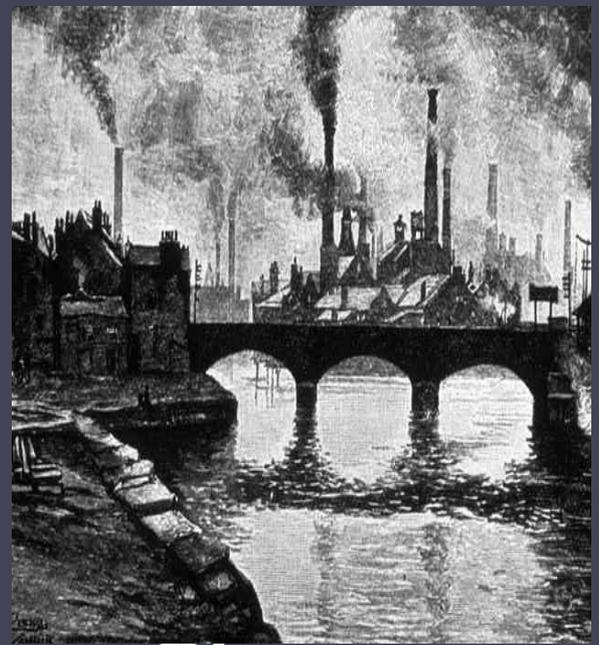


Set up your NEW Table of Contents!

5th 6 Weeks Table of Contents

#	Title
1	Industrialization Brings Change (pink)
2	Positives & Negatives (purple)



Industrialization Brings Change

Learning Goal 2: Explain how the Industrial Revolution led to political, economic, and social changes and describe how the roles of women, children, and families changed during the Industrial Revolution. (TEKS/SE's 8B, 17A, 21C, 24A)

Perspectives

How did industrialization impact different groups of people?

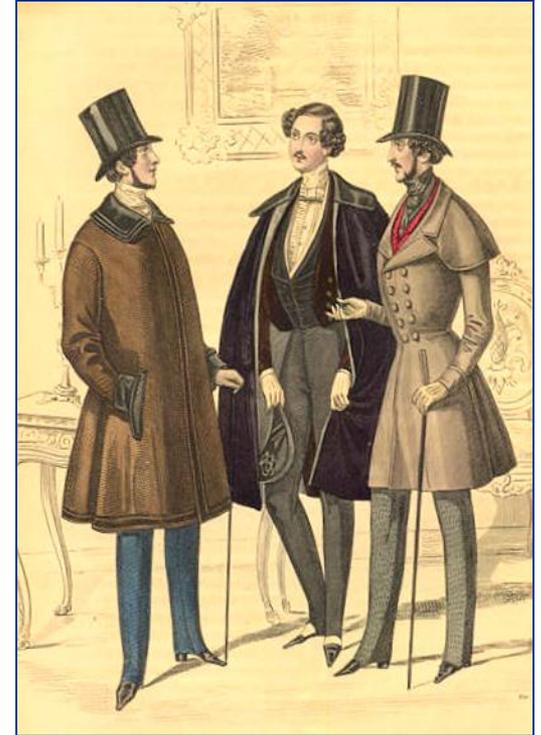
- Factory owners
- Factory workers
- Women and children





Factory Owners

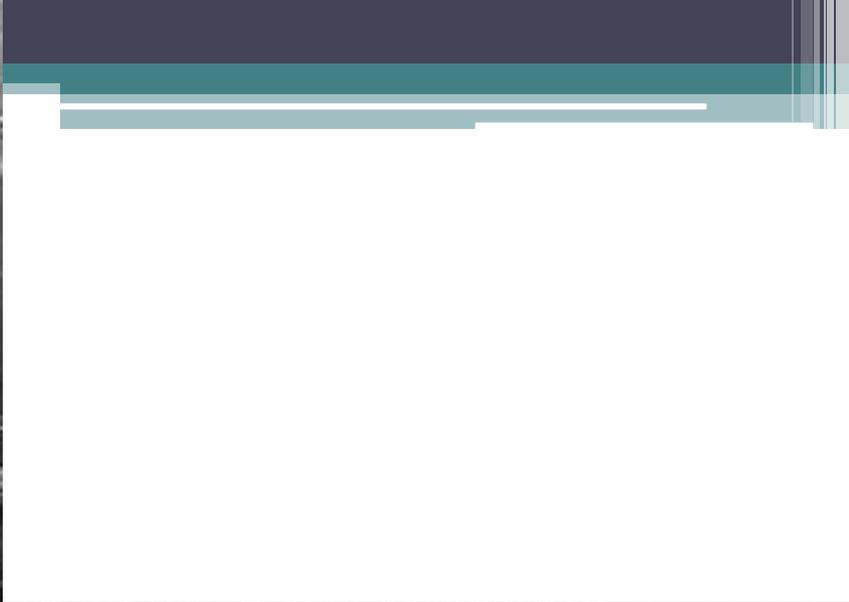
- ◆ Rise of the middle class
 - ◆ (bourgeoisie)
- ◆ More wealth, political power, and status
- ◆ Proof of England's superior technology and intelligence (Social Darwinism)
- ◆ Overall very positive without many problems
- ◆ Views Industrial Revolution as a natural progression
- ◆ Believes England's simply benefitting from Industrial Revolution



