**World History – Industrial Revolution**

**Document-Based Question**

California History Standard

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

10.3.4 Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

10.3.5 Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

**Common Core State Standard**

Reading

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

Text Types and Purposes

1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Background

The Industrial Revolution changed the global lifestyle dramatically, and quickly. Men and women who used to live and work on a farm, with slower and more predictable rhythms, became employees of a factory system that was often unsafe and low-paying. Forced to live in crowded cities without enough money to provide for their families, workers began to organize to make their demands heard.

Prompt

Write a five paragraph essay, using background information from your reading and class notes, as well as THREE primary source documents (one per paragraph), illustrate how labor unions during the Industrial Revolution created a new reality in the workplace. To what extent did the labor movements influence legislation on working conditions?

Vocabulary

Use at least 5 of the following 12 terms correctly within your essay to help support your thesis (starred terms must be defined):

justice union capitalism strike

wages class bourgeoisie proletariat

urbanization corporation laissez-faire socialism

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Tasks

Include an original claim that organizes your paragraph

Use multiple pieces of evidence for each argument

Take evidence from at least three primary source documents, and cite them

Include a counterargument

Include a conclusion

Write in complete sentences

Write in the third person

Sources

The Testimony of Elizabeth Bentley to Parliament, 1832

“Trade Unions: Their Past, Present, and Future”, by Karl Marx

“The Military Versus Labor”

“The Principle of the Mercantile System”, by Adam Smith

The Factory Act

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| **From: The Testimony of Elizabeth Bentley to Parliament, 1832**  “How long did you work there? — From half-past 5 till 8 at night.  What time was allowed for meals at that mill? — Forty minutes at noon.  Any time at breakfast or drinking? — Yes, for the card rooms, but not for the spinning rooms, a quarter of an hour to get their breakfast.  And the same for their drinking? — Yes.  So that the spinners in that room worked from half-past 5 till 9 at night? — Yes.  Having only forty minutes' rest? — Yes.  The carding room is more oppressive than the spinning department? — Yes, it is so dusty they cannot see each other for dust.  It is on that account they are allowed a relaxation of those few minutes? — Yes; the cards get so soon filled up with waste and dirt, they are obliged to stop them or they would take fire.  There is a convenience in that stoppage? — Yes, it as much for their benefit as for the working people.  When it was not necessary no such indulgence was allowed? — No.  Never? — No.  Were the children beat up to their labour there? — Yes.  With what? — A strap; I have seen the overlooker go to the top end of the room, where the little girls hug the can to the backminders; he has taken a strap, and a whistle in his mouth, and sometimes he has got a chain and chained them, and strapped them all down the room.  All the children? — No, only those hugging the cans.  What was his reason for that? — He was angry.  Had the children committed any fault? — They were too slow.  Were the children excessively fatigued at that time? — Yes, it was in the afternoon.  Were the girls struck so as to leave marks upon their skin? — Yes, they have had black marks many times, and their parents dare not come to him about it, they were afraid of losing their work.  If the parents were to complain of this excessive ill-usage, the probable consequence would be the loss of the situation of the child? — Yes.  In what part of the mill did you work? — In-the card-room.  It was exceedingly dusty? — Yes.  Did it affect your health? — Yes; it was so dusty, the dust got upon my lungs, and the work was so hard; I was middling strong when I went there, but the work was so bad; I got so bad in health, that when I pulled the baskets down, I pulled my bones out of their places.  You dragged the baskets? — Yes; down the rooms to where they are worked.  And as you had been weakened by excessive labour, you could not stand that labour? — No.  It has had the effect of pulling your shoulders out? — Yes; it was a great basket that stood higher than this table a good deal.  How heavy was it? — I cannot say; it was a very large one, that was full of weights up-heaped, and pulling the basket pulled my shoulders out of its place, and my ribs have grown over it  You continued at that work? — Yes.  You think that work is too much for children? — Yes.” |

**From: “Trade Unions: Their Past, Present, and Future”, by Karl Marx, 1867**

“A) THEIR PAST

Capital is concentrated social force, while the workman has only to dispose of his working force [labor power]. The *contract* between capital and labor can therefore never be struck on equitable terms, equitable even in the sense of a society which places the ownership of the material means of life and labor on one side and the vital productive energies on the opposite side.

The only social power of the workmen is their number. The force of numbers, however, is broken by disunion. The disunion of the workmen is created and perpetuated by their *unavoidable competition among themselves*.

Trades’ unions originally sprang up from the *spontaneous* attempts of workmen at removing or at least checking that competition, in order to conquer such terms of contract as might raise them at least above the condition of mere slaves.

The immediate object of trades’ unions was therefore confined to everyday necessities, to expediences for the obstruction of the incessant encroachments of capital, in one word, to questions of wages and time of labor. This activity of the trades’ unions is not only legitimate, it is necessary. It cannot be dispensed with so long as the present system of production lasts. On the contrary, it must be generalized by the formation and the combination of trades’ unions throughout all countries.

On the other hand, unconsciously to themselves, the trades’ unions were forming *centers of organization* of the working class, as the medieval municipalities and communes did for the middle class. If the trades’ unions are required for the guerrilla fights between capital and labor, they are still more important as *organized agencies for superseding the very system of wages labor and capital rule*.

(B) THEIR PRESENT

Too exclusively bent upon the local and immediate struggles with capital, the trades’ unions have not yet fully understood their power of acting against the system of wages slavery itself. They therefore kept too much aloof from general social and political movements.

