

The Industrial Revolution in Daily Life

by Jonathan Burack

Each unit in *The Historian's Apprentice* series deals with an important historical topic. It introduces students to a five-step set of practices designed to simulate the experience of a historian and make explicit all key phases of the historian's craft.

The Historian's Apprentice: A Five-Step Process

1. Reflect on Your Prior Knowledge of the Topic.

Students discuss what they already know and how their prior knowledge may shape or distort the way they view the topic.

2. Apply Habits of Historical Thinking to the Topic.

Students build background knowledge on the basis of five habits of thinking that historians use in constructing accounts of the past.

3. Interpret the Relevant Primary Sources.

Students apply a set of rules for interpreting sources and assessing their relevance and usefulness.

4. Assess the Interpretations of Other Historians.

Students learn to read secondary sources actively, with the goal of deciding among competing interpretations based on evidence in the sources.

5. Interpret, Debate and Write About the Topic Yourself.

Students apply what they have learned by constructing evidence-based interpretations of their own in a variety of ways.



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Printed in the United States of America

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ISBN: 978-1-57596-359-4
Product Code: HS781 v2.01

Teacher Introduction

★ *Teaching the Historian's Craft*

The goal of *The Historian's Apprentice* units is to expose students in a manageable way to the complex processes by which historians practice their craft. By modeling what historians do, students will practice the full range of skills that make history the unique and uniquely valuable challenge that it is.

Modeling the historian's craft is not the same as being a historian—something few students will become. Therefore, a scaffolding is provided here to help students master historical content in a way that will be manageable and useful to them.

Historical thinking is not a simple matter of reciting one fact after another, or even of mastering a single, authoritative account. It is disciplined by evidence, and it is a quest for truth; yet, historians usually try to

clarify complex realities and make tentative judgments, not to draw final conclusions. In doing so, they wrestle with imperfect sets of evidence (the primary sources), detect multiple meanings embedded in those sources, and take into account varying interpretations by other historians. They also recognize how wide a divide separates the present from earlier times. Hence, they work hard to avoid present-mindedness and to achieve empathy with people who were vastly different from us.

In their actual practice, historians are masters of the cautious, qualified conclusion. Yet they engage, use their imaginations, and debate with vigor. It is this spirit and these habits of craft that *The Historian's Apprentice* seeks to instill in students.

★ *The Historian's Apprentice: Five-Steps in Four Parts*

The Historian's Apprentice is a five-step process. However, the materials presented here are organized into four parts. Part I deals with the first two of the five steps of the process. Each of the other three parts then deals with one step in the process. Here is a summary of the four parts into which the materials are organized:

Teacher Introduction. Includes suggested day-by-day sequences for using these materials, including options for using the PowerPoint presentations. One sequence is designed for younger students and supplies a page of vocabulary definitions.

Part 1. A student warm-up activity, an introductory essay, a handout detailing a set of habits of historical thinking, and two PowerPoint presentations (*Five Habits of Historical Thinking* and *The Industrial Revolution in Daily Life*). Part 1 (including the PowerPoints) deals with *The Historian's Apprentice* Steps 1 and 2.

Part 2. A checklist for analyzing primary sources, several primary sources, and worksheets for analyzing them. Part 2 deals with *The Historian's Apprentice* Step 3.

Part 3. Two secondary source passages and two student activities analyzing those passages. Part 3 deals with *The Historian's Apprentice* Step 4.

Part 4. Two optional follow-up activities enabling students to write about and/or debate their own interpretations of the topic. Part 4 deals with *The Historian's Apprentice* Step 5.

★ Suggested Five-Day Sequence

Below is one possible way to use this *Historian's Apprentice* unit. Tasks are listed day by day in a sequence taking five class periods, with some homework and some optional follow-up activities.

PowerPoint Presentation: *Five Habits of Historical Thinking* This presentation comes with each *Historian's Apprentice* unit. If you have used it before with other units, you need not do so again. If you decide to use it, incorporate it into the **Day 1** activities. In either case, give students the “Five Habits of Historical Thinking” handout for future reference. Those Five Habits are as follows:

- History Is Not the Past Itself
- The Detective Model: Problem, Evidence, Interpretation
- Time, Change, and Continuity
- Cause and Effect
- As They Saw It: Grasping Past Points of View

Warm-Up Activity: Homework assignment: Students do the “Warm-Up Activity.” This activity explores student memories and personal experiences shaping their understanding of the topic.

Day 1: Discuss the “Warm-Up Activity.” Then either have students read or review the “Five Habits of Historical Thinking” handout, or use the *Five Habits* PowerPoint presentation.

Homework assignment: Students read the background essay “The Impact of the Industrial Revolution.”

Day 2: Use the second PowerPoint presentation, *The Industrial Revolution in Daily Life* to overview the topic for this lesson. The presentation applies the Five Habits of Historical Thinking to this topic. Do the two activities embedded in the presentation.

Homework assignment: Students read the “Interpreting Primary Sources Checklist.” The checklist teaches a systematic way to handle sources:

- Sourcing
- Contextualizing
- Interpreting meanings
- Point of view
- Corroborating sources

Day 3: In class, students study some of the ten primary source documents and complete “Source Analysis” worksheets on them. They use their notes to discuss these sources. (Worksheet questions are all based on the concepts on the “Interpreting Primary Sources Checklist.”)

Day 4: In class, students complete the remaining “Source Analysis” worksheets and use their notes to discuss these sources. Take some time to discuss briefly the two secondary source passages students will analyze next.

Homework assignment: Students read these two secondary source passages.

Day 5: In class, students do the two “Secondary Sources” activities and discuss them. These activities ask them to analyze the two secondary source passages using four criteria:

- Clear focus on a problem or question
- Position or point of view
- Use of evidence or sources
- Awareness of alternative explanations

Follow-Up Activities (optional, at teacher discretion):

Do as preferred: the DBQ Essay Assignment and/or the Structured Debate.

★ Suggested Three-Day Sequence

If you have less time to devote to this lesson, here is a suggested shorter sequence. The sequence does not include the PowerPoint presentation *Five Habits of Historical Thinking*. This presentation is included with each *Historian's Apprentice* unit. If you have never used it with your class, you may want to do so before following this three-day sequence.

The three-day sequence leaves out a few activities from the five-day sequence. It also suggests that you use only six key primary sources. Yet it still walks students through the steps in the *Historian's Apprentice* approach: Clarifying background knowledge, analyzing primary sources, comparing secondary sources, and debating or writing about the topic.

Warm-Up Activity. Homework assignment: Ask students to read or review the “Five Habits of Historical Thinking” handout and read the background essay “The Impact of the Industrial Revolution.”

Day 1: Use the PowerPoint presentation *The Industrial Revolution in Daily Life*. It overviews the topic for this lesson by applying the Five Habits of Historical Thinking to it. Do the two activities embedded in the presentation.

Homework assignment: Students read or review the “Interpreting Primary Sources Checklist.” The checklist teaches a systematic way to handle sources.

Day 2: In class, students study some of the ten primary source documents and complete “Source Analysis” worksheets on them. They use their notes to discuss these sources. We suggest using Documents 2, 3, 4, 6, 8, and 10.

You may wish to make your own choices of primary sources. Use your judgment in deciding how many of them your students can effectively analyze in a single class period.

Homework assignment: Students read the two secondary source passages.

Day 3: In class, students do the two “Secondary Sources” activities and discuss them. These activities ask them to analyze the two secondary source passages using four criteria.

