SECTION 3

Step-by-Step Instruction

Objectives
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain what caused urbanization and what life was like in the new industrial cities.
- Compare and contrast the industrial working class and the new middle class.
- Understand how the factory system and mines changed the way people worked.
- Analyze the benefits and challenges of industrialization.

Prepare to Read

Build Background Knowledge

Ask students to recall how life changed for those farmers who moved to cities.

Set a Purpose

- WITNESS HISTORY Read the selection aloud or play the audio.
- Use the information below and the following resources to teach the high-use words from this section.

Stench and Sickness

As more and more people moved to the cities to work, they had little choice about where to live. There was no public water supply, waste flowed down unpaved streets, and disease spread rapidly in these unhealthy conditions. Dr. Southwood-Smith worked in two districts of London and wrote.

“Uncovered sewers, stagnant ditches and ponds, gutters always full of putrefying matter... It is not possible for any language to convey an adequate conception of the poisonous condition in which large portions of both these districts always remain... from the masses of putrefying matter which are allowed to accumulate.”

Focus Question

What were the social effects of the Industrial Revolution?

People Move to New Industrial Cities

The Industrial Revolution brought rapid urbanization, or the movement of people to cities. Changes in farming, growing population growth, and an ever-increasing demand for workers led masses of people to migrate from farms to cities. Almost overnight, small towns around coal or iron mines mushroomed into cities. Other cities grew up around the factories that entrepreneurs built in once-quiet market towns.

The British market town of Manchester numbered 17,000 people in the 1750s. Within a few years, it exploded into a center of the textile industry. Its population soared to 40,000 by 1780 and 70,000 by 1801. Visitors described the “cloud of coal vapor” that polluted...
the air, the pounding noise of steam engines, and the filthy stench of its river. This growth of industry and rapid population growth dramatically changed the location and distribution of two resources—labor and people.

Checkpoint: What led to the massive migration of people from farms to cities?

New Social Classes Emerge

The Industrial Revolution created a new middle class along with the working class. Those in the middle class owned and operated the new factories, mines, and railroads, among other industries. Their lifestyle was much more comfortable than that of the industrial working class.

When farm families moved to the new industrial cities, they became workers in mines or factories. Many felt lost and bewildered. They faced tough working conditions in uncomfortable environments. In time, though, factory and mine workers developed their own sense of community despite the terrible working conditions.

The Industrial Middle Class

Those who benefited most from the Industrial Revolution were the entrepreneurs who set it in motion. The Industrial Revolution were the entrepreneurs who set it in motion. The Industrial Revolution created this new middle class, or bourgeoisie (bourgeois), whose members came from a variety of backgrounds. Some were merchants who invested their growing profits in factories. Others were inventors or skilled artisans who developed new technologies. Some rose from “rags to riches,” a pattern that the age greatly admired. Middle-class families lived in well-furnished, spacious homes on paved streets and had a ready supply of water. They wore fancy clothing and ate well. The new middle class took pride in their hard work and their determination to “get ahead.” Only a few had sympathy for the poor.

Women of the middle class did not leave the home to work but instead focused their energy on raising their children. This contrasted with the working class. Those in the middle class owned and operated the new factories, mines, and railroads, among other industries.

The growth of industry and rapid population growth dramatically changed the location and distribution of two resources—labor and people.
New Social Classes Emerge

Instruct

- Introduce: Vocabulary Builder
  - Have students read the Vocabulary Builder terms and definitions. Ask students to predict what became contaminated. Then have them read to find out whether their predictions were accurate.

- Teach
  - On the board, create two columns, labeled Industrial Middle Class and Industrial Working Class. Have students take turns listing the characteristics of each class, such as where they lived, where they worked, and what groups they joined.

Quick Activity

- Display Transparency 117: Tremendous Sacrifice. Use the lesson suggested in the transparency book to guide a discussion on the results of industrialization.

- Color Transparencies, 117

Independent Practice

Link to Literature

- To help students better understand how industrialization affected the working class, have them read the excerpt from Elizabeth Gaskell’s Mary Barton and complete the worksheet.

Monitor Progress

- To review this section, ask students to describe the lives and beliefs of a middle-class woman, a working-class child, and a member of the working class, whose children were a part of the workforce.

Vocabulary Builder

- contaminated: from VAM (vain adj][-at]-impro, polluted

Answer

- Some staged futile protests; others turned to Methodism.

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Barton

Answer

- To review this section, ask students to describe the lives and beliefs of a middle-class woman, a working-class child, and a member of the working class, whose children were a part of the workforce.

