

DBQ #2: Industrial Revolution

Question: Overall, was the Industrial Revolution more harmful or more beneficial to society?

Document 1

The following is an excerpt from William Cooper's testimony before the Sadler Committee in 1832. The committee, led by Michael Sadler, investigated working conditions in factories and mills.

Sadler: What is your age?

Cooper: I am eight and twenty.

Sadler: When did you first begin to work in the mills?

Cooper: When I was ten years of age.

Sadler: What were your usual hours of working?

Cooper: We began at five in the morning and stopped at nine in the night.

Sadler: What time did you have for meals?

Cooper: We had just one period of 40 minutes in the 16 hours. That was at noon.

Sadler: What means were taken to keep you awake and attentive?

Cooper: At times we were frequently strapped (whipped).

Sadler: When your hours were so long, did you have time to attend school?

Cooper: We had no time to go to school.

Sadler: Can you read and write?

Cooper: I can read, but I cannot write.

Document 2



Document 3

This Excerpt from *The Conditions of the Working Class in England* was written by Friedrich Engels after he visited an English industrial city in 1844.

Every great town has one or more slum areas where the workers struggle through life as best they can out of sight of the more fortunate classes of society. The slums...are generally unplanned wildernesses of one or two storied houses. Wherever possible these have cellars which are also used as dwellings. The streets are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in the stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which it deposits on its bank....One walks along a very rough path on the river bank to reach a chaotic group of little, on-story, one-room cabins....In front of the doors, filth and garbage abounded....

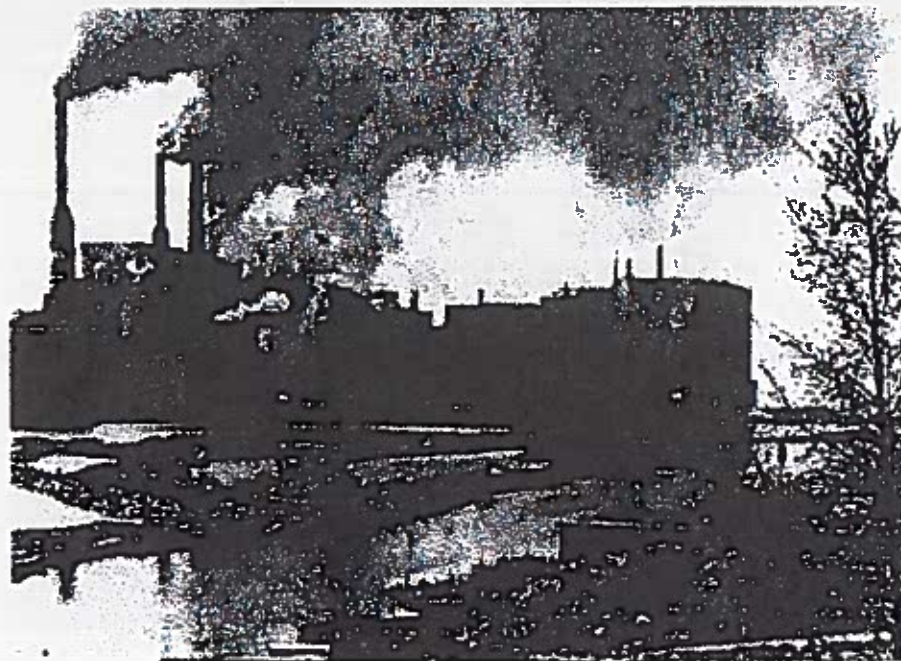
Document 4

Chart of British Iron Production (1740-1900)

1740	17,350 tons
1796	125,079 tons
1839	1,248,781 tons
1854	3,100,000 tons
1900	9,000,000 tons

Document 5

Factory in Manchester, England, 1835.



Document 6

This excerpt is from *The Philosophy of Manufacturers* by Andrew Ure, 1835.

I have visited many factories, both in Manchester and in the surrounding districts, and I never saw a single instance of corporal chastisement [beating] inflicted on a child. They seemed to be always cheerful and alert, taking pleasure in the light of play of their muscles....As to exhaustion, they showed no trace of it on emerging from the mill in the evening; for they began to skip about....It is moreover my firm conviction [opinion] that children would thrive better when employed in our modern factories, than if left at home in apartments too ill-aired, damp, and cold.

