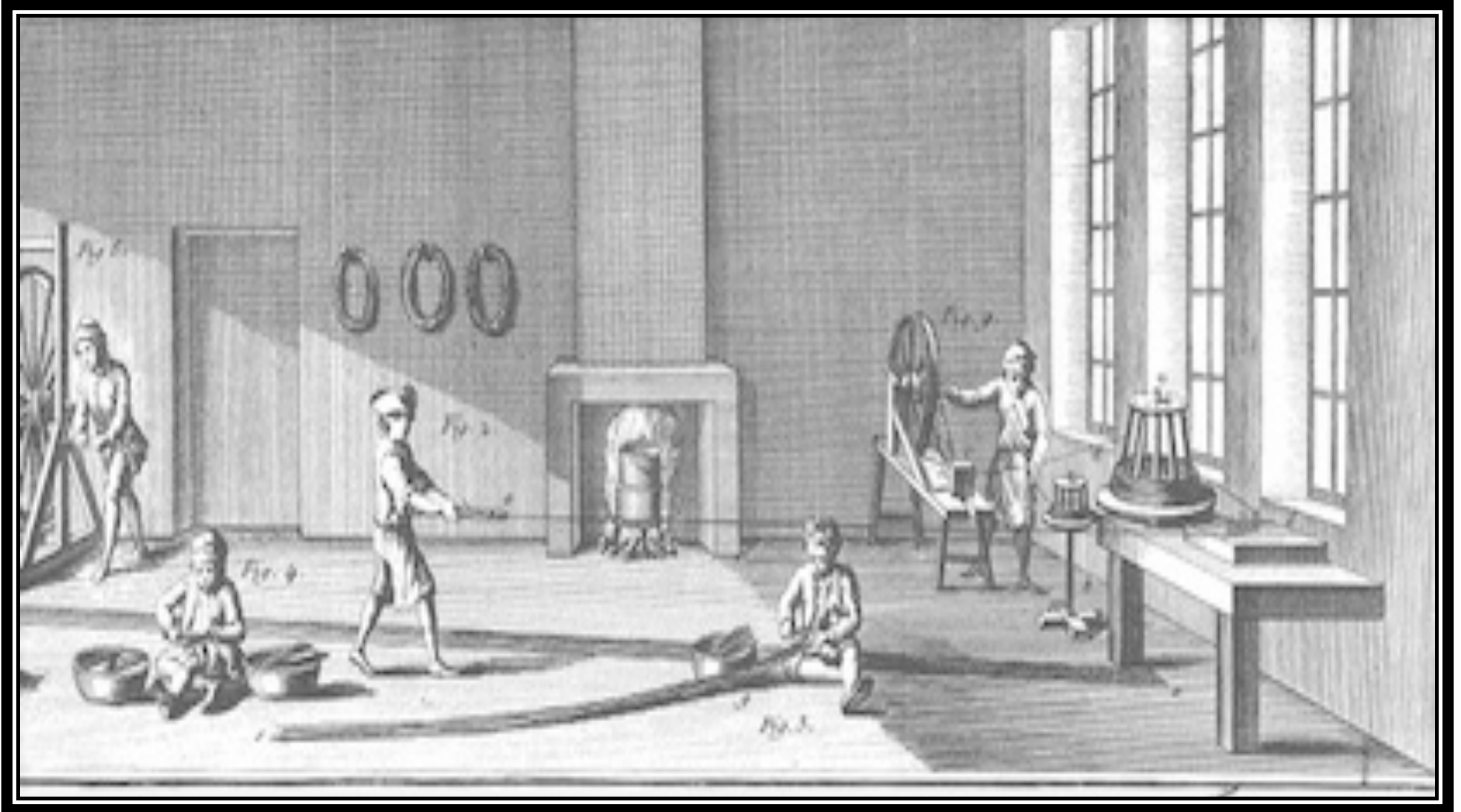


NAME:

BLOCK:

**- CENTRAL HISTORICAL QUESTION(S) -**  
**TO WHAT EXTENT DOES INDUSTRIALIZATION BRING PROGRESS:**  
**ADAM SMITH & THE ASSEMBLY LINE**

*PICTURED BELOW: 19<sup>th</sup> century depiction of one of the earliest 'assembly line' system of labor in England*