Follow-Up Activities (optional, at teacher discretion):

Do as preferred: the DBQ Essay Assignment and/or the Structured Debate.

★ *Suggestions for Use with Younger Students*

For younger students, parts of this lesson may prove challenging. If you feel your students need a somewhat more manageable path through the material, see the suggested sequence below.

If you want to use the *Five Habits of Historical Thinking* PowerPoint presentation, this sequence takes four class periods. If you do not use this PowerPoint, you can combine **Day 1** and **Day 2** and keep the sequence to just three days. We suggest using six primary sources only. The ones listed for **Day 3** are less demanding in terms of vocabulary and conceptual complexity. For **Day 4**, we provide some simpler DBQs for the follow-up activities.

Vocabulary: A list of vocabulary terms in the sources and the introductory essay is provided on page 7 of this booklet. You may wish to hand this sheet out as a reading reference, you could make flashcards out of some of the terms, or you might ask each of several small groups to use the vocabulary sheet to explain terms in one source to the rest of the class.

SUGGESTED FOUR-DAY SEQUENCE

Warm-Up Activity. Homework assignment: Students do the “Warm-Up Activity.” This activity explores student memories and personal experiences shaping their understanding of the topic.

Day 1: Discuss the “Warm-Up Activity.” Show the *Five Habits of Historical Thinking* PowerPoint presentation (unless you have used it before and/or you do not think it is needed now). If you do not use this PowerPoint presentation, give students the “Five Habits of Historical Thinking” handout and discuss it with them.

Homework assignment: Ask students to read the background essay “The Impact of the Industrial Revolution.”

Day 2: Use the PowerPoint presentation *The Industrial Revolution in Daily Life*. This introduces the topic for the lesson by applying the Five Habits of Historical Thinking to it. Do the two activities embedded in the presentation.

Homework assignment: Students read or review the “Interpreting Primary Sources Checklist.” The checklist teaches a systematic way to handle sources.

Day 3: Discuss the “Interpreting Primary Sources Checklist” and talk through one primary source document in order to illustrate the meaning of the concepts on the checklist. Then have students complete “Source Analysis” worksheets after studying primary source documents 1, 2, 3, 4, 6, and 8.

Homework assignment: Students read the two secondary source passages.

Day 4: Students do *only* “Secondary Sources: Activity 2” and discuss it. This activity asks them to choose from among the sources the two that best back up each secondary source passage.

Follow-Up Activities (optional, at teacher discretion):

Do as preferred: the DBQ Essay Assignment and/or the Structured Debate.

Here are some alternate DBQs tailored to the six primary sources recommended here:

Using these sources, describe the major ways the Industrial Revolution changed life for ordinary people in England in the 1800s.

Did the Industrial Revolution make life worse for the poor, or give the poor better chances for improving their lives? Use the documents for this lesson to back up your answer.

Vocabulary: The Introductory Essay

- **burgeoning:** Growing or expanding rapidly
- **capitalist:** Someone who invests money in a business, owns part or all of that business, and earns profits from it
- **enclosures:** In this case, land formerly shared among members of a community, fenced in by private owners
- **entrepreneurship:** The state of being a risk-taking and innovating manager of a business
- **life expectancy:** The average age to which a given population can be expected to live
- **patent:** A government grant to an inventor of an exclusive right to benefit from an invention for a limited time period
- **smelt:** To melt ore in order to separate the metal it contains
- **surplus:** An extra or excess amount of something

Vocabulary: The Primary Sources

- **apprentice:** A person who works with a more skilled worker in order to learn a craft or trade
- **contaminating:** Making something impure by mixing it with harmful or unclean material
- **designate:** To indicate something; to name or select someone for a duty
- **emulation:** Striving to imitate someone, or excel over them in a competition
- **hyperbolic:** Exaggerated
- **imperceptible:** Describes slight changes or shifts not easy to notice
- **intermittent:** Alternately starting and stopping
- **mortality:** In this case, the rate of deaths in a population
- **paucity:** Fewness or scarcity
- **putrefying:** Rotting or decaying
- **ventilation:** The circulation of fresh air

Vocabulary: The Secondary Sources

- **criteria:** Standards for judgment, or rules for evaluating something
- **hierarchies:** Systems in which persons or things are ranked above others
- **integrated:** In this case, coordinated, with all parts fitting together
- **prestigious:** Having a high reputation or status
- **proletarian:** Term for those who work for wages
- **strata:** In this case, different layers or levels of wealth or status within an overall class of people
- **urbanization:** The process in which an area becomes more like a city

Part 1: The Industrial Revolution— Providing the Context

Note to the teacher: The next pages provide materials meant to help students better understand and evaluate this topic. The materials also seek to teach students the Five Habits of Historical Thinking.

This section includes the following:

- **PowerPoint presentation: *The Five Habits of Historical Thinking***
This presentation illustrates five habits of thought or modes of analysis that guide historians as they construct their secondary accounts of a topic. These five habits are not about skills used in analyzing primary sources (those are dealt with more explicitly in another handout in the next section). The Five Habits are meant to help students see history as a way of thinking, not as the memorizing of disparate facts and predigested conclusions. The PowerPoint uses several historical episodes as examples to illustrate the Five Habits. In two places, it pauses to ask students to do a simple activity applying one of the habits to some of their own life experiences.

If you have used this PowerPoint with other *Historian's Apprentice* units, you may not need to use it again here.
- **Handout: “The Five Habits of Historical Thinking”**
This handout supplements the PowerPoint presentation. It is meant as a reference for students to use as needed. If you have used other *Historian's Apprentice* units, your students may only need to review this handout quickly.
- **Warm-Up Activity**
A simple exercise designed to help you see what students know about the topic, what confuses them, or what ideas they may have absorbed about it from popular culture, friends and family, etc. The goal is to alert them to their need to gain a clearer idea of the past and be critical of what they think they already know.
- **Introductory essay: “The Impact of the Industrial Revolution”**
The essay provides enough basic background information on the topic to enable students to assess primary sources and conflicting secondary source interpretations. At the end of the essay, students get some points to keep in mind about the nature of the sources they will examine and the conflicting secondary source interpretations they will debate.
- **PowerPoint presentation: *The Industrial Revolution in Daily Life***
This PowerPoint presentation reviews the topic for the lesson and shows how the Five Habits of Historical Thinking can be applied to a clearer understanding of it. At two points, the presentation calls for a pause and students are prompted to discuss some aspects of their prior knowledge of the topic. Our proposed sequences suggest using this PowerPoint presentation after assigning the introductory essay, but you may prefer to reverse this order.

Warm-Up Activity

What Do You Know About the Industrial Revolution?

This lesson deals with the impact of the Industrial Revolution on daily life. Whenever you start to learn something about a time in history, it helps to think first of what you already know about it, or think you know. You probably have impressions. Or you may have read or heard things about it already. Some of what you know may be accurate. You need to be ready to alter your fixed ideas about this time as you learn more about it. This is what any historian would do. To do this, study this illustration and take a few notes in response to the questions below it.



This illustration is of an apprentice learning from a master craftsman. Can you tell what they are making? For centuries, all kinds of manufacturing took place in small shops and settings of this sort. What do you think were the advantages and drawbacks of work in such small-scale settings?

The Industrial Revolution changed the way work such as this was done. What do you know about the Industrial Revolution? How did it change work for people such as those shown here?

What other effects, good and bad, do you think the Industrial Revolution had? How do you know? Where have you learned about the early Industrial Revolution as it unfolded in England and America?

