Historical Question: Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?

**Working Conditions**

**Document A:**

**Description:** This image was created by Fredrikke Palmer in the *Women’s Journal* in 1916.

**Citation:** Simkin, J. (n.d.). Retrieved July 30, 2018, from http://spartacus-educational.com/USAWpalmer.htm

**Guiding Questions:**
1. What do you notice about the outside of the web? What is going on in the center?
2. What labels or main words do you see?
3. Who is represented in the cartoon?
4. How would people of the time period feel if they saw this cartoon?
5. What connections can you make between industrialization and this cartoon?
Historical Question: Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?

Document B:

**Description:** In 1909, the National Child Labor Committee staff investigator, Lewis W. Hine travelled the country to take pictures and document child labor in factories. His photographs became famous documenting children working in both textile factories and coal mines.

**Citation:** The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Photography Collection, The New York Public Library. (1905). *Sadie Pfeifer, 48 inches tall..., November 1908* Retrieved from [http://digitalcollections.nypl.org/items/510d47d9-4d2c-a3d9-e040-e00a18064a99](http://digitalcollections.nypl.org/items/510d47d9-4d2c-a3d9-e040-e00a18064a99)

<table>
<thead>
<tr>
<th>Guiding Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is going on in the source? What is the child making?</td>
</tr>
<tr>
<td>2. Who do you think is being represented in this source? Who is not represented?</td>
</tr>
<tr>
<td>3. How would this image be different in modern times?</td>
</tr>
<tr>
<td>4. Is this image meant to persuade or inform the viewer?</td>
</tr>
<tr>
<td>5. How would someone that lived during the Industrial Revolution react to this photograph? How would someone living during the present respond?</td>
</tr>
</tbody>
</table>
Historical Question: Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?

Document C:

**Description:** In 1909, the National Child Labor Committee staff investigator, Lewis W. Hine travelled the country to take pictures and document child labor in factories. He also held lectures speaking about children in the factories.


In the fields convenient to Baltimore in Anne Arundel County, and on Rock Creek and Stony Creek, children are employed as a matter of course. I investigated a number of farms on Rock Creek (and am convinced that we have been too lenient with the "agricultural pursuits.") (in the first place,) the long hours of these children work in the hot sun and in company, too often, with foul-mouthed negroes and whites more than compensates many times over for the boasted advantages of fresh air and country life. The living conditions in the shacks they occupy are not only harmful in physical ways, but the total lack of privacy where several families live in one room is extremely bad. One mother told me "it is bad for the children. They get to know too much." There is little rest for the children in these crowded shacks. (See photos 846 to 852) I admit that it is a big problem for these parents to handle, but with the right kind of help, it can be done. There were, on these farms on Rock

**Guiding Questions:**

1. What is being described in the source?
2. What is the tone? Is the author happy? Angry?
3. What do you think is the author’s goal?
4. Based on the author’s findings and what you learned from the image in Document B, what are the effects of hard labor on children?
5. How does this impact children physically and socially?
**Document D:**

**Description:** Dr. Andrew Ure was a Scottish physician that travelled to a variety of mills in England to observe necessary improvements on factories. His findings were later published and rejected by many child labor reformists.

**Citation:** Simkin, J. (n.d.). Andrew Ure. Retrieved from [http://spartacus-educational.com/IRure.htm](http://spartacus-educational.com/IRure.htm)
Modified from the original Ure, A. (1835). *Philosophy of manufactures or An exposition of the scientifical, moral and commercial economy of the factory system of Great Britain*. London: Charles Knight.

Modified: “I have visited many factories, both in Manchester and the surrounding districts, during a period of several months and I never saw a single instance of corporal punishment inflicted on a child. The children seemed to be always cheerful and alert, taking pleasure in using their muscles. The work of these lively elves seemed to resemble a sport. Conscious of their skill, they were delighted to show it off to any stranger. At the end of the day's work they showed no sign of being exhausted.”


**Guiding Questions:**

1. Based on the quote, what is life like for children while they work in the factories?
2. How is this description different than the previous sources?
3. How would a child labor activist respond to this quote?
4. What do you think is the author’s conclusion about child labor?
Description: William Blake published a series of poems called the Songs of Innocence and included the Chimney Sweeper in two parts from 1789 to 1794. Below is the first poem describing the life of a chimney sweep in England.


The Chimney-Sweeper
William Blake, 1757 - 1827

When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry ‘Weep! weep! weep! weep!’
So your chimneys I sweep, and in soot I sleep.