**LESSON OBJECTIVE(S)**

- 1.) **DEFINE** the 'Assembly Line,' / 'division of labor'
- 2.) **EXPLAIN** the pros & cons of the (domestic) guild system of labor vs the factory-based division of labor system

**PART I: WARM UP & DEBRIEF**

**DIRECTIONS:** Record notes on the debrief in the space provided below.

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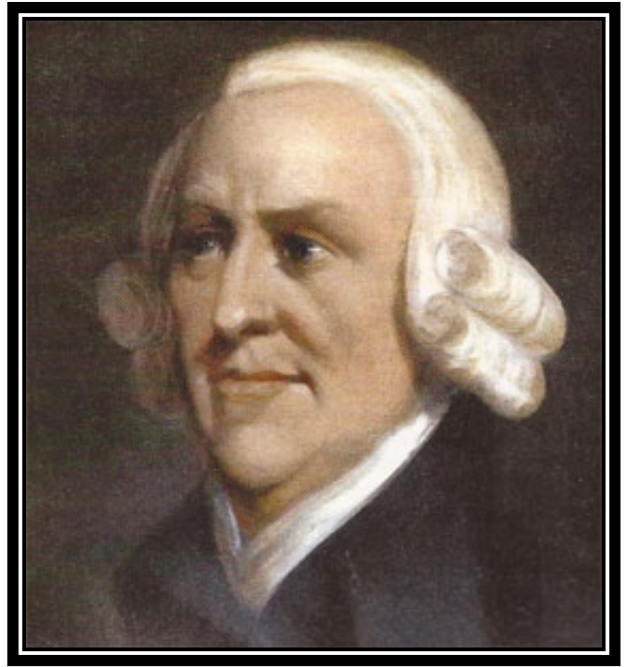
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## ADAM SMITH: *Laissez-Faire Economics*, ‘*The Wealth of Nations*’ (1776), & “*The Invisible Hand*”

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While French enlightenment philosophers argued for greater freedom from government control when it came to economic policy in what was known as ‘*Laissez-Faire Economics*,’ (i.e. in French this means “let do,” and by extension, “let people do as they please,”), it was the British that began to truly experiment with these ideas in a manner that truly transformed its society, largely because of the Economic Enlightenment philosopher, Adam Smith.

Adam Smith, a professor at the University of Glasgow, Scotland (Great Britain), defended the idea of a free economy, or free markets, in his 1776 book, *The Wealth of Nations*. According to Smith, economic liberty guaranteed economic progress. Smith claimed that government need not interfere in the economy.

He also argued that if individuals freely followed their own self-interest, the world would be an orderly and progressive place. In the natural process of what he called the ‘*Invisible Hand*,’ sellers made money by producing things that other people wanted to buy. Buyers spent money for the things they wanted most. In such a market place, Smith thought, social harmony would result without any government direction, “as if by an invisible hand.” In other words, the natural spirit of self-interest would guide society without any physical force from a country’s government. Human nature could lead mankind to prosperity. Smith’s ideas were central to the development of industrial capitalism.

