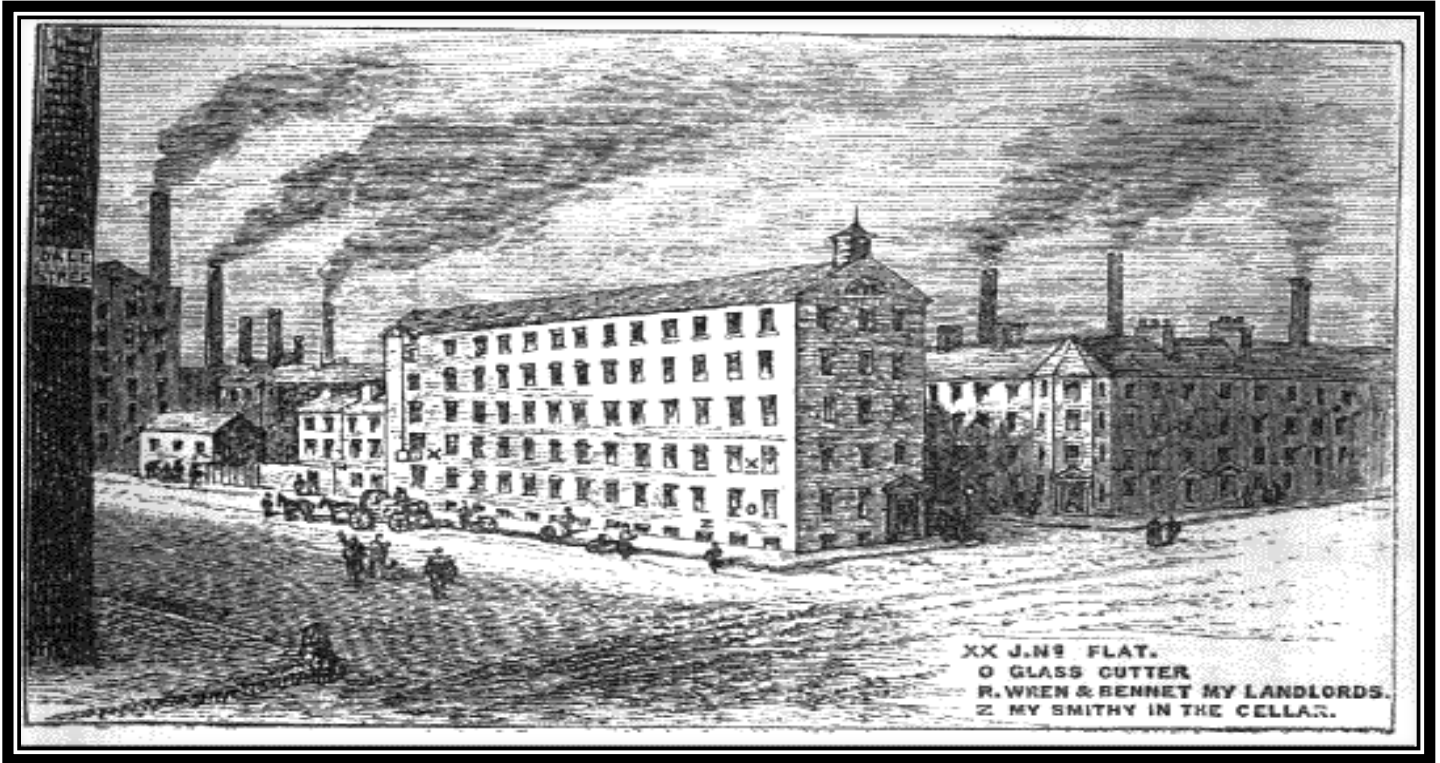


NAME:

BLOCK:

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

PICTURED BELOW: 19th century depiction of one of the earliest 'assembly line' system of labor in England



LESSON OBJECTIVE(S)

- 1.) **EVALUATE** the nature of Industrialization in terms of progress
- 2.) **ANALYZE** historical documents of English factory mills using historical thinking (analysis) skills
- 3.) **CREATE** a claim in regards to the nature of England's factory mills