There’s little Tom Dacre, who cried when his head,
That curled like a lamb’s back, was shaved; so I said,
‘Hush, Tom! never mind it, for, when your head’s bare,
You know that the soot cannot spoil your white hair.’

And so he was quiet, and that very night,
As Tom was a-sleeping, he had such a sight!--
That thousands of sweepers, Dick, Joe, Ned, and Jack,
Were all of them locked up in coffins of black.

And by came an angel, who had a bright key,
And he opened the coffins, and set them all free;
Then down a green plain, leaping, laughing, they run
And wash in a river, and shine in the sun.

Then naked and white, all their bags left behind,
They rise upon clouds, and sport in the wind;
And the angel told Tom, if he’d be a good boy,
He’d have God for his father, and never want joy.

And so Tom awoke, and we rose in the dark,
And got with our bags and our brushes to work.
Though the morning was cold, Tom was happy and warm:

Guiding Questions:
1. What is the daily life of a chimney sweep?
2. What does this poem say about the family life during this time period?
3. What do you think is the author’s opinion on children working in these conditions?
4. What feelings do you think would come up when someone of the time period were to read this? How could this poem persuade the public?
5. How would Andrew Ure (Document E) respond to this poem?
6. Based on when this poem was written, what do you
Historical Question: Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?

So, if all do their duty, they need not fear harm. think will happen to the health of children in the workforce as the Industrial Revolution continues?

**Document F:**

**Description:** The following table shows the numbers of skilled and unskilled employees in 3 private companies paid each classified rate of wages per week from 1897 and 1899. This data was gathered together by Mr. Carroll D. Wright, the Commissioner of Labor.


<table>
<thead>
<tr>
<th>Rate of wages paid per week</th>
<th>Skilled Laborers 1897</th>
<th>Skilled Laborers 1899</th>
<th>Unskilled Laborers 1897</th>
<th>Unskilled Laborers 1899</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5 or under $6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$6 or under $7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$7 or under $8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$8 or under $9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$9 or under $10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$10 or under $15</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>$15 or under $20</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>$20 or under $25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$25 or under $30</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>$30 or under $35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$35 or under $40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$40 or under $45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$45 or under $50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50 or over</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11,007</td>
<td>15,699</td>
<td>10,599</td>
<td>14,630</td>
</tr>
</tbody>
</table>

**Guiding Questions:**
1. What do you notice about the value of wages from 1897 to 1899 for both unskilled and skilled workers?
2. Why would the author publish this data? What is its purpose?
3. What detail, group, or category is missing from this data that should be included? How would the missing information help determine the factors that led to wage increases?
4. What can you conclude is an economic results of increased production in factories? What factors led to wage increases?
Document G:

### Description:
Designed as an advertisement-free newspaper, the *Chicago Day Book* was made for the working-class reader and was published from 1911 to 1917.

### Citation:
Men may not believe its true but Women are in their Jobs to stick. (1915, December 07). *The Chicago Day Book*. Retrieved from Lib. of Congress.  
<http://chroniclingamerica.loc.gov/lccn/sn83045487/1915-12-07/ed-1/seq-9/>

"Can there be any doubt that women have invaded the industrial world to stay?" she [Mrs. Agnes Nester, President of the Women’s Trade Union League] asked when questioned by a Day Book reporter. "They most assuredly must stay unless there is some radical change in economic conditions we cannot foresee.

"It hasn't been a whim that drove woman into the industries. She was forced there not only because it became necessary that she help out the family exchequer and statistics show that 20 percent of the women in factories are women who contribute to the upkeep of the family but her work has been taken from her in the home.

"Baking is now done in immense bakeries and men do the work. Spinning is done by machinery. Needlework to a great extent is done by machinery. There are factories in which every article of wearing apparel is made.

"Woman as well as man desires to labor and must be employe'd, and when the tasks are taken from the home that she formerly did as her part of the upkeep she must go out and work where the work is. "Not only is that true of the unmarried woman, but it is true in many cases of the married woman. Many girls go to work with the idea that they will remain only long enough to marry. They marry, but the man is unable to earn enough, to support them both or to support children that come and the woman goes back to work and it becomes a family purse.

"The fact that woman recognizes she is in the industrial world to stay is evidenced by her desire for organization. I just came back from Los Angeles, where they have a splendid organization of domestics. They are organized not only to bring about desirable conditions under which to labor, but also that they may maintain a social, business and commercial club that women members may come together as a body of people for the purpose of expressing to the world and for their own satisfaction something which they could not each one in their own lives express. They have their own clubhouse, an employment agency and get out a monthly magazine.