Factory Workers

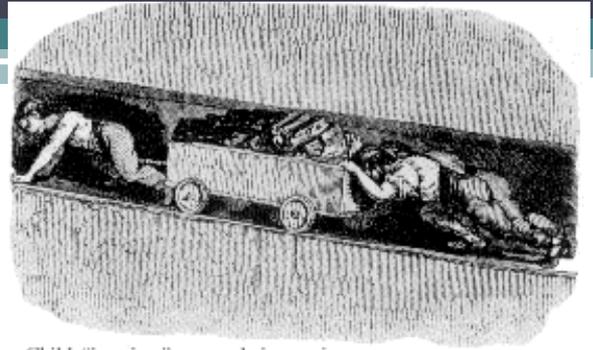
- ◆ Worked long hours for little pay (often 16 hours/day)
- ◆ Dangerous working conditions
- ◆ Unhealthy living conditions
- ◆ No representation in government





Women and Children

- Chance to earn \$ for family
- Preferred by owners because they are paid less
- Small size = dangerous jobs



Replacing bobbins on machinery

Kids At Work, Russell Freedman, Scholastic, 1994. Photo by Lewis Hine



Reminder: Urbanization

- ◆ Population shifted to the cities as people move to find jobs in factories
- ◆ Many people living in close proximity to each other in the city



Answer the questions using the reading.

1. What sort of work does she do?
2. How long was this woman's work day during the summer? During the "fashionable season"?
3. What impact did her work have on her health?
4. If she were to quit her job, would it take long to replace her? Why might this be?



Primary Source

- **Children's Employment Commission
February 1841**

"Miss --- has been for several years in the dress-making business...The common hours of business are from 8 a.m. til 11 P.M in the winters; in the summer from 6 or half-past 6 A.M. til 12 at night. During the fashionable season, that is from April til the latter end of July, it frequently happens that the ordinary hours are greatly exceeded; if there is a drawing-room or grand fete, or mourning to be made, it often happens that the work goes on for 20 hours out of the 24, occasionally all night....The general result of the long hours and sedentary occupation is to impair seriously and very frequently to destroy the health of the young women. The digestion especially suffers, and also the lungs: pain to the side is very common, and the hands and feet die away from want of circulation and exercise, "never seeing the outside of the door from Sunday to Sunday." [One cause] is the short time which is allowed by ladies to have their dresses made.

- Miss is sure that there are some thousands of young women employed in the business in London and in the country. If one vacancy were to occur now there would be 20 applicants for it. The wages generally are very low...Thinks that no men could endure the work enforced from the dress-makers."

- [Source: Hellerstein, Hume & Offen, *Victorian Women: A Documentary Accounts of Women's Lives in Nineteenth-Century England, France and the United States*, Stanford University Press.]

Labor Unions & Movements

- Workers joined unions (groups) that fought for their rights
 - Higher wages
 - Safer conditions
- Socialism developed partly by reformers trying to improve working conditions
- Rights demanded through worker strikes
 - Strikes were illegal, but there were so many that Parliament legalized them in 1870
 - Strikes: when workers do not go to work in order to protest an issue like working conditions or minimum wage

HOW DID GOVERNMENT AND SOCIETY RESPOND TO THESE PROBLEMS?