PART I: WARM UP & DEBRIEF

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

HISTORICAL CONTEXT INFO: THE BRITISH INDUSTRIAL REVOLUTION TIMELINE

- 1708 - Englishman, *Jethro Tull*, develops “Seed Drill,” setting the **Agricultural Revolution** into motion
- 1712 - Englishman, *Thomas Newcomen*, creates first steam engine
- 1733 - Englishman, *John Kay* invents the flying shuttle
- 1760’s - English government enact **Enclosure Acts**, permitting landlords to enclose common land, leaving many farmers out of work and looking to the urban areas of England for employment
- 1768 - English sailors create the first **strike** in England in protest of working conditions
- 1769 - Englishman, *Richard Arkwright* invents the Water Frame and produces the first true **factory** in all of England
- 1775 - Englishman, *James Watt* produces first *efficient* steam engine, igniting factors the turbulent period of production and innovation within the *British Industrial Revolution*
- 1776 - Englishman, (Scotts) **Adam Smith** publishes, ‘*The Wealth of Nations*,’ advocating for British economic policy to move away from **mercantilism** and embrace a more “*laissez-faire*” approach to governing the economy that values ‘*free trade*’, ‘*free markets*,’ and *non-interventionist* government policies towards the economy, leading to the emergence of **industrial capitalism**
- 1790 - Englishman, *Thomas Wedgewood* begins experimentation with photography
- 1799 - English government enacts the “Combination Acts” in order to stop workers from ‘combining’ or organizing to form **trade unions** in opposition of working conditions.
- 1800 - Englishman, *John Stuart Mill* champions the socio-political ideology **Utilitarianism**, arguing that government should only intervene in society when business and factory owners sought to increase their happiness in a manner that harms their workers.
- 1807 - English Parliament (ie government section of representatives for English citizens) votes to abolish the **trading** of slaves, but **not** the **practice** of slavery throughout its Empire.

- 1811 - Luddite riots occur in England
- 1815 - Englishman, **George Stephenson** builds first steam locomotive
- 1819 - English gov.t enacts the Factory Acts to limit age of employment & working hours
- 1824 - English government repeals the 'Combination Acts of 1799' out of sympathy to the working conditions of the English workers, allowing workers to form unions under severe restrictions.
- 1826 - Frenchman, *Joseph Nicéphore* creates the first permanent image known as the "photograph," allowing for greater documentation of life in its real setting
- 1831 - English Parliament investigates the labor of women and children in textile factories and limits the working hours of children.
- 1832 - The "New Middle Class" emerges in English society as a result of the passage of the 'Reform Bill of 1832,' which granted smaller property holders the right to vote and participate in legislation
- 1833 - English government abolishes the practice of slavery throughout its Empire.
- 1834 - Frenchman, **Pierre Leroux** publishes an essay entitled "Individualism and **Socialism**," arguing that people as a whole rather than private companies should own and operate farms, factories, & other large businesses.
- 1845 - Englishman, **Frederich Engels** publishes, '*Conditions of the Working Class in England*'
- 1848 - Russian philosopher, **Karl Marx**, and Frederich Engels write pamphlet, "*The Communist Manifesto*," championing the ideology of **Communism** (*Scientific Socialism*), arguing that society should remain without classes and all means of production (factories & other large businesses) should be owned by the community.
- 1847 - English Parliament passes the 'Ten Hours Bill' & 'Mines Act,' limiting the workday of women & children to ten hours
- 1850 - Englishman, **Charles Dickens** publishes '*David Copperfield*,' depicting the struggle of the weak & issues of wealth & class in English society

PART II: DOCUMENT DISCUSSION / ANALYSIS

DOCUMENT A: Dr. Ward (Modified)

Question: Give the committee information on your knowledge of the health of workers in cotton-factories.

Answer: I have had frequent opportunities of seeing people coming out from the factories and occasionally attending as patients. Last summer I visited three cotton factories with Dr. Clough of Preston and Mr. Barker of Manchester, and we could not remain ten minutes in the factory without gasping for breath...

Question: What was your opinion of the relative state of health between cotton-factory children and children in other employments?

Answer: The state of the health of the cotton-factory children is much worse than that of children employed in other manufactories.

Question: Have you any further information to give to the committee?

Answer: Cotton factories are highly unfavourable, both to the health and morals of those employed in them. They are really nurseries of disease and vice.

Question: Have you observed that children in the factories have particular accidents?

Answer: When I was a surgeon in the infirmary, accidents were very often admitted to the infirmary, through the children's hands and arms having being caught in the machinery; in many instances the muscles, and the skin is stripped down to the bone, and in some instances a finger or two might be lost. Last summer I visited Lever Street School. The number of children at that time in the school, who were employed in factories, was 106. The number of children who had received injuries from the machinery amounted to very nearly one half. There were forty-seven injured in this way.