The Industrial Working Class

- While the wealthy and the middle class lived in pleasant neighborhoods, vast numbers of poor struggled to survive in foul-smelling slums. They packed into tiny rooms in tenements, or multistory buildings divided into apartments. These tenements had no running water, only community pumps. There was no sewage or sanitation system, so wastes and garbage piled in the streets. Sewage was also dumped into rivers, which created an overwhelming stench and contaminated drinking water. This led to the spread of disease, such as cholera.

- Workers Stage Futile Protests
  - Although labor unions, or workers’ organizations, were illegal at this time, secret unions did exist among frustrated British workers. They wished to initiate worker reform such as increases in pay and had no political power to effect change. Sometimes their frustration led to violence. The first instances of industrial riots occurred in England from 1811 to 1813. Groups of textile workers known as the Luddites (lud-8) resisted the labor-saving machines that were costing them their jobs. Some of them smashed textile machines with sledgehammers and burned factories. They usually werebroadcast and operated at night. There was widespread support for these Luddite groups among the working class.

- Workers Find Comfort in Religion
  - Many working-class people found comfort in a religious movement called Methodism. This movement was influenced by the Industrial Revolution as people moved to cities and lost connections with their old churches. John Wesley had founded the Methodist movement in the mid-1700s. Wesley stressed the need for a personal sense of faith. He encouraged his followers to improve themselves by adopting sober, moral ways.

- Methodist meetings featured hymns and sermons promising forgiveness of sin and a better life to come. Methodist preachers took the message of salvation into the slums. There, they tried to rekindle hope among the working poor. They set up Sunday schools where followers not only studied the Bible but also learned to read and write. Methodists helped channel workers’ anger away from revolution and toward reform.

- Checkpoint
  - How did members of the working class react to their new experiences in industrial cities?

Life in the Factories and Mines

- The heart of the new industrial city was the factory. There, the technology of the machine age and the rapid pace of industrialization imposed a harsh new way of life on workers.

- Factory Workers Face Harsh Conditions
  - Working in a factory system differed greatly from working on a farm. In rural villages, people worked hard, but their work varied according to the season. Life was also hard for poor rural workers who were part of the putting-out system, but at least they worked at their own pace. In the grim factories of industrial towns, workers faced a rigid schedule set by the factory whistle.

History Background

- The Peterloo Massacre: On August 16, 1819, a crowd of more than 50,000 men, women and children in their Sunday best gathered in St. Peter’s Field in Manchester. Speakers argued simply that workers had the right to vote and to be represented in Parliament.

- At the time, less than five percent of the men—mainly the rich gentry—could vote. Residents of Manchester and other new industrial cities had no representation at all. Local officials panicked at the size of the crowd. Troops on horseback waved their sabers and charged into the crowd, killing eleven and injuring hundreds.

- The speakers were arrested. Some were sent to prison for up to two years. Journalists who printed news of the event were also jailed, but one dubbed it the Peterloo Massacre, after the Battle of Waterloo, which had occurred four years earlier.
Children Have Dangerous Jobs

Factories and mines also hired children who worked in the mines. Some sat all day in the dark, opening to repair broken threads in the mills. Conditions were even worse for children who worked in the mines. They could not see because of all the dust. They also crawled under machinery or eight, a few as young as five. Nimble-fingered and quick-moving, they changed spools in the hot and humid textile mills where sometimes they even their lives. In textile mills, workers constantly breathed air filled with lint, which damaged their lungs. Those workers who became sick or injured lost their jobs.

Miners Face Worse Conditions

The majority of early factory workers were women rather than men. Employers often preferred to hire women workers because they thought women could adapt more easily to machines and were easier to manage. In addition, employers generally paid women half what they paid men. Factory work created a double burden for women. Their new jobs took many boys and girls. These children often started working at age seven or seven days a week. Workers could only take breaks when the factory owners gave permission. Exhausted workers suffered accidents from machines that had no safety devices. They might lose a finger, a limb, or even their lives. In textile mills, workers constantly breathed air filled with lint, which damaged their lungs. Those workers who became sick or injured lost their jobs.

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Even children as young as five years old worked in the mines. James Kay-Shuttleworth worked as a physician among the different classes of the Industrial Revolution in Manchester. His profession allowed him to see the working conditions of poor in the cities. These were work in factories and mines different from work on the farm. The engine runs, people must work—men, women, and children yoked together with iron and steam. The animal machine is chained fast to the iron machine, which knows no suffering and weariness.

—James Kay-Shuttleworth, 1852

Life in the Factories and Mines/The Results of Industrialization

Instruct

- Introduce: Have students read the quotation from James Kay-Shuttleworth. Ask: According to Kay-Shuttleworth, how did factory owners view their workers? (as machines) Why was this view bad for the workers? (Unlike machines, they needed rest and protection from injury.) Ask them to predict what would have to change for conditions to improve.