The Impact of the Industrial Revolution

The Industrial Revolution of the late 1700s and early 1800s truly was a revolution. In fact, it deserves that word perhaps more than any other episode of sweeping change in history—for it totally transformed life, first in England and then across the globe. It was the start of modern times and the constantly changing way of life we all confront today.

The Industrial Revolution began in England in the 1700s. Even by the 1600s, England was already a growing commercial society. Its mechanics, artisans, and engineers were increasingly aware of mechanical principles arising out of the scientific revolution of the 17th century. Its laws protected property and encouraged entrepreneurship. Then in the late 1700s, a series of inventions in textile manufacturing in England vastly increased the speed at which cotton could be spun into yarn, and the yarn woven into fabric. Textile production soon moved from small shops and homes to factories where the new machinery could be housed. At the same time, English inventors perfected the coal-powered steam engine. It produced far more mechanical energy than could human or animal muscle power, or even waterwheels and windmills. Soon, steam power and textile production transformed England into the world's first truly industrial nation.

The story of the Industrial Revolution can be and often is told in terms of the key figures who brought it into being. In 1687, Isaac Newton's discoveries formed the basis for the modern science of physics and offered an accurate understanding of mechanical principles to guide the development of industrial machinery. In 1709, Abraham Darby used coke from coal to smelt iron ore, taking advantage of England's plentiful supplies of coal. In 1712, Thomas Newcomen built the first usable steam engine to pump water out of deep coal mines. In 1733, John Kay invented the flying shuttle for looms, making it possible to weave yarn into cloth at a much faster rate. In 1765, James Hargreaves's spinning jenny partially solved the problem of the need to increase yarn production to keep pace with faster weaving output due to the flying shuttle. A few years later, Richard Arkwright developed his spinning frame, also called a "water frame" because it was powered by a waterwheel, making factory textile production more profitable.

Meanwhile, in 1769, James Watt got a patent for the separate condenser to his new steam engine, making steam engines much more efficient and easier to use. Fifteen years later, Edmund Cartwright's power loom produced textiles faster than hand-powered looms. At first it relied on water power, and hence factories using it had to be located along streams. By the early 1800s, steam engines were powering looms. In 1801, Robert Trevithick used high-pressure steam in a boiler, and in 1804, he ran one of his engines on railway lines for the first time. In 1825, George Stephenson opened the Stockton and Darlington Railway to carry coal from the coalfield of South Durham to the port at Stockton-on-Tees.

This listing of inventors and entrepreneurs could be expanded to cover the entire range of new techniques and machines that brought the industrial world into existence. However, these bold and imaginative leaders are not the whole story of the Industrial Revolution. That transformation of life had an enormous impact on everyone in England, and in time on everyone in the world.

So what was the impact of the Industrial Revolution on the daily lives of millions of men and women affected by it?

The answer to that question depends very much on which groups of people you have in mind and at what times during the 1700s and 1800s. Even before the Industrial Revolution, Great Britain was already prosperous in general compared to other nations in Europe and in many other parts of the globe.

In rural areas, the drive to enclose land previously held in common and divide it up among private farmers was part of a broader movement to modernize agriculture. This helped some farmers, usually the more prosperous and innovative. Yet it also deprived others of resources they shared within their communities. It may well have left poorer farmers landless, but it also allowed for greater agricultural efficiency. Farm output grew, adding to the nation's overall wealth.

As agricultural productivity rose, so also did England's rural population. With a surplus of workers on the land, many of the poorest had to relocate

and search for work in the growing cities. Factory production, especially of textiles, vastly increased the supply of goods available, and this rapid expansion also resulted in falling prices of many common articles. The nation's wealth soared, and its ability to trade its products all over the world did also.

The rise of factory production supplied the jobs that the surplus rural population needed. However, life in the burgeoning city slums and work in the factories were often true miseries. Most rural people were used to having all family members work long hours on the land; in the factories, they accepted the same as their lot. However, 12 to 14 hours a day of machine-regulated work was especially hard on young children and women. Each day, after the hot, often unsanitary conditions inside these factories, many then returned to their dark, cramped hovels in slums that were breeding grounds for crime and disease.

At the same time, overall living standards in England were rising. An energetic and entrepreneurial middle class was happy about England's growing prosperity. Reports do suggest conditions in some cities and in many rural areas were improving. Given the rapidly increasing productivity, it would be surprising had it not resulted in many winners as well as losers. An increasingly open, free-market capitalist system was evolving. In such a system, competition does produce winners and losers, and very visible and painful forms of inequality can result.

Was this a price worth paying? Given the prosperity, longer life expectancy, and spreading wealth of the past two centuries, some say yes; others are not so sure. Historians, like others, often disagree about this, but not about the overwhelming importance of the Industrial Revolution and its impact on all of us.

Points to Keep in Mind

Historians' Questions

Historians debate many aspects of the Industrial Revolution. One major debate has to do with the causes of this great transformative development. What gave England the advantage in leading the way to the industrial age? Was it the resources of coal and iron it had? Was it the wealth of its growing colonial empire? Was it something special in the society, culture, or political climate?

In this unit, we are not so much concerned with those questions as we are with other debates that focus on the social impact of the Industrial Revolution. How did it affect the way people lived, their work, their families and homes, the way they thought about life, about the past and future, and about what was possible for them? Historians do not all agree in judging the Industrial Revolution's short-term and long-term effects. Was its impact as harsh as it seems when looking at conditions for poor workers in factories and mines? Or did the new wealth and opportunities it opened up make up for all that? These are questions historians still debate.

The Primary Source Evidence

For this lesson, you will study ten primary source documents on the Industrial Revolution. Nearly all of them are from England, where the earliest impact of this huge change was felt. Some of the sources are about the factory towns and slums. Others are about railroads, rural life, and overall conditions in England. These sources should give you evidence to help you better understand the impact of the Industrial Revolution on key aspects of daily life. The sources will also help you make informed judgments of your own on what two historians say about these matters.

Secondary Source Interpretations

After studying and discussing the primary sources, you will read two short passages by two different historians. The historians who wrote these passages differ in their views about the impact of the Industrial Revolution on daily life. You will use your own background knowledge and your ideas about the primary sources as you think about and answer some questions about the views of these two historians.

Five Habits of Historical Thinking

History is not just a chronicle of one fact after another. It is a meaningful story, or an account of what happened and why. It is written to address questions or problems historians pose. This checklist describes key habits of thinking that historians adopt as they interpret primary sources and create their own accounts of the past.

History Is Not the Past Itself

When we learn history, we learn a story about the past, not the past itself. No matter how certain an account of the past seems, it is only one account, not the entire story. The “entire story” is gone; that is, the past itself no longer exists. Only some records of events remain, and they are never complete. Therefore it is important to see all judgments and conclusions about the past as tentative or uncertain. Avoid looking for hard-and-fast “lessons” from the past. The value of history is in a way the opposite of such a search for quick answers; that is, its value is in teaching us to live with uncertainty and see even our present as complex, unfinished, open-ended.

The Detective Model: Problem, Evidence, Interpretation

Historians can’t observe the past directly. They must use evidence, just as a detective tries to reconstruct a crime based on clues left behind. In the historian’s case, primary sources are the evidence—letters, official documents, maps, photos, newspaper articles, artifacts, and all other traces from past times. Like a detective, a historian defines a very specific problem to solve, one for which evidence does exist. Asking clear, meaningful questions is a key to writing good history. Evidence is always incomplete. It’s not always easy to separate fact from opinion in it, or tell what is important from what is not. Historians try to do this, but they must stay cautious about their conclusions and open to other interpretations of the same evidence.

