Grade 6
The Industrial Revolution/ Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?

Document-Based Question for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
2018
Introduction to DBQ

This DBQ will have students analyze the effects of industrialization culturally, politically, and economically in the western world. They will compare sources from a variety of viewpoints and infer on the overall impact industrialization can have on human life. Students can use that they’ve learned from this DBQ and also apply it to industrialization in other countries throughout the world. This DBQ supports the profile of the South Carolina Graduate (see resource section) because students will be using critical thinking skills to analyze and compare sources, collaborate and discuss with their peers, and communicate their findings in a democratic way. The estimated time frame for this DBQ is four 45 minute class periods.

Standard(s) and/or Indicator(s)

Targeted:

**Standard 4: Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.**

6.4.P Summarize the local and global impacts of the Industrial Revolution.
6.4.CX Contextualize the environmental impact of the Industrial Revolution.
6.4.E Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.

Embedded:

**ELA Inquiry Standard 6-3:** Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Indicator 6-3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.

Indicator 6-3.4 Organize and categorize important information, revise ideas, and report relevant findings.

**ELA Reading Literary Text Standards:**
**Standard 11:** Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.

Indicator 11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.

**Standard 12:** Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. Indicator 12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.

Indicator 12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.

**ELA informational Text Reading Standards**

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

Indicator 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**“I Can” Statements**

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s) the DBQ is targeting.

- **Day 1:** I can explain the effects industrialization has on women and children in the workforce. (6.4.P)
- **Day 2:** I can analyze the effects of industrialization on the health and living conditions of people living during the Industrial Revolution (6.4.CX).
- **Day 3-4:** I can compare the positive and negative effects of industrialization on humans and draw conclusions on its overall effect on life. (6.4.P and 6.4.CX)

**Historical Question**

South Carolina Department of Education | Office of Standards and Learning in partnership with the University of South Carolina 2018
Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?

### Domain of Knowledge

In this DBQ, students will first analyze sources and make connections between each source and their background knowledge. They will draw inferences on how each source connects to the quality of life for people during that time period. Later on in the DBQ, students will extend their thinking by comparing the effects of industrialization on people in the western world during the industrial revolution to 21st century industrialization in other countries and evaluating their quality of life.

### Academic Vocabulary

Students should have a full understand of the following terms in order to effectively analyze the DBQ sources and use the vocabulary in their collaborative discussions. Additional vocabulary may be needed for a specific source depending on the reading level of your students.

- Industrialization
- Economy
- Child Labor
- Reform
- Agriculture

### Historical Thinking Skill(s)

One sentence describing how historical question incorporating the historical thinking skill.

This DBQ focuses on the continuity and change that occurred during the Industrial Revolution and who it does and does not benefit culturally, politically, and economically. Students must be able to analyze the effects of industrialization on specific groups of people and the population as a whole. They must synthesize primary and secondary sources from a variety of perspectives and evaluate them for bias and context. They will also need to be comparing the positives and negative effects found in the sources for them to evaluate and construct a claim in order to answer the historical question.

### Prior Knowledge

In grade 5, students learn how the Industrial Revolution was furthered by new inventions and technologies and the impact of industrialization (5.1.CX) (South Carolina Department of Education, 2019).

### Subsequent Knowledge

In grade 8, students will learn about industrial development in South Carolina compare to industrialization in the United States (8.3.CX). In World History, students will learn about the major technological and social characteristics of the Industrial Revolution, the relationship between the expanding world market economy in the development of industrialization, and about the economic ideologies of capitalism and socialism (MWH.3.CX and MWH.3.CC). In United States History and the Constitution, students will learn about the factors that influenced the economic growth of the United States and its emergence as an industrial power, the role
of capitalism, the impact of industrial growth, and the causes and effects of urbanization (USHC.3.CX) (South Carolina Department of Education, 2019).