Document 7

This document is from an article titled *The Effects of the Industrial Revolution on Women and Children* by Robert Hessen, 1965

The least understood and most widely misrepresented aspect of the history of capitalism is child labor.

One cannot evaluate the phenomenon of child labor in England during the Industrial Revolution of the late eighteenth and early nineteenth century, unless one realizes that the introduction of the factory system offered a livelihood, a means of survival, to tens of thousands of children who would not have lived to be youths in the pre-capitalistic eras.

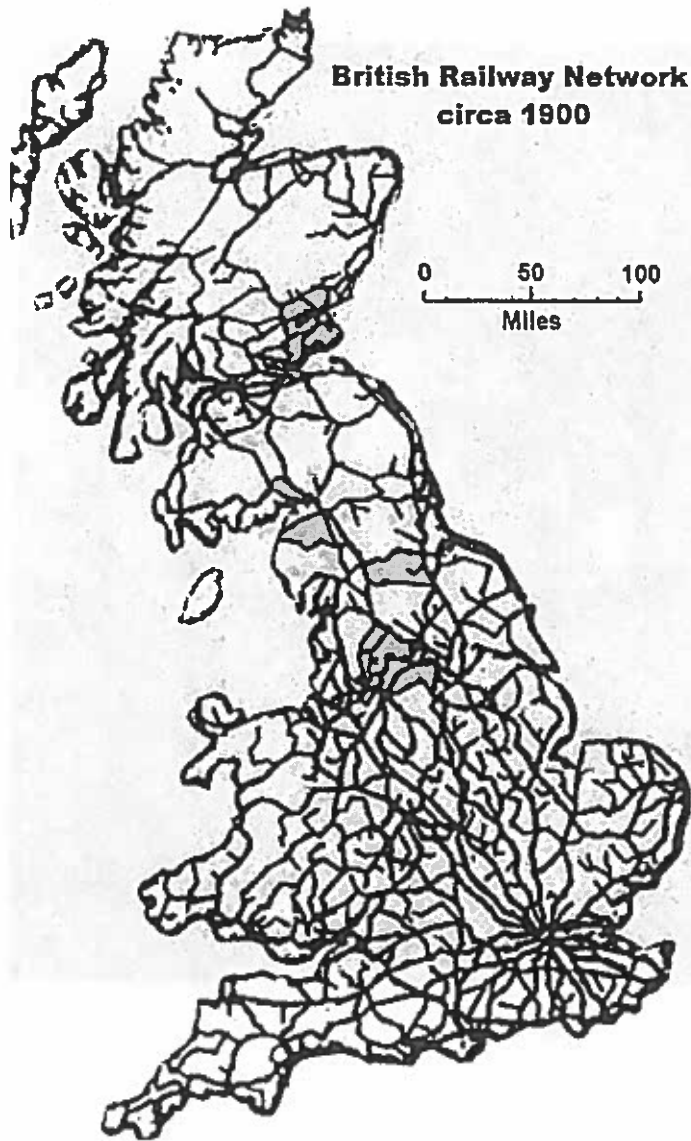
The factory system led to a rise in the general standard of living, to rapidly falling urban death rates and decreasing infant mortality – and produced an unprecedented population explosion.

Document 8

Children playing in New York City, 1890.