Time, Change, and Continuity

History is about the flow of events over time, yet is not just one fact after another. It seeks to understand this flow of events as a pattern. In that pattern, some things change while others hold steady over time. You need to see history as a dynamic interplay of both change and continuity together. Only by doing this can you see how the past has evolved into the present—and why the present carries with it many traces of or links to the past.

Cause and Effect

Along with seeing patterns of change and continuity over time, historians seek to explain that change. In doing this, they know that no single factor causes change. Many factors interact. Unique, remarkable, and creative individual actions and plans are one factor, but individual plans have unintended outcomes, and these shape events in unexpected ways. Moreover, individuals do not always act rationally or with full knowledge of what they are doing. Finally, geography, technology, economics, cultural traditions, and ideas all affect what groups and individuals do.

As They Saw It: Grasping Past Points of View

Above all, thinking like a historian means trying hard to see how people in the past thought and felt. This is not easy. As one historian put it, the past is “another country,” in which people felt and thought differently, often very differently, from the way we do now. Avoiding “present-mindedness” is therefore a key task for historians. Also, since the past includes various groups in conflict, historians must learn to empathize with many diverse cultures and subgroups to see how they differ and what they share in common.

Part 2: Analyzing the Primary Sources

Note to the teacher: The next pages provide the primary sources for this lesson. We suggest you give these to students after they read the background essay, after they review the “Five Habits of Historical Thinking” handout, and after they watch and discuss the PowerPoint presentation for the lesson.

This section includes the following:

- **Handout: “Interpreting Primary Sources Checklist”**

Give copies of this handout to students and ask them to refer to it when analyzing any primary source.

- **Ten Primary Source Documents**

The Documents are as follows:

- Document 1. Cotton textile mill, Lawrence, Massachusetts
- Document 2. Arguments against building railroads, 1825
- Document 3. Describing the impact of the railroads, 1851
- Document 4. Alexis de Tocqueville describes Manchester and Birmingham
- Document 5. Another description of Manchester
- Document 6. A description of an unsanitary slum
- Document 7. G. R. Porter on improved living standards in England
- Document 8. A description of improved housing conditions in England
- Document 9. A child working in a cotton textile mill
- Document 10. A 1767 description of growing social mobility in England

- **Ten “Source Analysis” Worksheets for Analyzing the Primary Sources**

Each worksheet asks student to take notes on one source. The prompts along the side match the five categories in the “Interpreting Primary Sources Checklist.” Not every category is used in each worksheet, only those that seem most relevant to a full analysis of that source.

You may want students to analyze all of the sources. However, if time does not allow this, use those that seem most useful for your own instructional purposes.

Students can use the notes on the “Source Analysis” worksheets in discussions, as a help in analyzing the two secondary sources in the next part of this lesson, and in follow-up debates, DBQs, and other activities.

Interpreting Primary Sources Checklist

Primary sources are the evidence historians use to reach conclusions and write their accounts of the past. Sources rarely have one obvious, easily grasped meaning. To interpret them fully, historians use several strategies. This checklist describes some of the most important of those strategies. Read the checklist through and use it to guide you whenever you need to analyze and interpret a primary source.

Sourcing

Think about a primary source's author or creator, how and why the primary source document was created, and where it appeared. Also think about the audience it was intended for and what its purpose was. You may not always find much information about these things, but whatever you can learn will help you better understand the source. In particular, it may suggest the source's point of view or bias, since the author's background and intended audience often shape his or her ideas and way of expressing them.

Contextualizing

"Context" refers to the time and place of which the primary source is a part. In history, facts do not exist separately from one another. They get their meaning from the way they fit into a broader pattern. The more you know about that broader pattern, or context, the more you will be able to understand about the source and its significance.

Interpreting Meanings

It is rare for a source's full meaning to be completely obvious. You must read a written source closely, paying attention to its language and tone, as well as to what it implies or merely hints at. With a visual source, all kinds of meaning may be suggested by the way it is designed, by such things as shading, camera angle, use of emotional symbols or scenes, etc. The more you pay attention to all the details, the more you can learn from a source.

Point of View

Every source is written or created by someone with a purpose, an intended audience, and a point of view or bias. Even a dry table of numbers was created for some reason, to stress some things and not others, to make a point of some sort. At times, you can tell a point of view simply by sourcing the document. Knowing an author was a Democrat or a Republican, for example, will alert you to a likely point of view. In the end, however, only a close reading of the text will make you aware of point of view. Keep in mind, even a heavily biased source can still give you useful evidence of what some people in a past time thought. But you need to take the bias into account in judging how reliable the source's own claims really are.

Corroborating Sources

No one source tells the whole story. Moreover, no one source is completely reliable. To make reasonable judgments about an event in the past, you must compare sources to find points of agreement and disagreement. Even when there are big differences, both sources may be useful. However, the differences will also tell you something, and they may be important in helping you understand each source.

The Primary Sources for the Lesson

Document 1

Information on the source:

Spinning cotton yarn in the great textile mills of Lawrence, Massachusetts, early 1900s.



Document 2

Information on the source: From *A History of the English Railway: Its Social Relations and Elevations. 1820–45, Vol. 1*, by John Francis (London: Longman, 1851), pp. 119–120. In this passage, Francis records arguments against railroad-building by Sir Isaac Coffin during an 1825 debate in the Parliament's House of Commons.

What was to be done said his opponent with all those who have advanced money in making and repairing turnpike roads? What with those who may still wish to travel in their own or hired carriages after the fashion of their forefathers? What was to become of coach-makers, and harness-makers, coach-masters, coachmen, inn-keepers, horsebreeders and horse-dealers? The beauty and comfort of country gentlemen's estates would be destroyed by it. Was the House aware of the smoke and the noise, the hiss and the whirl which locomotive engines, passing at the rate of ten or twelve miles an hour, would occasion? Neither the cattle ploughing in the fields or grazing in the meadows could behold them without dismay. Lease-holders and tenants, agriculturists, graziers, and dairy-men would all be in arms. Iron would be raised in price one hundred per cent., or, more probably, it would be exhausted altogether. It would be the greatest nuisance, the most complete disturbance of quiet and comfort in all parts of the kingdom, that the ingenuity of man could invent."

Document 3

Information on the source:

A description of the railroad's impact on society by the mid-1800s, from *The Economist* (1851) as reproduced in *Human Documents of the Victorian Golden Age, 1850–1875*, by Royston Pike (London: Allen & Unwin, 1967).

At the period at which we write, the whole of England is traversed by almost countless railways in every direction. In the days of Adam the average speed of travel, if Adam ever did such things, was four miles an hour . . . [,] in the year 1828, or 4,000 years afterwards it was still only ten miles, and sensible and scientific men were ready to affirm and eager to prove that this rate could never be materially exceeded;—in 1850, it is habitually forty miles an hour, and seventy for those who like it . . .

Now, who have specially benefited by this vast invention? The rich, whose horses and carriages carried them in comfort over the known world?—the middle classes to whom stage coaches and mails were an accessible mode of conveyance?—or the poor, whom the cost of locomotion condemned often to an almost vegetable existence? Clearly the latter. The railroad is the Magna Carta of their motive freedom. How few among the last generation ever stirred beyond their own village? How few among the present will die without visiting London?