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<th>Historical Context (Background Information)</th>
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| The Industrial Revolution began in Great Britain in the late 1700s following the Agricultural Revolution and early advancements in technology and machinery. The enclosure movement, crop rotation, and the agricultural technology increased agricultural yields, which led to increased population and forced small farmers to become tenant farmers or move to the cities. Great Britain had the factors of production needed for industrialization, including natural resources, rivers and harbors, experience entrepreneurs, rising population, political stability, increasing world trade, and economic prosperity and progress. Following its start in Great Britain, the Industrial Revolution spread to the United States and those countries of continental Europe and which factors of production were available such as Belgium and Germany. Later, in Japan, industrialization began as a response to growing imperialistic threats against the nation. The Industrial Revolution caused major economic, cultural, and political changes around the world. The Industrial Revolution was an economic revolution, and therefore economic changes were widespread and still continue to impact our world today. These economic changes lead to cultural and political changes. Economic changes began with the invention of machines. New textile machines for spinning and weaving, chores that had previously been done by hand increased the production of cloth goods. The modernization of textile technology revolutionized industrialization. The flying shuttle advanced textile production by doubling the amount of weaving a worker could do in one day. This machine was soon joined by the more advanced spinning jenny, which allowed one spinner to spin eight threads at a time. At first operated by hand, these machines were soon powered by the water frame. In 1779, the spinning wheel was invented as a combination of the spinning jenny and water frame. The mule produced a stronger product than its predecessors. And 1787, the water-powered power loom increase the speed of weaving yet again. The cotton gin significantly increased cotton production following its invention in 1793. As reliance on large, expensive machines increased, factories were built to house the machines, rather than the “cottages” of handwork previously done at home in earlier times. Due to the increasing demand for waterpower to drive machines, factories were built near rivers or streams. Therefore, jobs that had previously been done by individuals in the home were moved to factories. These factories were built in existing cities or established towns near water sources. After the development of the steam engine by James Watt, factories begin being built away from water sources because the steam engine became the new power source for machines. Coal and iron were the main resources used to power and build these engines in machines, and later, and the second wave of the Industrial Revolution that began in the 1870s, electricity, chemicals, and steel were the main sources for industrial business. Transportation improved with the development of the steam engine as well. The steam engine was soon used to power steamboats and locomotives, leading to the building of canals and railways for trade and transportation. The railroad boom created new jobs for railroad workers and miners were needed to obtain coal to power the new engines. With less expensive means of trade and transport of goods, industries developed and trade over long distance is grew and travel for humans was easier. With the development of the
factory system came the division of labor as individuals were assigned specific task, which led to increased worker productivity and increased output of manufactured goods. Through the development of interchangeable parts, where many identical parts were produced rather than the previous process of creating unique items by hand, it became possible to mass produce and repair many goods with the aid of machines and refined them by hand. Mass production allowed goods to be produced for a cheaper price, making them more accessible to the increasing portion of the population. Worker spent long hours in the factories, often 14 hours a day, six days a week. The working conditions were dangerous and often resulted in injury, but there was no recourse for such injuries. Individuals could earn more in factories than on farms, leading to a large rural-to-urban migration.

Rural-to-urban migration lead to many social changes. Unfortunately, the division of labor also made clear the division between the worker and owner classes. Many European cities doubled in population during this period of history. Because of the low pay for workers and because of the living conditions in cities were unregulated, housing conditions were often very poor. The working class lived in crowded areas often without basic utilities such as running water. Conditions were often unsanitary due to these circumstances along with increase pollution from the factories. Crime increased due to poverty, however there was often inadequate police protection. The middle and upper classes, usually business owners or other professionals, typically moved to nicer homes in the suburbs, which was a tangible reflection of the growing class divisions.