SOURCE: House of Lords Committee (Interviewer) & Michael, Ward. (Interviewee). (1819). Michael Ward was a doctor in Manchester for 30 years. His practice treated several children who worked in Manchester factories. The House of Lords Committee interviewed him about the health of textile factory workers on March 25, 1819. The exchange above is an excerpt from the interview.

DOCUMENT A: DR. WARD

Guiding Questions

1.) What questions do you have about the source of this document?

2) What are the surrounding circumstances that might explain why is Dr. Ward being interviewed by the House of Lords Committee?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

3) What does he mean when he refers to factories as “nurseries of disease and vice”?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

4) What evidence does Dr. Ward use to back his claim that factories were unhealthy and unsafe for children?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

5) If you had to make a decision about the central historical question, using THIS document as your only piece of evidence, what would be your response?

DOCUMENT B: Dr. Holme (Modified)

Question: How long have you practiced as a physician in Manchester?

Answer: Twenty-four years...

Question: Has that given you opportunities of observing the state of the children who are ordinarily employed in the cotton-factories?

Answer: It has.

Question: In what state of health did you find the persons employed?

Answer: They were in good health generally. I can give you particulars, if desired, of Mr. Pooley's factory. He employs 401 persons; and, of the persons examined in 1796, 22 were found to be of delicate appearances, 2 were entered as sickly, 3 in bad health, one subject to convulsions, 8 cases of scrofula (tuberculosis): in good health, 363.

Question: Am I to understand you, from your investigations in 1796, you formed rather a favourable opinion of the health of persons employed in cotton-factories?

Answer: Yes.

Question: Have you had any occasion to change that opinion since?

Answer: None whatever. They are as healthy as any other part of the working classes of the community....

Question: Who applied to you to undertake the examining of these children in Mr. Pooley's factory?

Answer: Mr. Pooley.

SOURCE: House of Lords Committee (Interviewer) & Holmes, E. (Interviewee). (1818). Edward Holme was a physician who lived in Manchester England during the first half of the nineteenth century. He was an active member various academic societies and associations and a well-regarded doctor. In 1818, the House of Lord's Committee interviewed him about health conditions of factories. The exchange above is an excerpt from the interview.

DOCUMENT B: DR. HOLME

Guiding Questions

1.) What questions do you have about the source of this document?

2) How is the source information for this document similar to and different from document A?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

2) What evidence does Dr. Holme use to back his claim about the health of children in factories? Do you think this is convincing evidence?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

3) Why might it matter that Mr. Pooley asked Dr. Holme to examine the children at his factory?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

4) Which document, A or B, do you think is more trustworthy? Why?

DOCUMENT C: John Birley (Modified)

Our regular (working time) time was from five in the morning till nine or ten at night; and on Saturday, till eleven, and often twelve o'clock at night, and then we were sent to clean the machinery on the Sunday. No time was allowed for breakfast and no sitting for dinner and no time for tea. We went to the mill at five o'clock and worked till about eight or nine when they brought us our breakfast, which consisted of water-porridge, with oatcake in it and onions to flavor it... We then worked till nine or ten at night...

Mr. Needham, the master, had five sons: Frank, Charles, Samuel, Robert and John. The sons and a man named Swann, the overlooker, used to go up and down the mill with sticks. Frank once beat me till he frightened himself. He thought he had killed me. He had struck me on the temples and knocked me dateless. He once knocked me down and threatened me with a stick. To save my head I raised my arm, which he then hit with all his might. My elbow was broken. I bear the marks, and suffer pain from it to this day, and always shall as long as I live...

I was determined to let the gentleman of the Bethnal Green parish know the treatment we had, and I wrote a letter put it into the Post Office... Sometime after this three gentlemen came down from London. But before we were examined we were washed and cleaned up and ordered to tell them we liked working at the mill and were well treated. Needham and his sons were in the room at the time. They asked us questions about our treatment, which we answered as we had been told, not daring to do any other, knowing what would happen if we told them the truth.

SOURCE: Birley, J. (19 May 1849). The Ashton Chronicle. John Birley was born in London in 1805. He lost both his parents by the age of 5, and he was sent to the Bethnal Green Workhouse. He soon began working at the Cressbrook factory. John was interviewed about his experiences as a child worker at the Mill in 1849. An article on his life was published in the newspaper, the Ashton Chronicle in May 1849. Above is an excerpt from the article.

