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 rural farmers in the 1750s. Then ask them to predict what life would be like for those farmers who moved to cities.

Set a Purpose

- WITNESS HISTORY Read the selection aloud or play the audio.

- Preview Have students preview the Section Objectives and the list of Terms, People, and Places.

- Note Taking Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the table listing the benefits and challenges of industrialization.

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

- Teaching Resources, Unit 4, p. 45; Teaching Resources, Skills Handbook, p. 3

<table>
<thead>
<tr>
<th>High-Use Words</th>
<th>Definitions and Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>contaminated, p. 618</td>
<td>adj. unclean and impure, polluted You can no longer drink from the river because it is contaminated with chemicals from a nearby factory.</td>
</tr>
<tr>
<td>stress, p. 618</td>
<td>vi. to emphasize In her speech, the candidate stressed that she had the most experience.</td>
</tr>
</tbody>
</table>

Social Impact of the Industrial Revolution

The Industrial Revolution brought great riches to most of the entrepreneurs who helped set it in motion. For the millions of workers who crowded into the new factories, however, the industrial age brought poverty and harsh living conditions. In time, reforms would curb many of the worst abuses of the early industrial age in Europe and the Americas. As standards of living increased, people at all levels of society would benefit from industrialization. Until then, working people would suffer with dangerous working conditions; unsafe, unsanitary, and overcrowded housing; and unrelenting poverty.

People Move to New Industrial Cities

The Industrial Revolution brought rapid urbanization, or the movement of people to cities. Change 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 45,000 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 created this new middle class, or bourgeoisie (from French, meaning “middle class”), 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.

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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 determination to “get ahead.” Only a few had sympathy for the poor.

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People Move to New Industrial Cities

Instruct

Introduce: Key Terms

Ask students to find the key term urbanization (in blue) in the text and explain its meaning. Ask What were the causes of urbanization in the 1700s? (loss of small farms, population growth, demand for workers) Do you think urbanization is going on today? If so, why? Yes, for the same reasons.

Teach

Display Color Transparency 118: In the Black Country, by Con-

stantin Meunier. Ask What aspects of industrialization can you see in this image? (crowded city, smoke, stacks, pollution) What do you suppose you would hear and smell in this city? (Example: noise of steam engines, smell of factory pollution)

Color Transparencies, 118

Analyzing the Visuals

Before students to the population graph on this page. Ask them to identify the period in which the most growth occurred (1850 to 1890). Ask What factors might cause certain cities to grow larger than others? (proximity to transportation, resources, labor, capital, roads, utilities)

Independent Practice

Link to Literature

To help students better understand Britain’s rapid urbanization, have them read the selec-

tion From “The Excursion” by William Wordsworth and complete the worksheet.

Teaching Resources, Unit 4, p. 51

Monitor Progress

As students fill in their tables, circulate to make sure they are including both benefits and challenges of industrialization. For a completed version of the table, see

Note Taking Transparencies, 129

Answers

Graph Skills about 6 million

Changes in farming displaced farmers, caused population growth, and increased demand for workers.

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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.

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, a Luddite, and a Methodist.

Answer

Some staged futile protests; others turned to Methodism.

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**Vocabulary Builder**

- contaminated (from VAM ah nayt id)
- improved (stresd)

**History Background**

The Peterloo Massacre: On August 16, 1819, a crowd of more than 50,000 men assembled 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 dodged it in the Peterloo Massacre, after the Battle of Waterloo, which had occurred four years earlier.

**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 institute worker reform such as increases in pay but had no political power to effect change. Sometimes their frustration led to violence. The first instances of industrial unrest occurred in England from 1811 to 1813. Groups of textile workers known as the Luddites (LUD yts) resisted the labor-saving machines that were costing them their jobs. Some of them smashed textile machines with sledgehammers and burned factories. They usually wore masks 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 this 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.

**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.

**Transparency 117**

Tremendous Sacrifice

- Use the lesson suggested in the teaching resources, Unit 4, p. 48, to guide a discussion on the results of industrialization.