Because working conditions were so dangerous and because of the growing class divisions, further economic changes began along with political changes. Laissez-faire capitalism was the foundation of the Industrial Revolution, as this was the economic system in which all factors of production were privately owned and there was no government interference. But capitalism based on laws of competition, supply and demand, and self-interest, also allowed for great disparity in wealth. Supporters of capitalism opposed the creation of minimum wage laws and better working conditions, believing that it would upset the free-market system and weaken the production of wealth. The working class was increasingly oppressed by the middle and upper classes. This lead to rising support of socialism, because of the belief that such a system would provide for the greater welfare of the masses of working class people and allow the government to plan the economy in order to promote equality and end poverty. Socialism at that time offered workers more protection than capitalism and it also promised that it would better distribute wealth according to need. Karl Marx and Friedrich Engels, writing in The Communist Manifesto, proposed a radical socialism, stating that society was dividing into warring classes. It was proposed that the proletariat, the “have nots” or the workers, who were oppressed in their current conditions, would overthrow the bourgeoisie, the “haves”, or the owners, and create a “dictatorship of the proletariat.” Although this proletariat revolution did not occur during the Industrial Revolution, Marx provided the fuel for future reforms and revolutions.

In addition to the rise of socialism, labor unions and reform laws came about in the 1800s as a means to correct the disparities between social classes. Unions negotiated for better working conditions, higher pay, and shorter hours, and they would strike if
demands were not met. These unions were restricted at first, but overtime achieved nominal success. In the 1830s, the British Parliament begin regulating mine and factory conditions for women and children, bringing much needed reform. Well individual gaps and wealth were problematic at this time, a global wealth gap also was occurring. As industrialized nations gained power over non-industrialized nations, these industrial powers begin looking to exploit the weaker nations for resources and markets. Thus imperialism was born out of the industrial era (South Carolina Department of Education, 2011).

**Sources for the DBQ**

Number of Sources: 11


**Potential Instructional Strategies**

**Prior to the introduction of the DBQ:**
Provide students with a grade level text of background information on the causes of the industrial revolution and agricultural revolution. [Note: One suggestion would be for students to play the Urban Game Simulation in class to show the rapid development of urbanization on cities due and the effects over time. This may require an extra couple days for the simulation but it will give them a through background and is very engaging to the students. See additional resources.]

**Day 1 “I Can” Statement: I can explain the effects industrialization has on women and children in the workforce. (6.4.P)**
Begin the class with students sitting in groups of 4-5 with Documents A-G on the desks. Have them examine the sources only (not the guiding questions) and write 3 notices and wonders on post-it notes and stick them the sources they examined.[notices are things they observe that go beyond “I see a picture” and wonders are questions they come up with as they examine the sources. Both notices and wonder responses should be on their grade level and should go deeper than just stating the obvious. Teachers should look for trends and patterns that students pick up on during their examination. Also, each student does not need to see every source just yet] After a few minutes, have them discuss with their group what their notices are with the sources and identify trends and patterns. [Student responses should center on the fact that some sources are about children...
in factories while others are about women. Some sources are against children in factories while other talk about the benefits of these groups in the workforce.

Then have the students create a t-chart on a piece of paper similar to the one in Additional Resources. Then have the students take two different colored pencils for the group (for example, red and blue) and designate that one color will symbolize positive effects of industrialization and the other color will symbolize negative effects. Instruct the students to select a source and look for any clues on positive and negative effects. If they find one, they can circle, highlight, or underline using that designated color. [Suggestion: Teachers might want to model a source and perform a ThinkAloud or ReadAloud exercise with that source to show them how a historian would analyze a source and use the color coding strategy. Look in additional resources on ways to perform a ThinkAloud.]

When they are finished searching for positives and negatives in their selected source, have the students do the same to another until time is up. Then encourage the students to discuss their findings with their group and the reasons behind their thinking.

Then have each student answer the guided questions for each source and answer the debrief questions:
- What are signs of economic growth in the sources?
- How does economic growth impact children? Women?
- Who is not represented in the sources?
- What inferences can you make about the missing groups and how these changes may have impacted them?

