

Name: _____ Date: _____ Hour: _____



DBQ 14: THE INDUSTRIAL REVOLUTION, 1800–1870

Historical Background

From 1800 to 1870, an explosion occurred within the European economy. This boom became known as the Industrial Revolution. Its characteristics included departing from the handmade manufacture of goods to the use of mechanical equipment, enhanced effectiveness of steam and water power, and the escalation of factories. Great Britain was the country of origin for the Industrial Revolution, and the majority of the significant technical advancements were British. The most popular industry in Great Britain involved textiles. Increased textile manufacturing spread throughout Europe in the early 19th century. This process led to the increase of the iron and coal industries in Belgium and France. Eventually, industrialization spread worldwide. People moved from rural to urban areas in search of employment. The population of cities increased as the new labor force was driven to work in factories.

SECTION

1

QUESTION: How were workers affected by the arrival of the Industrial Revolution?

The following documents will examine how the lives of workers were affected with the arrival of the Industrial Revolution. Analyze each document carefully, and answer the question or questions that follow.

Document A

Every great town has one or more slum areas where workers struggle through life as best they can out of sight of the more fortunate classes of society. The slums... are generally an unplanned wilderness of one—or two—storied houses. Wherever possible these have cellars which are also used as dwellings. The streets are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which deposits on the bank... one walks along a very rough path on the river bank to reach a chaotic group of little one-storey, one room cabins... in front of the doors, filth and garbage abound...

The Conditions of the Working Class in England, 1845
Friedrich Engels



Document B



Crompton Millscape, c. late 19th century

Document C

Sadler: What is your age?

Cooper: I am eight and twenty.

Sadler: When did you first begin to work in the mills?

Cooper: When I was ten years of age.

Sadler: What were your usual hours of working?

Cooper: We began at five in the morning and stopped at nine at night.

Sadler: What time did you have for meals?

Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.

Sadler: What means were taken to keep you awake?

Cooper: At times we were frequently strapped [whipped].

Sadler: When your hours were so long, did you have any time to attend a day school?

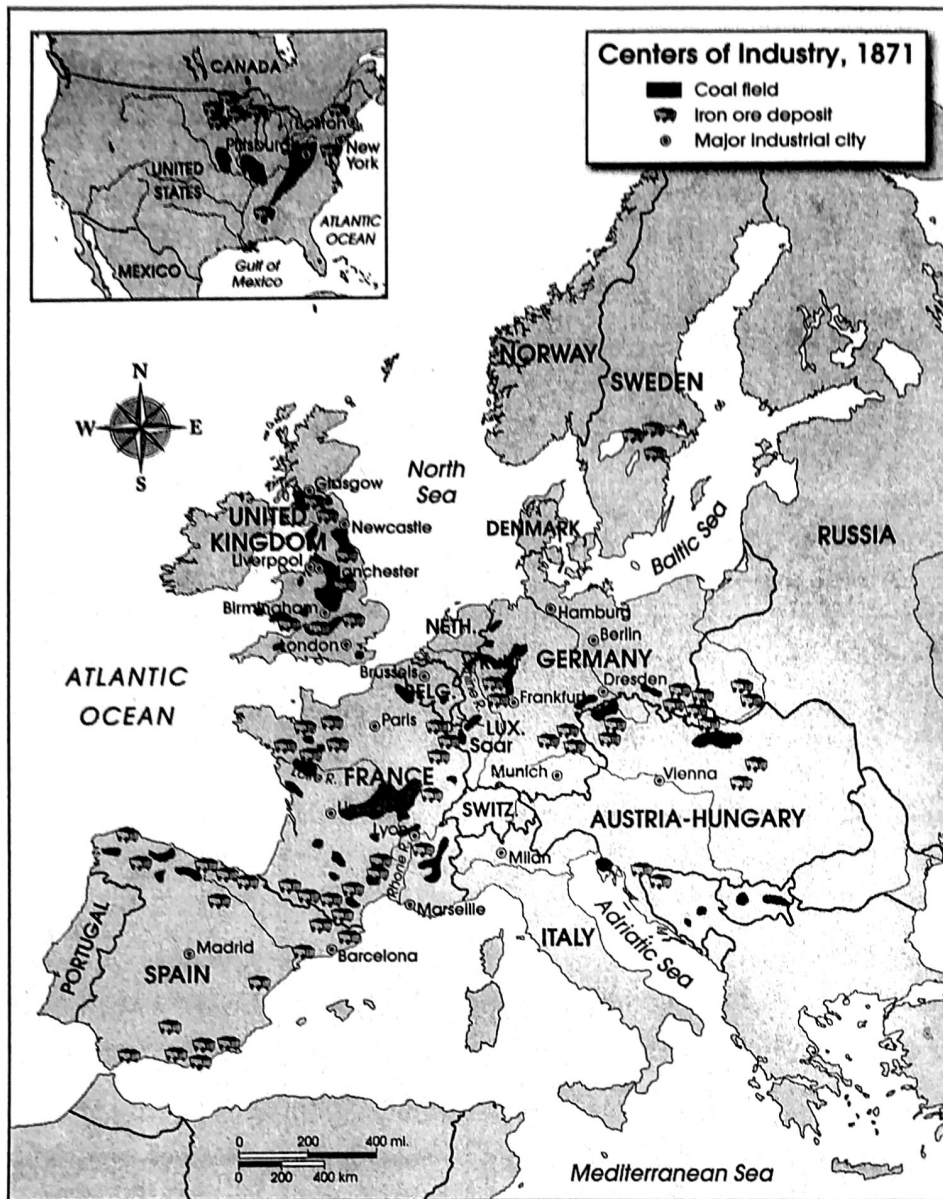
Cooper: We had no time to go to day school.