Document 4

Information on the source:

French writer Alexis de Tocqueville compares the cities of Manchester and Birmingham, dated July 2, 1835, in his *Journey to England and Ireland*, trans. George Lawrence & K.P. Mayer, ed. J.P. Mayer (London: Faber and Faber, 1957), pp. 104–05.

The police are less efficient at Manchester than at Birmingham. More complete absence of government; 60,000 Irish at Manchester (at most 5,000 at Birmingham); a crowd of small tenants huddled in the same house. At Birmingham almost all the houses are inhabited by one family only; at Manchester a part of the population lives in damp cellars, hot, stinking and unhealthy; thirteen to fifteen individuals in one. In Birmingham that is rare. At Manchester, stagnant puddles, roads paved badly or not at all. Insufficient public lavatories. All that almost unknown at Birmingham. At Manchester, a few great capitalists, thousands of poor workmen and little middle class. At Birmingham, few large industries, many small industrialists. At Manchester, workmen are counted by the thousand, two or three thousand in the factories. At Birmingham the workers work in their own houses or in little workshops in company with the master himself. At Manchester there is above all need for woman and children. At Birmingham, particularly men, few women. From the look of the inhabitants of Manchester, the working people of Birmingham seem more healthy, better off, more orderly and more moral than those of Manchester.

Document 5

Information on the source: More on Manchester, from *On the Present Condition of the Labouring Poor in Manchester*, by Canon Parkinson (1841). As quoted in *Victorian Cities*, by Asa Briggs (1963) p. 114.

There is no town in the world where the distance between the rich and the poor is so great, or the barrier between them so difficult to be crossed. I once ventured to designate the town of Manchester the most aristocratic town in England; and, in the sense in which the term was used, the expression is not hyperbolic. The separation between the different classes, and the consequent ignorance of each other's habits and condition, are far more complete in this place than in any country of the older nations of Europe, or the agricultural parts of our own kingdom. There is far less personal communication between the master cotton spinner and his workmen, between the calico printer and his blue-handed boys, between the master tailor and his apprentices, than there is between the Duke of Wellington and the humblest labourers on his estate, or than there was between good old George the Third and the meanest errand-boy about his palace.

Document 6

Information on the source: From the *Report on the Sanitary Conditions of the Labouring Population and the Means of Its Improvement*, submitted by Edwin Chadwick (London, May 1842), p. 11 of the online version available at: <http://www.deltaomega.org/ChadwickClassic.pdf>. Chadwick was seeking to alleviate poverty and make the case for better sanitation and other public health reforms.

Mr. William Rayner; the medical officer of the Heaton Norris district of the Stockport union describes the condition of a part of the population of that place: 'The localities in which fever mostly prevails in my district, are Shepherd's Buildings and Back Water Street, both in the township of Heaton Norris. Shepherd's Buildings consist of two rows of houses with a street seven yards wide between them; each row consists of what are styled back and front houses—that is two houses placed back to back. There are no yards or out-conveniences; the privies are in the centre of each row, about a yard wide; over them there is a sleeping room; there is no ventilation in the bedrooms; each house contains two rooms, viz., a house place and sleeping room above; each room is about three yards wide and

four long. In one of these houses there are nine persons belonging to one family, and the mother on the eve of her confinement. There are 44 houses in two rows, and 22 cellars, all of the same size. The cellars are let off as separate dwellings; these are dark, damp, and very low, not more than six feet between the ceiling and floor. The street between the two rows is seven yards wide, in the centre of which is the common gutter, or more properly sink, into which all sorts of refuse are thrown; it is a foot in depth. Thus there is always a quantity of putrefying matter contaminating the air. At the end of the rows is a pool of water very shallow and stagnant, and a few yards further, a part of the town's gas works. In many of these dwellings there are four persons in one bed.

Document 7

Information on the source: From *The Progress of the Nation, in Its Various Social and Economical Relations, from the Beginning of the Nineteenth Century to the Present Time*, by G. R. Porter (London: Charles Knight & Co., 1836), p. 19.

The estimated proportions of deaths in the course of the preceding century . . . [show] a continually diminishing mortality. This effect, so strongly indicative of amendment in the condition of the people, must be attributed to the concurrence of various causes. Among these may be mentioned, the less crowded state of our dwellings; the command of better kinds of food and medical assistance; the superiority and cheapness of clothing; and probably also, more temperate habits and greater personal cleanliness. One influential cause of the diminished rate of mortality will be found in the introduction of vaccination, which has had so powerful an effect in diminishing the rate of mortality among children: besides which, the extensive surface drainage which has been going forward in those parts of the country which, owing to the presence of stagnant waters, were once productive of intermittent fevers, has added to the general healthiness of the country.

Document 8

Information on the source: From *The Quarterly Review* (1825), as quoted in *Documents of the Industrial Revolution, 1750–1850*, by Richard L. Tames (London: Hutchinson Educational, 1971), p. 146. *The Quarterly Review* was a literary and political periodical that often adopted moderate political views and opposed major political reforms, though not all reform in general.

It is not many years ago that the cottages in the country had no flooring but that which nature furnished, and that a composition of lime and sand was beheld by the neighbors of him who enjoyed such a refinement, as a luxury to be envied. The mud walls were rarely covered with any coat of plastering; there was no ceiling under the straw roof, and when any chamber was in the house, it was accessible only by a ladder or by a post with notches indented to receive the foot in climbing into it. The doors and windows did not close sufficiently to exclude the rain or snow, and in wet weather puddles were scattered over the inequalities in the mud floor. It is now rare in the country to see a cottage without a brick or stone or wood floor, without stairs to its chambers, without plastering on

the walls, and without doors and windows tolerably weather-tight. The furniture and domestic utensils are increased and improved with the houses. The paucity and the homeliness which appeared forty or fifty years ago present to the recollection of those who can remember the state of that day, a striking contrast with the comparative abundance and convenience which are now exhibited. Instead of straw beds, and a single rug for a covering, are substituted feather or flock beds, several blankets, sheets, and often a cotton quilt. Chairs and tables occupy the place of benches and stools. Wooden trenchers have given way to earthenware plates and dishes, and to the iron pot is now commonly added the gridiron, frying pan and saucepans.

Document 9

Information on the source: Twelve-year-old Selina Wall works at spooling in a cotton mill in West Texas in 1913.



Document 10

Information on the Source: From T. Forester, *An Enquiry into the Causes of the Present High Price of Provisions* (1767), as quoted in *Documents of the Industrial Revolution, 1750–1850*, by Richard L. Tames (London: Hutchinson Educational, 1971), p. 7.

In England, the several ranks of men slide into each other almost imperceptibly; and a spirit of equality runs through every part of the constitution. Hence arises a strong emulation in all the several stations and conditions to vie with each other; and a personal restless ambition in each of the inferior ranks to raise themselves to the level of those immediately above them. In such a state as this, fashion must have and uncontrolled sway. And fashionable luxury must spread through it like a contagion.

Source Analysis: Primary Source Document 1

Spinning cotton yarn in a textile mill in Lawrence, Massachusetts, early 1900s

Contextualizing

The industrial factory system first took shape in the textile industry. Why do you think textile production in particular lent itself to industrial production of the sort shown in this photo?

Interpreting meanings

What would you most like and most dislike about working in a setting such as this?

Factory labor demanded of workers an ability to concentrate on small details, a willingness to work steadily and be precise and punctual, and a readiness to follow instructions carefully. From this photo, explain why these particular work habits and values would have been stressed for this kind of labor.