Of late, however, they seem to awaken to some sense of their great historical mission, as appears, for instance, from their participation, in England, in the recent political movement, from the enlarged views taken of their function in the United States, and from the following resolution passed at the recent great conference of trades’ delegates at Sheffield:\*

“That this conference, fully appreciating the efforts made by the International [Working Men’s] Association to unite in one common bond of brotherhood the working men of all countries, most earnestly recommend to the various societies here represented, the advisability of becoming affiliated to that body, believing that it is essential to the progress and prosperity of the entire working community.”

(C) THEIR FUTURE

Apart from their original purposes, they must now learn to act deliberately as organizing centers of the working class in the broad interest of its *complete emancipation*. They must aid every social and political movement tending in that direction. Considering themselves and acting as the champions and representatives of the whole working class, they cannot fail to enlist the nonsociety [unorganized] men into their ranks.

They must look carefully after the interests of the worst-paid trades, such as the agricultural laborers, rendered powerless by exceptional circumstances. They must convince the world at large that their efforts, far from being narrow and selfish, aim at the emancipation of the downtrodden millions.”

**From: THE MILITARY VERSUS LABOR, from the "Current Comment" section of *The American Illustrated,* July 30, 1892, regarding the Homestead Strike in Pennsylvania**

“Let us briefly review the facts—the facts as they will pass into history. On one hand we discover upwards, of five thousand men determined not to work in their customary place of employment; and further determined that other men, not belonging to their organization shall not in the places they have left vacant; and still further that in their opposition to the employment of others they wrongfully restrain their employer from the enjoyment of his legal rights; and in so doing offend against the majesty of the law of their State. On the other hand, we discover a commercial company determined not to employ its employee except under certain conditions; insistent upon its legal right to employ others in their places; restrained in the enjoyment of its legal rights; and the majesty of the law asserting its authority by force of arms.

The smoke curls up from factory furnaces, the dissatisfied workingmen know that under the protection of gleaming bayonets other men are being installed in their places; they are forced to realize that the Law as it touches the owner is protecting him in his rights, and that the Law as it touches them is protecting them in their rights. They also realize that the Law is not made to fit what they believe to be their moral rights; that when Labor and Capital are at variance the Law does not recognize the claim of men to the labor of an industry.”

**From: Adam Smith: The Principle of the Mercantile System, 1776**

“THOUGH the encouragement of exportation, and the discouragement of importation, are the two great engines by which the mercantile system proposes to enrich every country, yet with regard to some particular commodities, it seems to follow an opposite plan: to discourage exportation and to encourage importation. Its ultimate object, however, it pretends, is always the same, to enrich the country by an advantageous balance of trade. It discourages the exportation of the materials of manufacture, and of the instruments of trade, in order to give our own workmen an advantage, and to enable them to undersell those of other nations in all foreign markets; and by restraining, in this manner, the exportation of a few commodities, of no great price, it proposes to occasion a much greater and more valuable exportation of others. It encourages the importation of the materials of manufacture, in order that our own people may be enabled to work them up more cheaply, and thereby prevent a greater and more valuable importation of the manufactured commodities....”

**From: The Factory Act (United Kingdom), 1833**

“An Act to regulate the Labor of Children and Young Persons in the Mills and Factories of the United Kingdom

 . . . Be it enacted that no person under eighteen years of age shall be allowed to work in the night—that is to say, between the hours half-past eight o'clock in the evening and half-past five in the morning—in or about any cotton, woolen, worsted, hemp, flax, tow, linen, or silk mill or factory, wherein steam or water or any other mechanical power is or shall be used to propel or work the machinery. . . .

 And be it further enacted that no person under the age of eighteen years shall be employed in any such mill or factory more than twelve hours in any one day, nor more than sixty-nine hours in any one week. . . . And be it further enacted that there shall be allowed in the course of every day not less than one and a half hours for meals to every such person. . . .

 And be it enacted that it shall not be lawful for any person whatsoever to employ in any factory or mill as aforesaid, except in mills for the manufacture of silk, any child who shall not have completed his or her ninth year of age.

 And be it further enacted that, from and after the expiration of six months after the passing of this act, it shall not be lawful for any person whatsoever to employ, keep, or allow to remain in any factory or mill as aforesaid for a longer time than forty-eight hours in any one week, nor for a longer time than nine hours in any one day any child who shall not have completed his or her eleventh year of age; or, after the expiration of eighteen months from the passing of this act, any child who shall not have completed his or her twelfth year of age; or, after the expiration of thirty months from the passing of this act, any child who shall not have completed his or her thirteenth year of age. Provided, nevertheless, that, in mills for the manufacture of silk, children under the age of thirteen years [after a medical certificate of approval] shall be allowed to work ten hours in any one day.

 And be it further enacted that all children and young persons whose hours of work are regulated and limited by this act shall be entitled to the following holidays, viz.: on Christmas Day and Good Friday, the entire day; and not fewer than eight half-days besides in every year. . . .

 And be it . . . enacted that it shall be lawful . . . to appoint during his majesty's pleasure four persons to be inspectors of factories and places where the labor of children and young persons under eighteen years of age is employed. . . . And such inspectors or any of them are hereby empowered to enter any factory or mill, and any school attached or belonging thereto at all times and seasons, by day or by night, when such mills or factories are at work; and, having so entered, to examine therein the children and any other person or persons employed therein, and to make inquiry respecting their condition, employment, and education. . . .

And be it further enacted that every child hereinbefore restricted to the performance of forty-eight hours of labor in any one week shall, so long as such child shall be within the said restricted age, attend some school. . . .

And be it further enacted that every inspector shall keep full minutes of all his visits and proceedings, and shall report the same to one of his majesty's principal secretaries of state twice in every year, and oftener if required. . . .”