DOCUMENT C: JOHN BIRLEY

Guiding Questions

1.) What questions do you have about the source of this document?

2. How old was John Birley when this account was published? Why might this matter?

- In terms of historical thinking skills, what type of historical thinking skill is this question addressing?

3. Which document, A or B, does this account more closely match? How?

4. Why did John Birley not tell the truth about life working in the mill to the inspectors? (*Close reading*)

5.) What were the surrounding circumstances at the time this document was written? Why might this matter?

- In terms of historical thinking skills, what type of historical thinking skill is this question addressing?

DOCUMENT D: Edward Baines (Modified)

Above all, it is alleged that the children who labor in mills are often cruelly beaten by overlookers, that their feeble limbs become distorted by continual standing and stooping, that in many mills they are forced to work thirteen, fourteen, or fifteen hours per day, and that they have not time either for play or for education.

Factory Inspectors who have visited nearly every mill in the country have proved that views mentioned above of labor in factory mills contain a very small portion of truth. It is definitely true that there have been instances of abuse and cruelty in some factories. But abuse is the exception, not the rule. Factory labor is far less injurious than many of the most common jobs of civilized life.

The human frame is liable to an endless variety of diseases. Many of the children who are born into the world, and attain the age of ten or twelve years are so weak, that under any circumstances they would die early. Such children would sink under factory labor, as they would under any other kind of labor, or even without labor.

I am not saying that factories are the most agreeable and healthy places, or that there have not been abuses in them, which required exposure and correction. It must be admitted that the hours of labor in cotton mills are long, being twelve hours a day on five days a week, and nine hours on Saturday.

But the work is light, and requires very little muscular exertion. It is scarcely possible for any job to be lighter. The position of the body is not injurious: the children walk about, and have opportunity to sit down frequently if they want to. On visiting mills, I have noticed the coolness and calmness of the work-people, even of the children, whose attitudes are positive and not anxious or gloomy.

SOURCE Baines, E. (1835). History of the Cotton Manufacture in Great Britain. Edward Baines was a newspaper journalist and editor for the Leeds Mercury Newspaper. In the 1830s, he was elected to Parliament, and served there as a political liberal. Although Baines supported the end of slavery and various political reforms, he opposed legislation that would extend voting rights to the English working class. These are excerpts from his book History of the Cotton Manufacture in Great Britain.

DOCUMENT C: JOHN BIRLEY

Guiding Questions

1. Who was Edward Baines and why do you think Baines wrote this article?

2.) What does he mean in the second paragraph, when he states, “But abuse is the exception not the rule”? Why might this matter?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

3.) What is Baines’ main point in the final paragraph?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

4.) Which document, A or B, does this account more closely match? How?

- In terms of historical thinking skills, what **type** of historical thinking skill is this question addressing?

5.) Who do you think is a more trustworthy source, Birley or Baines? Why?

PART III: DELIBERATION

DIRECTIONS:

1.) As a group, create a thesis / claim in response to the *central historical question* (*Were England’s textile mills actually bad for the health of English workers*) in the space below.

2.) What are **four** ways / points that you and your group have to support this claim using *historical thinking (analysis) skills?* (i.e. *sourcing, contextualization, close reading, corroboration*)

<p>SUPPORTING THESIS POINT #1</p>	<p><i>The first point to support our claim is...</i></p>	<p>This point is activating the historical thinking skill of: (i.e. <i>sourcing, contextualization, close reading, and/or corroboration</i>)</p>
<p>SUPPORTING THESIS POINT #2</p>	<p><i>The first point to support our claim is...</i></p>	<p>This point is activating the historical thinking skill of: (i.e. <i>sourcing, contextualization, close reading, and/or corroboration</i>)</p>
<p>SUPPORTING THESIS POINT #3</p>	<p><i>The first point to support our claim is...</i></p>	<p>This point is activating the historical thinking skill of: (i.e. <i>sourcing, contextualization, close reading, and/or corroboration</i>)</p>
<p>SUPPORTING THESIS POINT #4</p>	<p><i>The first point to support our claim is...</i></p>	<p>This point is activating the historical thinking skill of: (i.e. <i>sourcing, contextualization, close reading, and/or corroboration</i>)</p>