Sadler: Can you read and write?

Cooper: I can read, but I cannot write.

Michael Sadler's Questioning of William Cooper, 1832
The Sadler Commission Hearings

Document D



Centers of Industry Map

Document E

I have visited many factories, both in Manchester and in surrounding districts, and I never saw a single instance of corporal chastisement [beating] inflicted on a child. They seemed to be always cheerful and alert, taking pleasure in the light play of their muscles... as to exhaustion, they showed no trace of it on emerging from the mill in the evening; for they began to skip about... it is moreover my firm conviction that children would thrive better when employed in our modern factories, than if left home in apartments too often ill-aired, damp and cold.

The Philosophy of Manufacturers, 1835
Andrew Ure

Document 05

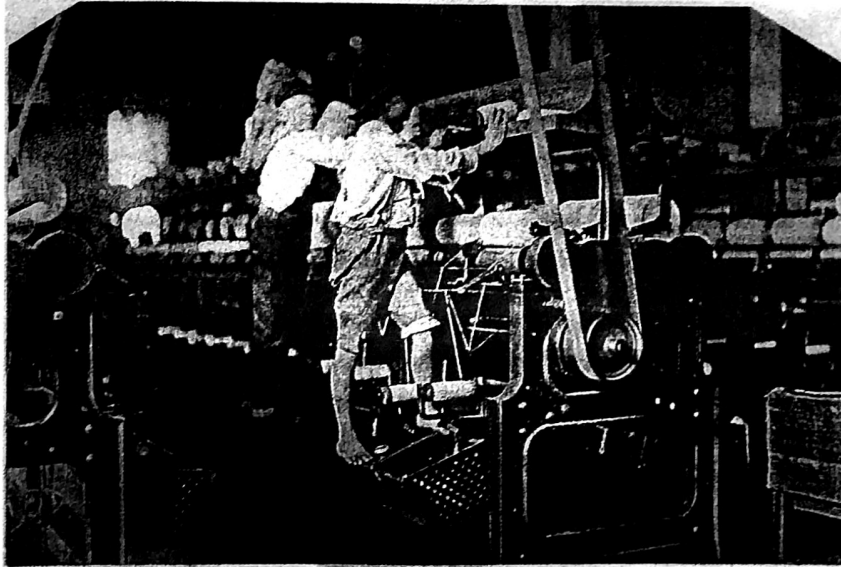
Men of common sense must know, that so many machines in use, take the work from the hands employed in Scribbling,—and who did that business before machines were invented.

How are those men, thus thrown out of employ to provide for their families;—and what are they to put their children apprentice to, that the rising generation may have something to keep them at work, in order that they may not be like vagabonds strolling about in idleness? Some say, Begin and learn some other business. Suppose we do; who will maintain our families, whilst we undertake the arduous task; and when we have learned it, how do we know we shall be any better for all our pains; for by the time we have served our second apprenticeship, another machine may arise, which may take away that business also; so that our families, being half pined whilst we are learning how to provide them with bread, will be wholly so during the period of our third apprenticeship.

But what are our children to do; are they to be brought up in idleness? Indeed as things are, it is no wonder to hear of so many executions; for our parts, though we may be thought illiterate men, our conceptions are, that bringing children up to industry, and keeping them employed, is the way to keep them from falling into those crimes, which an idle habit naturally leads to.

Leeds Woolen Workers Petition, 1786

Document 06



Bibb Mill No. 1, 1909
Lewis Wickes Hine

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SECTION 2

ESSAY TOPIC: How were workers affected by the arrival of the Industrial Revolution?