Sourcing

This factory in Lawrence, Massachusetts, was photographed in the early 1900s. Does this reduce its usefulness as a primary source document for the impact of the Industrial Revolution on daily life? Why or why not?

Source Analysis: Primary Source Document 2

A member of Parliament in 1825 argues against building railroads

Contextualizing

What aspects of economic life in England prior to industrialization help explain the concerns of this critic of railroads in 1825?

Interpreting meanings

What fears about the railroad seem most realistic to you in Sir Isaac Coffin's complaints in this passage? Which seem least realistic?

What in this passage helps you realize how disruptive industrial change was for some people in the early 1800s?

Point of view

In this passage, the author John Francis sums up the views of an opponent of railroads. Do you think Francis was himself an opponent of the railroads? Why or why not? Is his description of Coffin's anti-railroad views even-handed, or was it shaped by his own point of view?

Source Analysis: Primary Source Documents 3

A description of the railroad's impact on society by the mid-1800s

Contextualizing

What does this document mean by saying the railroad is the “Magna Carta of motive freedom for the poor”?

Point of view

What attitude does this article take regarding the problem of inequality in British life at this time? What does it seem to suggest will alleviate that problem over time?

Corroborating sources

Using the sourcing information and your knowledge of time and context, how would you explain the difference in point of view here as compared with that in Primary Source Document 2?

Source Analysis: Primary Source Document 4

French writer Alexis de Tocqueville describes the cities of Manchester and Birmingham in 1835.

Contextualizing

Manchester was the center of cotton textile production in the early phase of the Industrial Revolution. Birmingham was also an industrial center, but with a greater diversity of industries, especially in metalworking. How can this contextual information help explain the differences Tocqueville observes in this passage?

Interpreting meanings

At points in the passage, Tocqueville refers to the ethnic backgrounds of workers, and to their gender and age. Could these factors help explain some of the other differences he notices between the two cities? Why or why not?

Sourcing

What do you know about Alexis de Tocqueville? Based on what you know about him, how reliable do you think his views are regarding his visits to Manchester and Birmingham?

Source Analysis: Primary Source Document 5

Another description of Manchester, by Canon Parkinson (1841)

Contextualizing

This writer was concerned about a widening gulf between worker and owner. How might the nature of the factory and industrial machinery have contributed to that widening gulf?

Point of view

What about the widening gap between rich and poor most worried this writer? Do you think the writer was accurate in the way he compares industrial inequality with that during the time of rural aristocrats and their laborers? Why or why not?

Corroborating sources

Compare this analysis with the descriptions by Tocqueville in Primary Source Document 4. In what ways does Tocqueville's account confirm or back up the one in this document? In what ways, if any, does Tocqueville's account alter your reaction to Canon Parkinson's views here?

Source Analysis: Primary Source Document 6

Reformer Edwin Chadwick reporting on poor housing conditions in one neighborhood.

Interpreting meanings

Try sketching a diagram of this settlement using the specific details provided in the document. How do such settings compare with neighborhoods today that we think of as typical of great poverty?

Contextualizing

Impoverished rural workers in the early 1800s might have been used to housing conditions like those described here. Why did many people find such conditions more disturbing in urban settings?

Louis Pasteur's germ theory in the 1880s had a major impact on how people viewed unsanitary conditions such as are described here. Why might people before Pasteur have been less fearful of such conditions? Why might they have still been worried about these conditions anyway?

Source Analysis: Primary Source Document 7

G. R. Porter on improved living standards in England

Point of view

What attitude does this writer appear to have about the impact of the Industrial Revolution on daily life in England? Do you agree with this attitude? Why or why not?

Contextualizing

In what ways might industrialization have contributed to some of the improvements the writer describes? What other factors might have led to some of those improvements?

Corroborating sources

Primary Source Document 6 seems to contradict the views expressed in this one. In what ways might the two documents both back up the idea that some progress was being made in addressing such problems?

Source Analysis: Primary Source Document 8

A description in *The Quarterly Review* of improved housing conditions in England in general

Interpreting meanings

Describe in your own words the basic makeup of the more “modern” home described here as a great improvement over earlier conditions.

What do the descriptions of both kinds of housing help you to see about life in England during the early phase of the Industrial Revolution?

Sourcing

Is it possible *The Quarterly Review* might have had a bias or tendency to exaggerate the beneficial effects of the industrial age in England in these decades? Do you think this report is biased? Why or why not?

Source Analysis: Primary Source Document 9

Twelve-year-old Selina Wall working in a cotton mill in West Texas in 1913

Contextualizing

This photo is from Texas in 1913, but very similar scenes would have been common in factories in England in the early decades of the Industrial Revolution. Why do you think factory owners then favored the use of child labor as strongly as they did?

Why might poor families migrating to factory towns from rural areas have accepted the need to send their children to work in textile mills, other factories, or mines?

Interpreting meanings

What aspects of work under such conditions would have been hardest on young children especially?

Source Analysis: Primary Source Document 10

A 1767 description of growing social mobility in England

Interpreting meanings

This passage speaks of a “spirit of equality” and a “restless ambition” by those of lower status to rise to a higher status. Do you think these two values fit with each other, or do they contradict (or go against) each other?

Point of view

Did this author like or dislike the openness, striving, and competitiveness he saw developing in his society? Explain your answer.

Contextualizing

The passage is from an essay written at the very start of England’s industrialization. From what you know of England’s history during the 1800s, do you think the same “spirit of equality” and “restless ambition” characterized England a hundred years after this document? Why or why not?

Part 3: Analyzing the Secondary Sources

Note to the teacher: This next section includes passages from two secondary source accounts dealing with the impact of the Industrial Revolution on daily life, along with two activities on these sources. We suggest you first discuss the brief comment “Analyzing Secondary Sources” just above the first of the two secondary sources. Discuss the four criteria the first activity asks students to use in analyzing each secondary source. These criteria focus students on the nature of historical accounts as 1) problem-centered, 2) based on evidence, 3) influenced by point of view and not purely neutral, and 4) tentative or aware of alternative explanations.

Specifically, this section includes the following:

- **Two secondary source passages**

Give copies of these passages to students to read, either in class or as homework. The two passages are from *A History of the English People*, by Paul Johnson (New York: Harper & Row, Publishers, 1985), p. 277–78, and from *Europe: A History*, by Norman Davies (New York: Harper Perennial, 1998), p. 771.

- **Two student activities**

Activity 1

Students analyze the two passages, taking notes on the following questions:

- How clearly does the account focus on a problem or question?
- Does it reveal a position or express a point of view?
- How well does it base its case on primary source evidence?
- How aware is it of alternative explanations or points of view?

Activity 2

In pairs, students select two of the primary sources for the lesson that best support each author’s claims in the secondary source passages. Students discuss their choices with the class.

The Secondary Sources for the Lesson

Analyzing Secondary Sources

Historians write secondary source accounts of the past after studying primary source documents like the ones you have studied on the Industrial Revolution. However, They normally select documents from among a great many others, and they stress some aspects of the story but not others. In doing this, historians are guided by the questions they ask about the topic. Their selection of sources and their focus are also influenced by their own aims, bias, or point of view. No account of the past is perfectly neutral. In reading a secondary source, you should pay attention to what it includes, what it leaves out, what conclusions it reaches, and how aware it is of alternative interpretations.