**Day 2: I can analyze the effects of industrialization on the health and living conditions of people living during the Industrial Revolution (6.4.CX).**

Students will analyze and compare Document Sets H-K individually by answering the guiding questions for each set. Students are encouraged to discuss their inferences and theories on the impact industrialization and economic growth can have on the standard of living and health of a population. [Note: Teachers might want the students to first annotate the sources before diving into the questions. They can annotate 3 surprises, 3 questions, and 3 connections by using a symbol for each one and writing down a more detailed answer in the margins or around the image. For example, a student can put a question mark next to a word or phrase that sparks a compelling question or on a word that is confusing. Then they would write the question in the margin.]

**Day 3-44: I can compare the positive and negative effects of industrialization on humans and draw conclusions on its overall effect on life. (6.4.P and 6.4.CX)**
Students will need to start working on an outline of their argument by making their claim and gathering evidence from the sources to support their claim. They can turn this into an argumentative essay or a socratic seminar.

### Possible Scaffolding and Differentiation

1. Think Alouds or Read Alouds are great ways to help your students that struggle with reading complex texts or analyzing images. Doing one with a separate source that is still relevant to the historical question is encouraged so that students can see how an expert historian would process the source. You don’t have to necessarily give them opinions that might given them an answer to the historical question but it is good for them to see the process multiple times throughout the DBQ. For more information on ThinkAlouds, see the Resources section.

2. For students that may have language barriers you might want to encourage them to select the graphs, cartoons, or images as the sources to analyze when they are working in groups. Provide a vocabulary list as well for more complex text.

3. After reading some of the sources, you may ask for students to visualize what the author is describing by illustrating it on a poster or in their notebook. They can compare their illustrations with a collaborative group to make sure they have constructed meaning with the text.

### Potential Assessment Task/Final Product

A possible assessment for this DBQ could be a socratic seminar or fishbowl seminar (see additional resources) so students can discuss the evidence by making a claim on whether industrialisation has more of a positive or negative impact on humans.

An alternative for some students could be an argumentative essay making the same claim and using the same evidence they selected.

### Materials

- Printed or Student Copies of the Sources
- Day 1 Positives and Negatives Graphic Organizer
- Colored Pencils/Markers/Pens
- Argumentative Seminar or Essay Graphic Organizer

### Additional Resources

South Carolina Department of Education (2015) Profile of the South Carolina graduate. [PDF document]. Retrieved from http://www.eoc.sc.gov/Home/Profile%20of%20the%20Graduate/Profile%20of%20the%20SC%20Graduate.pdf

Prior to DBQ Introduction:
Urban Game Simulation: http://www.sonic.net/bantam1/The%20Urbanization%20Game.pdf

Day One Additional resources:
Positives and Negatives of Women and Children in the Workforce Comparison Chart
Think Aloud Strategy: https://strategiesforspecialinterventions.weebly.com/think-alouds1.html

Additional Sources to use for models or for students that are struggling or for GT students:
Document: Photo of Child Amputee working condition
http://www.loc.gov/pictures/resource/nclc.05436/?co=nclc
Working Ages graphic
http://eh.net/?s=child+labor
Then the article is comprised of https://www.jstor.org/stable/pdf/2979155.pdf
http://www.loc.gov/pictures/item/2005685052/
Title: [Anti-trust cartoons]: Nursery Rhymes for Infant Industries, No. 15: 'O' is the Oil Trust, a modern Bill Sikes; he defies the police, and does just as he likes

Day 2 Resources:
http://www.loc.gov/pictures/item/2016801688/

Solvay Process Co.'s works, Syracuse [i.e. Solvary]
MAYBE: THIS IMAGE SHOWS THE AMOUNT OF SMOG AND POLLUTION-- BUT DOES IT REALLY SHOW THE EFFECTS


Day 3 & 4 Resources:
Sources

SC Graduate Profile:
PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE
Rigorous standards in language arts and math for career and college readiness
Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS
Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS
Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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