet. You must also use at least one image for each news story.

Your first story should be about how industrialization was affecting children, women or working conditions in general.

Your second story must pertain to an invention made during the Industrial Revolution. (flying shuttle, spinning jenny, water frame, etc.). It should discuss the inventor and the importance of the invention.

In your third story you must write an editorial giving your opinion about whether or not the changes made during the Industrial Revolution helped or harmed the society in which you live. The editorial should include strong facts to support your opinion.

Be sure you include information about your sources including the links and the authors on another page.

Evaluation: Your newspaper will be evaluated based on the content, accuracy, creativity, usage of multiple sources (a minimum of one primary source for each story), and the length of the written articles. The graphics/images should work well with the text. To receive full credit your newspaper should have a good name, the stories should be in columns, and it should be well organized. See attached rubric for complete grade breakdown.

Industrial Revolution

Test Review

Industrial Revolution Begins

- The Industrial Revolution began in Great Britain because natural resources were prevalent and they had a good transportation system (canals, railroads)
- The introduction of the factory system led to the growth of cities, increased factory production and unsafe working conditions.

Results of Industrial Revolution

- An effect of the Industrial Revolution on Europe was that standard of living rose as people began making more money.
- Technological advancements allowed the amount of goods produced to be increased.
- Another result of the Industrial Revolution was an increase in the number of people considered to be middle class.
- As more mechanical methods of making textiles were developed, goods became easier to make and thus cheaper causing demand to go up.
- More people moved to urban areas (urbanization).
- Labor unions formed as a result of unsafe working conditions.
- Overseas empires were important as Europeans needed more natural resources.
- Changes during the Industrial Revolution led to an increase in population (more food, jobs).

Inventors and Inventions

- Flying Shuttle – John Kay
- Water Frame – Richard Arkwright
- Power Loom – Edmund Cartwright
- Spinning Jenny – James Hargreaves

Economics

- A person who studies economics and tries to answer the basic economic questions is called an economist. (ex: Adam Smith)
- Adam Smith believed in minimal to no government involvement in the economy. This is known as Laissez-faire economics or a free market economy.
- Laissez-faire economist wanted people to make their own decisions on what to buy in a free market system with no government control.
- In a market system, supply and demand controls production and price.
- Karl Marx wrote the *Communist Manifesto*.
- Marx and Friedrich Engels believed that the evils of the industrial world would disappear with a communist takeover.
- Marx also believed industrialization benefits the wealthy while exploiting the poor.
- A Communist wants to see the proletariat (middle class) control society in a violent overthrow of the bourgeois (upper class).
- Thomas Malthus believed that the world needed a smaller population but farm production prevented that from happening.