* * * *

Secondary Source 1

Information on the source: The passage in the box below is an excerpt from *A History of the English People*, by Paul Johnson (New York: Harper & Row, 1985), p. 277–78.

If England became an industrial country against the current of social approval, it is hardly surprising that its growth was unsystematic, haphazard and violently irresponsible. It emerged from the unplanned activities of small men, and it remained decentralized, composed of tiny or medium-sized firms, often highly specialized; there was no public or private pressure to produce an integrated national, or even regional, structure. We still suffer from these evils today. But the horrors produced at the time were far more obvious, though no one sought to relate them to causes. Though the English had learned the virtues of long-term planning in estate-management—it had become part of their moral code—industry was created without any forethought, or any

consciousness of the need for it. The first generation of factories was built to employ steam only for spinning. Their enormous output brought into existence a quarter-million of hand-loom weavers, who were completely outside the factory system. When the power-looms arrived in quantity, rising from 2,400 in 1813 to 224,000 in 1850, the independent weavers were mercilessly starved out of existence. This human tragedy was an industrial tragedy, too, for these wretched families, by accepting depressed wages, allowed inefficient factories to operate on marginal profits long after they should have been replaced. Already by the 1840s, the rate of expansion could only be maintained by exploiting protected colonial markets in the backward parts of the world.

The Secondary Sources for the Lesson

Secondary Source 2

Information on the source: The passage in the box below is an excerpt from *Europe: A History*, by Norman Davies (New York: Harper Perennial, 1998), p. 771.

In the social sphere, urbanization on a massive scale brought a welter of new problems, a set of new social classes, and a crop of new public services. The later included paved streets, city transport, street lighting, fire brigades, waterworks, gasworks, sewage works, town-planning, hospitals, parks and police. The old rural distinction between the nobles and the peasants was overtaken by the new urban distinction between the middle classes and the working classes. Just as the middle classes were conscious of strata within their ranks, with professional lawyers and doctors feeling much superior to traders and shopkeepers, so the working classes were channeled into hierarchies of their own. Wage-labourers formed an important

sector of employees both on farms and in factories, and as “navvies,” on the ubiquitous construction projects. Domestic service in the large number of prosperous middle-class family houses provided a vital source of employment for both men and women. Employment in the new factories was thought more prestigious than self-employment in the older crafts. Skilled, well-paid specialists and foremen could feel themselves “proletarian aristocrats” vis-a-vis the unskilled casuals and the urban poor. The concept of class based on flexible economic criteria was strongly opposed to the older groupings based on birth and legal privilege, and was a central feature of modern society.

The Secondary Sources: Activity 1

In this exercise, you read two short passages from much longer secondary sources dealing with daily life in the Industrial Revolution. For each secondary source, take notes on the following four questions (you may want to underline phrases or sentences in the passages that you think back up your notes):

1. How clearly does this account focus on a problem or question. What do you think that problem or question is? Sum it up in your own words here.

A History of the English People, Johnson

Europe: A History, Davies

2. Does the secondary source take a position or express a point of view about daily life in the Industrial Revolution? If so, briefly state that point of view or quote an example of it.

A History of the English People, Johnson

Europe: A History, Davies

3. How well does the secondary source seem to base its case on primary source evidence? Take notes about any specific examples, if you can identify them.

A History of the English People, Johnson

Europe: A History, Davies

4. Does the secondary source seem aware of alternative explanations or points of view about this topic? Underline points in the passage where you see this.

A History of the English People, Johnson

Europe: A History, Davies

In pairs, discuss your notes for this activity.

The Secondary Sources: Activity 2

This activity is based on the passages from *A History of the English People*, by Paul Johnson, and from *Europe: A History*, by Norman Davies. From the primary sources for this lesson, choose two that you think best support each secondary source's point of view about daily life in the Industrial Revolution. With the rest of the class, discuss the two secondary source passages and defend the choice of sources you have made.

1. From this lesson, choose two primary sources that best back up the interpretation in Johnson's *A History of the English People*. List those sources here and briefly explain why you chose them.
2. From this lesson, choose two primary sources that best back up the interpretation in Davies' *Europe: A History*. List those sources here and briefly explain why you chose them.
3. Does your textbook include a passage describing the impact of the Industrial Revolution on daily life? If so, with which of the two secondary source passages (*A History of the English People*, or *Europe: A History*) does it seem to agree most? What one or two primary sources from this lesson would you add to this textbook passage to improve it?

Discuss your choices with the rest of the class.

Part 4: Follow-Up Options

Note to the teacher: At this point, students have completed the key tasks of *The Historian's Apprentice* program. They have examined their own prior understandings and acquired background knowledge on the topic. They have analyzed and debated a set of primary sources. They have considered secondary source accounts of the topic. This section includes two suggested follow-up activities. Neither of these is a required part of the lesson. They do not have to be undertaken right away. However, we do strongly recommend that you find some way to do what these options provide for. They give students a way to write or debate in order to express their ideas and arrive at their own interpretations of the topic.

Two suggested follow-up activities are included here:

- **Document-Based Questions**

Four document-based questions are provided. Choose one and follow the guidelines provided for writing a typical DBQ essay.

- **A Structured Debate**

The aim of this debate format is not so much to teach students to win a debate, but to learn to listen and learn, as well as speak up and defend a position. A more interactive and more civil debating process is the goal.

Document-Based Questions

Document-Based Questions (DBQs) are essay questions you must answer by using your own background knowledge and a set of primary sources on that topic. Below are four DBQs on the Industrial Revolution. Use the sources for this lesson and everything you have learned from it to write a short essay answer to one of these questions.

Suggested DBQs

Using the documents for this lesson, explain why you think the Industrial Revolution did or did not improve the life of most people in England in the 19th century.

“The early Industrial Revolution in England was very disorienting for ordinary people. It completely disrupted their basic sense of time, space, and the routines of daily life.” Assess the validity of this statement (that is, explain why you do or do not agree with it).

Did the Industrial Revolution open up new opportunities for the poor and give them greater hope, or did it close off opportunities they once had and make their lives more difficult? Use the documents for this lesson to back up your answer.

“As it developed, the Industrial Revolution was unsystematic, haphazard, and violently irresponsible.” Assess the validity of this statement (that is, explain why you do or do not agree with it).

Suggested Guidelines for Writing a DBQ Essay

- **Planning and thinking through the essay**

Consider the question carefully. Think about how to answer it so as to address each part of it. Do not ignore any detail in the question. Pay attention to the question’s form (cause-and-effect, compare-and-contrast, assess the validity, etc.). This form will often give you clues as to how best to organize each part of your essay.

- **Thesis statement and introductory paragraph**

The thesis statement is a clear statement of what you hope to prove in your essay. It must address all parts of the DBQ, it must make a claim you can back up with the sources, and it should be specific enough to help you organize the rest of your essay.

- **Using evidence effectively**

Use the notes on your “Source Analysis” activity sheets to organize your thoughts about these primary sources. In citing a source, use it to support key points or illustrate major themes. Do not simply list a source in order to get it into the essay somehow. If any sources do not support your thesis, you should still try to use them. Your essay may be more convincing if you qualify your thesis so as to account for these other sources.

- **Linking ideas explicitly**

After your introduction, your internal paragraphs should make your argument in a logical or clear way. Each paragraph should be built around one key supporting idea and details that back up that idea. Use transition phrase such as “before,” “next,” “then,” or “on the one hand..., but on the other hand” to help readers follow the thread of your argument.