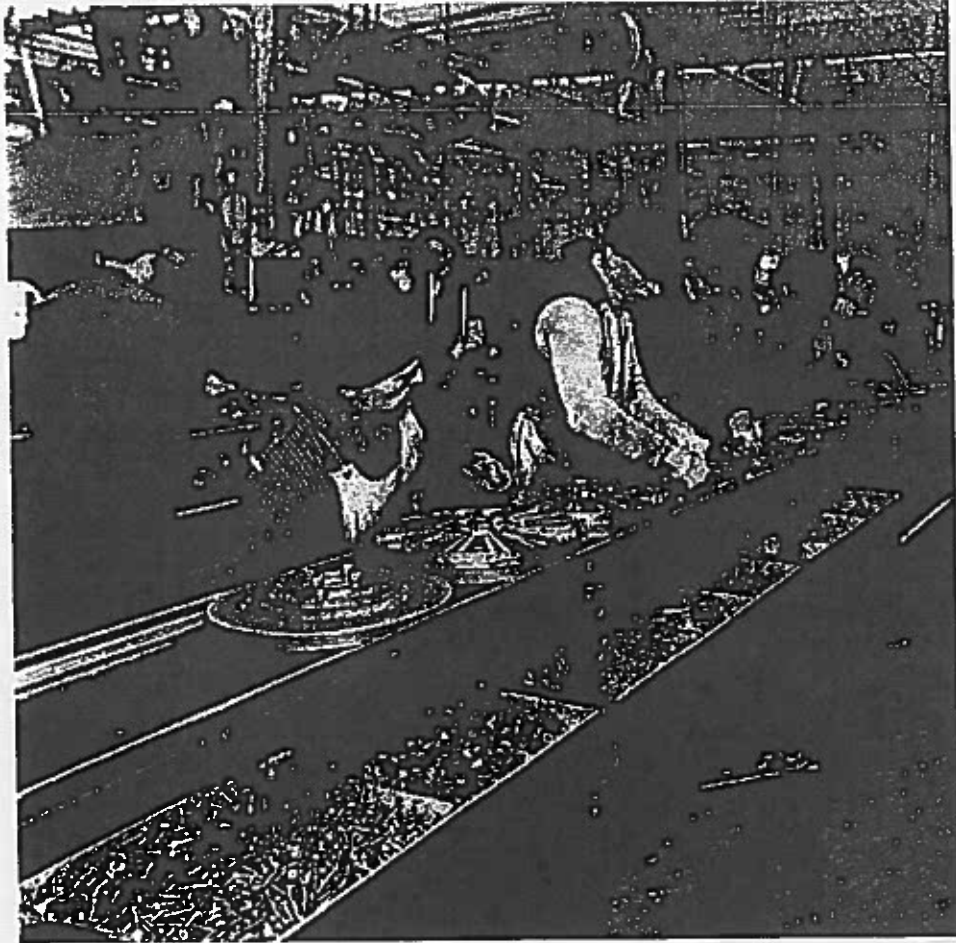


Document 9



Document 10

Workers on the assembly line, 1912.



INTRODUCTION

INTRODUCTION: Introduction paragraph introduces your essay paper to the reader. Introduction paragraph must include an attention getter, tie in to the attention getter, main points, and a thesis statement.

DIRECTIONS: Write your introduction - (4-6 sentences)

Time and Place:

Main Point 1:

Main Point 2:

Main Point 3:

Thesis Statement: The ideas that fueled American Imperialism were

BODY PARAGRAPHS

REVIEW INFORMATION: Body paragraphs are the main part of one's essay paper; they explain all of the details and provide examples in support of the thesis. Body paragraphs **MUST** include a topic sentence which tells what the rest of the paragraph is going to be about.

***** Topic Sentences must have a subject and an opinion. *****

DIRECTIONS: Write the three (3) body paragraphs for your DBQ. Be sure each paragraph has a topic sentence. Remember, your topic sentences, as well as the body paragraph each fits into, must relate back to your thesis.

Body Paragraph 1 - (8-12 sentences)

Topic Sentence: _____

Integrated Quote / Evidence: _____

(Source _____).

Explanation _____

Integrated Quote / Evidence: _____

(Source _____).

Explanation _____

Relevant Outside Information: _____

Analyze Bias or Point of View: _____

Transition Sentence: _____

Body Paragraph 2 – (8-12 sentences)

Topic Sentence: _____

Integrated Quote / Evidence: _____

(Source _____).

Explanation _____

Integrated Quote / Evidence: _____

(Source _____).

Explanation: _____

Relevant Outside Information: _____

Analyze Bias or Point of View: _____

Transition Sentence: _____

Body Paragraph 3 – (8-12 sentences)

Topic Sentence: _____

Integrated Quote / Evidence: _____

(Source _____).

Explanation _____

Integrated Quote / Evidence: _____

(Source _____).

Explanation _____

Relevant Outside Information: _____

Analyze Bias or Point of View: _____

Transition Sentence: _____

CONCLUSION

CONCLUSION: A conclusion paragraph summarizes your essay paper. A conclusion paragraph must include the re-statement of a thesis, summary of your body paragraphs, and a strong closing sentence.

IMPACT STATEMENT: Wraps up the entire paper and leaves the reader in awe.

DIRECTIONS: Write your conclusion - (3-4 sentences)

Re-statement of Thesis (use different words):

Summarize Essay:

Impact Statement:

***** REMEMBER: DO NOT USE FIRST PERSON – NO I, ME, or MY *****

***** REMEMBER: DO NOT USE SECOND PERSON – NO YOU, US, WE *****