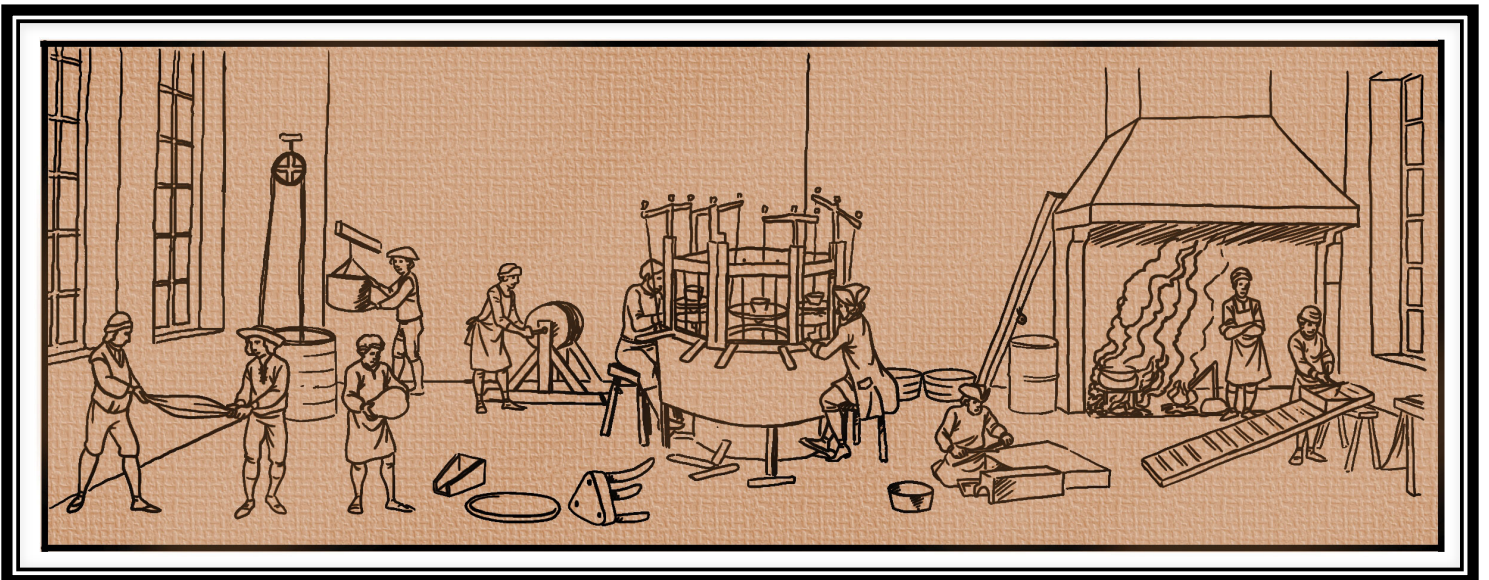
## NEW METHODS OF LABOR IN THE INDUSTRIALIZATION PERIOD: **THE ASSEMBLY LINE**

*(i.e. division of labor)*

The Assembly Line is a manufacturing process in which parts (usually interchangeable parts) are added as the semi-finished assembly moves from workstation to work station where the parts are added in sequence until the final assembly is produced.

By mechanically moving the parts to the assembly work and moving the semi-finished assembly from work station to work station, a finished product can be assembled faster and with less labor than by having workers carry parts to a stationary piece for assembly.

Division of labor is one of the hallmarks of capitalism. The division of labor, in fact, contributes to increased efficiency in production, proved most masterfully by Henry Ford and his advances in assembly line manufacturing in 19<sup>th</sup> century North America.



**CENTRAL HISTORICAL QUESTION:**

**DOES INDUSTRIALIZATION BRING PROGRESS?**

**DIRECTIONS:** Write down what you believe to be the pros & cons of both the Guild System (domestic production) and the Factory-Based Division of Labor System in the spaces provided below, based on your understanding from the activity.

THE GUILD SYSTEM		THE DIVISION OF LABOR SYSTEM (i.e. the Assembly Line)	
PROS	CONS	PROS	CONS

**FOLLOW-UP QUESTION:** With the emergence of the Assembly Line and factory-based production as central to the concept of what it means to industrialize, do you think industrialization brings progress? Why?

# HOMEWORK / TAKE-HOME DBQ ASSIGNMENT ANNOUNCEMENT:

Enter the assignment on Googleclassroom entitled: (U3L5) *Were England's factories actually bad for the health of English workers?*

Read the four documents on Googleclassroom and create a claim (1 - 3 sentences) in response to the following question:

*Were England's factories actually bad for the health of English workers?*

**\*\*ADDITIONAL ASSIGNMENT NOTICE\*\***

Aside from reading the documents on google classroom and writing a claim in response, from Friday January 15<sup>th</sup> until Friday January 22<sup>nd</sup>, the only HW you have to complete is our third take-home Document-based Historical Argument Essay assignment entitled: **The English Factories DBQ**.

The central historical question you are responding to is:

*Were England's factories actually bad for the health of English workers?*

**The writing assignment is due Friday, January 22<sup>nd</sup> at 9:00pm**

The packet for this assignment has been both handed out in-class and posted onto Googleclassroom.

**We will spend time in-class next week to analyzing the documents together. However, it is encouraged that you take time over the weekend to reading the documents and outlining your position.**

Please check your Galileo DBQ for feedback on the **analysis component** of your writing. This assessment will take into account analysis, argumentation and clarity.

**The length of this essay should not be more than 2½ pages.**

**The assignment will be worth one quiz grade out of 35 points and will most likely count for your Q2 grades. Please feel free to meet with me in preparation of your essay. – Mr. Flynn**