### Vocabulary:
Exchequer- the bank account into which tax receipts and other public monies are paid  
Upkeep- the process of keeping something in good condition.  
Domestics- indigenous to or produced or made within one's own country; not foreign; native

### Guiding Questions:
1. What was the original purpose for women going into the industrial world?  
2. According to the author, what are the benefits of women going into the workforce?  
3. Who do you think is the author’s intended audience?
4. What are some similarities between the author’s main argument and women in the workforce today? What are the differences?
5. How has the industrial world, impacted women? How have women impacted the industrial world?

**Health & Living Conditions**

**Document H**

**Description:** This source is a song that focuses on the new technological advancements that people are experiencing during the Industrial Revolution in Boston.

**Citation:** Something new starts every day. Sold wholesale and retail, by Leonard Deming ... No. 61 Hanover Street, Boston. Monographic. [Online Text] Retrieved from the Library of Congress, https://www.loc.gov/item/amss.as112730/.

**Guiding Questions:**
1. What are some new things or inventions that have been created based on the song?
2. What do you think is the tone of the song?
3. What connections can you make between your background knowledge and the new things in this song?
Document I:

**Description:** The charts below is a collection of data based on the height of English Soldiers, ages 20-23 (chart on the left) and Americans (chart on the right) living from 1730 to 1850.


**Guiding Questions:**
1. What are the similarities and differences between the two graphs?
2. Who is missing? Why do you think they were not included?
3. What can you infer was the cause of the decline in the stature of men in during this time frame?
4. How do these graphs connect to the sources and conclusions you made yesterday with working conditions?
**Historical Question:** Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?

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**Document J:**

**Description:** This is collection of photographs made by reform photographers, Jacob Riis and Jesse Tarbox Beals. Jacob Riis was a Danish American social reformer known for his very early use of flash powder photography. Jessie Beals was the first female public photojournalist in the United States. She was also known for her reform movements against gender bias in her profession.


<table>
<thead>
<tr>
<th>Jacob Riis, <em>How the Other Half Lives</em> photograph</th>
<th>Jessie Tarbox Beals, <em>Family Life in the Slum</em> photograph</th>
</tr>
</thead>
</table>

**Guiding Questions:**

1. Look at the four corners/sections of each photo. What do you see? What are two notices and two wonders?
2. What are the similarities and differences between the two images?
3. Who is missing? Why do you think they were not included?
4. Why do you think both photographers chose to take these pictures? What was the purpose?
5. What can you infer was the reason that lead to these living conditions?
6. How do you think these living conditions impact the people’s quality of life?
Historical Question: Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?

Document K:

Description: The following table shows the life expectancy at birth of people that lived in provincial cities 100,000 or more inhabitants in England and Wales from 1801 to 1901. Ages range from 30 to 46 years in age.


<table>
<thead>
<tr>
<th>City</th>
<th>1851-1860</th>
<th>1861-1870</th>
<th>1871-1880</th>
<th>1881-1890</th>
<th>1891-1900</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bristol</td>
<td>39</td>
<td>40</td>
<td>42</td>
<td>46</td>
<td>47</td>
</tr>
<tr>
<td>Sheffield</td>
<td>36</td>
<td>35</td>
<td>37</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Newcastle/Gateshead</td>
<td>35</td>
<td>35</td>
<td>38</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Leeds</td>
<td>36</td>
<td>35</td>
<td>38</td>
<td>40</td>
<td>41</td>
</tr>
<tr>
<td>Bradford</td>
<td>37</td>
<td>36</td>
<td>38</td>
<td>42</td>
<td>44</td>
</tr>
<tr>
<td>Birmingham</td>
<td>37</td>
<td>37</td>
<td>39</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Manchester</td>
<td>32</td>
<td>31</td>
<td>34</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>Liverpool</td>
<td>31</td>
<td>30</td>
<td>34</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>London</td>
<td>38</td>
<td>38</td>
<td>40</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>England and Wales</td>
<td>41</td>
<td>41</td>
<td>43</td>
<td>45</td>
<td>46</td>
</tr>
</tbody>
</table>

Guiding Questions:
1. What is a trend or pattern do you see with the data?
2. What do you think is the reason for this trend or pattern? What could be going on in the cities that would lead to these results?
3. How trustworthy is this source?
4. What details did this chart leave out that may help you answer the historical question? What groups of people are left out?
5. How could industrialization have contributed to this increase in life expectancy?
Historical Question: Does rapid economic growth, due to industrialization, have a positive or negative effect on the quality of life for humans?