**Vocabulary Builder**

- contamined
- improved

**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, a Luddite, and a Methodist.

**Answer**

- Some staged futile protests; others turned to Methodism.
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 could not see because of all the dust. They also crawled under machinery changed spools in the hot and humid textile mills where sometimes they were even worse than in the factories. They worked in darkness, and the coal dust destroyed their lungs. There were always the dangers of explosion, flooding, and collapsing tunnels. Women and children carted heavy loads of coal, sometimes on all fours in low passages. They also climbed ladders carrying heavy baskets of coal several times a day.

Miners Face Worse Conditions

The Industrial Revolution increased the demand for iron and coal, which in turn increased the need for miners. Although miners were paid more, working conditions in the mines were even worse than in the factories. They worked in darkness, and the coal dust destroyed their lungs. There were always the dangers of explosion, flooding, and collapsing tunnels. Women and children carried heavy loads of coal, sometimes on all fours in low passages. They also climbed ladders carrying heavy baskets of coal several times a day.

Children Have Dangerous Jobs

Factories and mines also hired children. Nimble-fingered and quick-moving, they were even their lives. In textile mills, workers constantly breathed air filled with lint, which damaged their lungs. These workers who became sick or injured left their jobs.

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 them out of their homes for 12 hours or more a day. They then returned to their tenements, which might consist of one damp room with a single bed. They had to feed and clothe their families, clean, and cope with such problems as sickness and injury.

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## Assess and Reteach

### Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- 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 all have to do with urban life during the Industrial Revolution.

### 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.

### Practice

**Quick Write: Gather Details**
- Use your completed table to answer the Focus Question: What were the social effects of the Industrial Revolution?

**Terms, People, and Places**
- Comprehension and Critical Thinking
  1. What do each of the key terms listed at the beginning of the section have in common? Explain.
  2. Reading Skill: Understand Effects
     - Use your completed table to answer the Focus Question: What were the social effects of the Industrial Revolution?
  3. Analyze Information: How did the Industrial Revolution affect (a) cities and (b) population distribution?
     - Synthesize Information: Explain how the Industrial Revolution changed the living conditions for both the middle class and the working class.
  4. Demonstrate Reasoned Judgment: Do you think increases in wages justify harsh working conditions? Why or why not?

**Assessment**

**Writing About History**
- Responses should include details about crowded tenements, waste, disease, noise, and pollution. Responses must list details, not summarize them.

**Progress Monitoring Online**
- Text Bank: Section Quiz and Vocabulary Practice
- Web Code: naa-1931

**Writing About History**
- Quick Write: Gather Details: When writing an explanatory essay, you should include facts, examples, or anecdotes that help explain your topic. Make a list of details to help explain what life was like when people moved from rural areas to the new industrial cities.

For additional assessment, have students access Progress Monitoring Online at Web Code naa-1931.
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 banks of the river are very steep it is possible to see a part of every house. All of them have been whitened or whitewashed, and all have broken window-pane 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 residence, 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 paupers’ cemetery, 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 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 (where the railways) made a breach in the slums at this point. One walks along a very rough path on the river bank, in between slums and alleys, to reach a chaotic group of little, one-storied, one-roomed cabins. Most of them have earth floors, and working, living and sleeping all take place in the one room. In such a hole, barely six feet long and five feet wide, I saw two beds—and what beds and bedding!—living and sleeping all take place in the one room. In such a hole, barely six feet long and five feet wide, I saw two beds—and what beds and bedding!—

Thinking Critically
1. Draw Inferences: (a) What did the development of the railways affect the working-class districts? (b) How did Engels feel about the living conditions he observed? (c) What seems to be Engels’ general attitude toward the Industrial Revolution?

History Background

Friedrich Engels was born in Germany in 1820. His father was the wealthy owner of a textile mill. When Engels moved to a town near Manchester, England, in 1842 he was already interested in radical politics. He took a position in a cotton mill that was partially owned by his father. Engels used his first-hand knowledge of the hardships of factory workers and his excellent writing skills to portray their lives. Like Uncle Tom’s Cabin, Engels’ book outraged readers. Just four years later, Engels helped Karl Marx write the The Communist Manifesto, one of the most influential books in history. They both believed that through revolution the new industrial working class would rise to power and transform society. In later years, Engels was a successful businessman (and capitalist) who used his income to support Marx and his writing.