Reforms that were made:

- legalizing trade unions
- limiting child labor
- ending slavery
 - William Wilberforce

Reforms through Laws

- 1819- Britain prohibited employment of children under 9 in cotton mills
 - Limited to 12 hours work per day
- 1833- Factory Act
 - Limited work hours
 - Restricting children from working in factories
 - Safer, cleaner factories
- 1842- Mines Act
 - Prohibited all females & boys under 10 years old from working underground in coal mines.



◎ 1847- 10 Hours Act –women and children under 18

◎ maximum schedule 10 hours of work on each weekday, Saturdays 8 hours, and off Sundays



MEMENTO of NEILSTON STRIKE



MISS MARY MACARTHUR, *PRESIDENT*,
National Federation of Women Workers.
AND M^{RS} GEO. DALLAS.



M^R GEO. CARSON
J. P.
SECRETARY.

GLASGOW
TRADES'
COUNCIL.



MISS DICK, *ORGANIZER*,
National Federation of Women Workers.



M^{RS} A. R. TURNER, *PRESIDENT*,
Womens' Labour League.



M^R A. R. TURNER, *PRESIDENT*,
Glasgow Trades' Council.

Banner from Neilston Strike

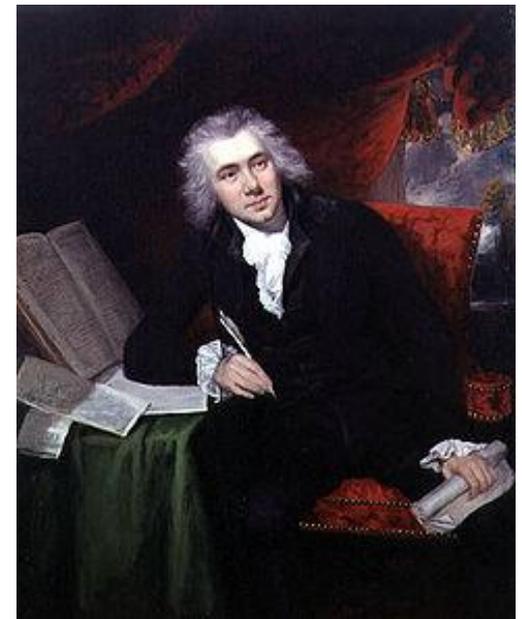
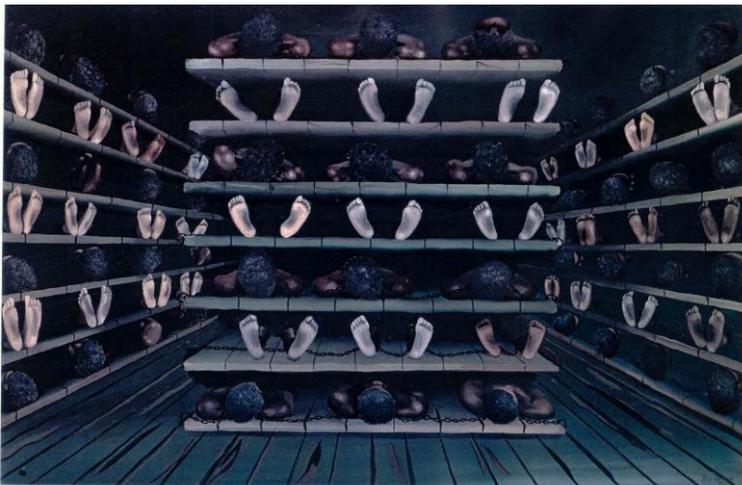
Changes in Society

- Social inequalities deepened
 - Led scholars to study economics
- Middle class developed
 - Middle class women will become homemakers while working class women remain part of the workforce
- Increased consumerism
 - Desire for mass produced goods
- New economic ideas spread (capitalism, socialism)
- Young adults left home for cities
 - Some stay in boarding houses away from families
 - Work for lower wages than men



Abolition

- ⦿ 1807: Slave *trade* outlawed
- ⦿ William Wilberforce fought to end slavery in GB
- ⦿ 1833: Slavery outlawed in England



Positive or Negative?

- Using the documents in the packet, complete the chart.
 - Each document will give you 1 positive and/or negative impact of the Industrial Revolution

<u>Positive Impact of Industrialization</u>	<u>Negative Impact of Industrialization</u>
<ul style="list-style-type: none">• Doc 10- People travel more frequently (THIS IS AN EXAMPLE)••	<ul style="list-style-type: none">•••