- Teach: On the board, create four columns, labeled Factory Workers, Miners, Women Workers, and Child Laborers. Using the Numbered Heads strategy (TE, p. T23), have students provide information to fill in the conditions faced by each group.

- Quick Activity: Show students In Old New York from the Witness History Discovery School™ video program. Ask students What led to the creation of gangs? (crime and poor social conditions.) Ask them to give examples of things that gangs were involved with. (promotion of political candidates and creation of organized fire brigades)

Independent Practice

Viewpoints: To help students appreciate different viewpoints about child labor, have them read the selection Two Views on Child Labor in Factories and complete the worksheet.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Answer

PRIMARY SOURCE: Workers in the factories and mines had a rigid schedule and worked long hours. They could not take breaks when they wanted as they had on their farms.

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Assess and Reteach

**Assess Progress**
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, Unit 4, p. 43
- To further assess student understanding, use Progress Monitoring Transparencies, 81

**Reteach**
If students need more instruction, have them read the section summary.
- Reading and Note Taking Study Guide, p. 178
- Adapted Reading and Note Taking Study Guide, p. 178
- Spanish Reading and Note Taking Study Guide, p. 178

**Extend**
Have students research news articles for information on working conditions today. They should summarize their findings in a short report, comparing past to present.

**Answers**
- Men, women, and children worked long hours in unsafe conditions for low pay. Women also had to feed and clothe their families, a double burden.
- With reforms, it eventually brought the blessings of material benefits and new opportunities, but at first workers lived and worked in wretched conditions and poverty.

Section 3 Assessment
1. They all have to do with urban life during the Industrial Revolution.
2. It brought rapid urbanization and created a new industrial middle class and industrial working class. It brought material benefits and new opportunities, but also brought great hardships to factory workers and miners, especially women and children.
3. (a) caused cities to grow quickly, becoming overcrowded and polluted (b) caused a population shift from rural to urban areas.
4. It improved life for the middle class, but the working class worked long hours for low pay and lived in wretched conditions.
5. Answers should be supported with reasons.

The Results of Industrialization
Since the 1800s, people have debated whether the Industrial Revolution was a blessing or a curse. The early industrial age brought terrible hardships. In time, however, reforms pressed for laws to improve working conditions. Labor unions won the right to bargain with employers for better wages, hours, and working conditions. Eventually working-class men gained the right to vote, which gave them political power.

Despite the social problems created by the Industrial Revolution—low pay, dismal living conditions—the Industrial Age did have some positive effects. As demand for mass-produced goods grew, new factories opened, which in turn created more jobs. Wages rose as that workers had enough left after paying rent and buying food to buy a newspaper or visit a music hall. As the cost of railroad travel fell, people could visit family in other towns. Horizons widened and opportunities increased.

**Checkpoint** Why was the Industrial Revolution seen as both a blessing and a curse?
Friedrich Engels: The Condition of the Working Class in England in 1844

In The Condition of the Working Class in England in 1844, Friedrich Engels recorded his observations of the wretched living conditions in poor areas of nineteenth-century England. In this excerpt, Engels describes working-class districts in Manchester. He depicts the misery and filth typical of the living areas of industrial workers.

The houses are packed very closely together and since the bank of the river is very steep it is possible to see a part of every house. All of them have been blackened by soot, all of them are crumbling with age and all have broken window-panes and window-frames. In the background there are old factory buildings which look like barracks. On the opposite, low-lying bank of the river, one sees a long row of houses and factories. The second houses is a redoubt, filled with refuse, and the third is built in such a low situation that the ground floor is uninhabitable and has neither doors nor windows. In the background one sees the pauper's emporium, and the stations of the railways to Liverpool and Leeds...

The recently constructed extension of the Leeds railway which crosses the Irk at this point has swept away some of these courts and alleys, but it has thrown open to public gaze some of the others. So it comes about that there is to be found immediately under the railway bridge a court which is even filthier and more revolting than all the others. This is simply because it was formerly so hidden and secluded that it could only be reached with considerable difficulty (but is now exposed to the human eye). I thought I knew this district well, but even I would never have found it had not the railway viaduct (elevated roadway) made a breach in the slums at this point. One walks along a very rough path on the river bank, in between railway viaducts which encroach on the river, and the Irk at this point has swept away some of these courts and alleys, but it has thrown open to public gaze some of the others. So it comes about that there is to be found immediately under the railway bridge a court which is even filthier and more revolting than all the others. This is simply because it was formerly so hidden and secluded that it could only be reached with considerable difficulty (but is now exposed to the human eye). I thought I knew this district well, but even I would never have found it had not the railway viaduct (elevated roadway) made a breach in the slums at this point. One walks along a very rough path on the river bank, in between...