- **Wrapping it up**

Don’t add new details about sources in your final paragraph. State a conclusion that refers back to your thesis statement by showing how the evidence has backed it up. If possible, look for nice turns of phrase to end on a dramatic note.

A Structured Debate

Small-group activity: Using a version of the Structured Academic Controversy model, debate alternate interpretations of this lesson's topic. The goal of this method is not so much to win a debate as to learn to collaborate in clarifying your interpretations to one another. In doing this, your goal should be to see that it is possibly for reasonable people to hold differing views, even when finding the "one right answer" is not possible.

Use all their notes from previous activities in this lesson. Here are the rules for this debate.

1. Organize a team of four or six students. Choose a debate topic based on the lesson *The Industrial Revolution in Daily Life*.

(You may wish to use one of the DBQs suggested for the "Document-Based Questions" activity for this lesson. Or you may want to define the debate topic in a different way.)

2. Split your team into two subgroups. Each subgroup should study the materials for this lesson and rehearse its case. One subgroup then present its case to the other. That other subgroup must repeat the case back to the first subgroup's satisfaction.
3. Then the two subgroups switch roles and repeat step 2.
4. Your team either reaches a consensus which it explains to the entire class, or it explains where the key differences between the subgroups lie.

Answers to “Source Analysis” Activities

Source Analysis: Document 1

Contextualizing: Answers will vary, but demand for textiles as a basic necessity was huge all over the world. This would justify investing in machinery, especially to mass-produce clothing.

Interpreting meanings: Answers will vary and should be discussed to see what students’ overall views about industrial life might be.

The regular, precisely timed movements of machinery would require these habits; organizing work for hundreds or thousands of employees required exact procedures and careful routines; etc.

Sourcing: Answers will vary and should be discussed. The factory does illustrate the nature of large-scale factory workplaces.

Source Analysis: Document 2

Contextualizing: The largely rural, slower-paced life of small farmers and crafts workers in traditional industries

Interpreting meanings: Answers will vary and should be discussed.

The first part especially describes the way new industries can displace many sorts of workers in older industries suddenly made obsolete by change.

Point of view: It may be hard to tell, and answers will vary. Francis may seem to some to exaggerate ironically this lawmaker’s attitudes about the railroad’s noise and speed.

Source Analysis: Document 3

Contextualizing: The Magna Carta was an agreement limiting the king’s power. In this case, it is used as a way to make the point that the poor will gain real freedoms from this new railroad technology.

Point of view: The article sees inequality as a problem, but it claims that industrial progress, in this case the railroad, will reduce that problem by giving the poor new choices and benefits.

Corroborating sources: Answers will vary. Some may see that an opponent of railroad building might have a different view than a business journal. Also the passage of time might have made the benefits of railroads seem greater and its drawbacks not as important, etc.

Source Analysis: Document 4

Contextualizing: The bigger factories used large numbers of poor, unskilled workers. Their owners earned large profits; Birmingham’s more skilled craft workers could afford better housing, demand more public services, etc.

Interpreting meanings: Answers will vary, but Irish workers and women and children often willingly worked for less pay or had less bargaining power, etc.

Sourcing: Tocqueville is still a highly regarded observer of social life in England and the United States.

Source Analysis: Document 5

Contextualizing: These required huge investments that only the wealthy could afford; factory workforces were large, and impersonal bureaucratic rules replaced direct contact with the owner, etc.

Point of view: Answers will vary. Some may see industrialization as pushing classes further apart, while others may think the writer is nostalgic for a past time that was not as egalitarian as he thinks.

Corroborating sources: In general, Tocqueville sees more variation in relations between labor and capitalists than Parkinson does here, though both might agree about Manchester.

Source Analysis: Document 6

Interpreting meanings: Results will vary; students should see how much more confined and unhealthy this settlement was than even most slums in the U.S. today.

Contextualizing: Much greater density, resulting in poor sanitation, cramped living quarters, crime dangers, etc.

Pasteur's theory alerted people to the way unsanitary conditions allowed germs to spread, but they could see a connection between disease and such filthy conditions in city slums even before Pasteur.

Source Analysis: Document 7

Point of view: The writer is very positive about its healthful impact on the entire population.

Contextualizing: Industrialization provided cheaper clothing and food, improved and cheaper materials for housing, along with better scientific understanding of disease and nutrition, greater awareness of more visible sorts of poverty and the need to alleviate it, etc.

Corroborating sources: Document 6 depicts very dire conditions, but it is one example, and might not be entirely representative of the whole population. It is also evidence of groups organizing to do something about such conditions.

Source Analysis: Document 8

Interpreting meanings: Answers to both of these questions will vary. Conditions in the improved houses were still primitive by modern standards, but the changes noted by the writer appear to be substantial anyway.

Sourcing: The journal is identified as moderate in its views. It might well have avoided looking too closely at harsh conditions. But answers may vary as to how accurate this report is.

Source Analysis: Document 9

Contextualizing: Owners could pay children less and control them more easily. Also, children often had physical abilities that made them valuable as workers.

On farms, children starting in their early years commonly worked alongside other family members.

Interpreting meanings: Answers will vary and should be discussed.

Source Analysis: Document 10

Interpreting meanings: Answers will vary. Some will see restless ambition in some as leading to greater inequality. Others may see that restless ambition as arising out of hopes instilled by a spirit of equality in which all have a chance to rise in status.

Point of view: Answers may vary. The author seems to favor yet also fear these changes.

Contextualizing: Answers will vary. Urge students to answer by referring to other primary sources used here.

Evaluating Secondary Sources: Activity 1

These are not definitive answers to the questions. They are suggested points to look for in student responses.

1. How clearly does this account focus on a problem or question. What do you think that problem or question is? Sum it up in your own words here?

Johnson in *A History of the English People* focuses on the problem of the lack of planning during the Industrial Revolution. Johnson sees the Industrial Revolution as a chaotic and disruptive force that should have had carefully coordinated management to deal with its many interacting challenges.

Davies in *Europe: A History* seeks to explain the way social groupings, or classes, changed as a result of industrialization. He is not so interested in judging how this change was managed by England, but is more interested in analyzing the change itself and its impact on the nature of social-class systems.

2. Does the secondary source take a position or express a point of view about the impact of the Industrial Revolution on daily life? If so, briefly state that point of view or quote an example of it.

Johnson clearly sees the Industrial Revolution's unplanned growth as a destructive force in English life in the 19th century. He focuses, for example, on the sudden displacement of traditional hand-loom weavers when the needs of unplanned industrial growth in textiles suddenly shifted. In his view, such disruptions, and the additional problems following from them, could have and should have been avoided.

Davies acknowledges the problems caused by rapid industrialization. However he also stresses the response to those problems in the form of all kinds of new public services. As to the gap between rich and poor, he sees a more open-ended class structure emerging under industrialism, as compared to the earlier agrarian class system—or as he puts it, industrialism fostered “class based on flexible economic criteria” and “was strongly opposed to the older groupings based on birth and legal privilege.”

3. How well does the secondary source seem to base its case on primary source evidence? Take notes about any specific examples, if you can identify them.

Neither *Johnson* nor *Davies* makes any specific reference to primary sources in these brief passages, though each cites many specific details and figures all of which must be based on primary sources.

4. Does the secondary source seem aware of alternative explanations or points of view about this topic? Underline points in the passage where you see this.

Neither *Johnson* nor *Davies* make explicit reference to alternative views of the problems they describe, though each makes claims that the other might challenge or qualify to some extent.

