

CHAPTER
9

Section 1

GUIDED READING

*The Beginnings of
Industrialization*

A. Analyzing Causes and Recognizing Effects As you read this section, make notes in the chart to explain how each factor listed contributed to an Industrial Revolution in Great Britain.

1. Agricultural revolution	
2. Abundant natural resources	
3. Political stability	
4. Factors of production	
5. Technological advances in the textile industry	
6. Entrepreneurs	
7. Building of factories	
8. Railroad boom	

B. Drawing Conclusions On the back of this paper, define **enclosure** and **crop rotation** and explain how both paved the way for an agricultural revolution.

CHAPTER

9

GEOGRAPHY APPLICATION: MOVEMENT

British Population Moves to the Cities

Section 2

Directions: Read the paragraphs below and study the maps and graph carefully. Then answer the questions that follow.

Britain's richest coal fields are in the central and northern regions of the country. This geographic fact caused a major shift in Britain's population between 1750 and 1850.

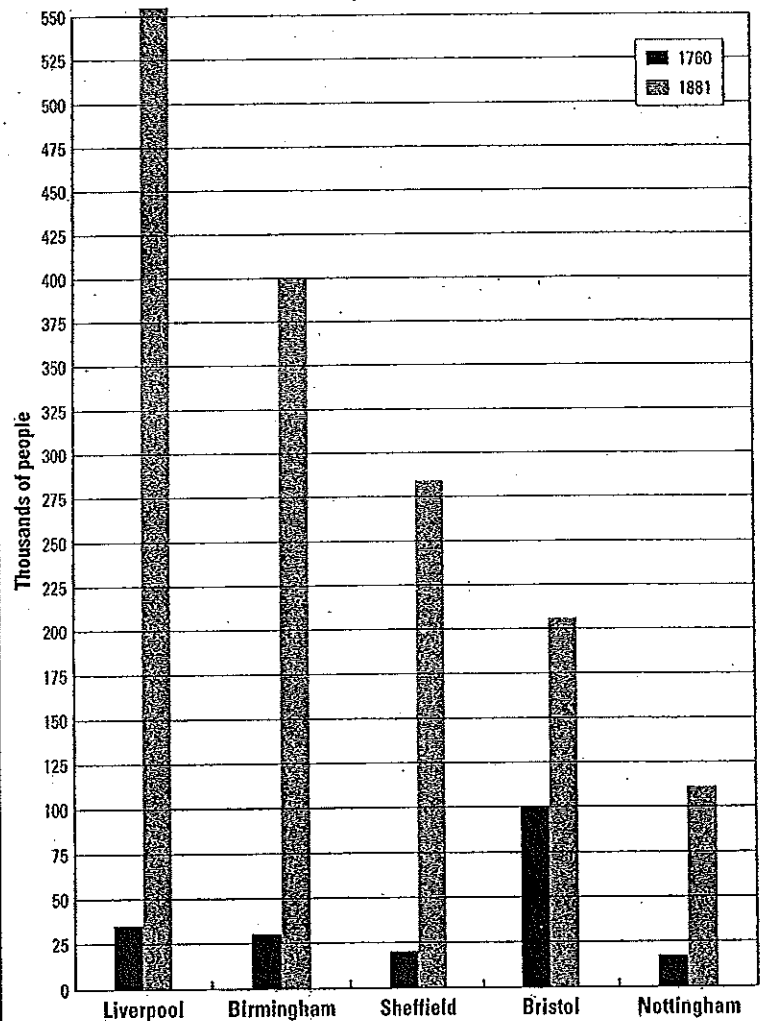
Coal was found to be the most efficient way to power the new steam engine. As a result, many new industries and factories moved to be near the sources of energy. Soon, coal-fired steam engines

powered the iron foundries, textile factories, and railroads of northern Britain.

Industrialization also required a large labor force. The enclosure movement, in which wealthy landowners bought out small farms and forced these people out of their livelihood, provided a ready supply of workers. As a result, masses of people moved to the industrial cities to find jobs.



Growth of British Cities 1760–1881



Interpreting Text and Visuals

1. Of the cities shown on the bar graph, which one had the largest population increase between 1760 and 1881? the smallest? _____

2. What mode of transportation did all English companies have to have in order to transport their goods to Europe? _____

3. Which two cities appear to have missed out on the Industrial Revolution in England? _____

4. Where was most of the English population living in 1750? in 1850? What caused this major population shift? _____

5. If you are a factory owner in Sheffield and your workers have just completed an order of clothes, about how many miles would you have to travel to sell them in London? _____

6. What is the approximate total population of the five cities on the chart in 1760? How much did that total population increase by 1881? _____

7. Why do you think it is important for factories and mills to be near their sources of energy? _____



Section 3

PRIMARY SOURCE

"Life in a New England Factory"

from *Voice of Industry*, June 26, 1845

The Voice of Industry was one of the most widely read American labor papers of the 1840s. The article from which this excerpt was taken called for a 10-hour workday, part of the reform movement aimed at improving working conditions. Which arguments do you think are most persuasive?

During the last winter a petition was presented to the Legislature of Massachusetts, by eight hundred and fifty "peacable, industrious and hard-working men and women," declaring that they are confined from thirteen to fourteen hours per day in unhealthy apartments, and are hastening through pain, disease, privation, down to a premature grave, and praying the State to inquire into their condition and to restrict the number of hours of labor in Factories to ten per day.—This, and other similar petitions, were signed by two thousand one hundred and thirty-nine persons, chiefly females.

The operatives in England are prohibited, by act of Parliament, from being employed more than at a rate of eleven and a half hours per day. . . .

The operatives in Lowell work

In January,	11 hours 24 min.
In February,	12 hours
In March,	11 hours 52 min.
In April,	13 hours 31 min.
In May,	12 hours 55 min.
In June,	12 hours 45 min.
In July,	12 hours 45 min.
In August,	12 hours 45 min.
In September,	12 hours 43 min.
In October,	12 hours 16 min.
In November,	11 hours 46 min.
In December,	11 hours 24 min.

To this must be added in each instance thirty minutes, at least, for going to and from the mill, at morning and evening. They go to and return from breakfast in thirty minutes, to and from dinner in thirty minutes, for about eight months in a year; and the other four months they are allowed forty-five minutes.

. . . A woman in a Factory in New England, works one hour and some minutes longer, every day in the year, than a woman in a British Factory—They are allowed four days as holidays; the English are allowed six.

First it must be apparent that the hours allowed for labor are too many.

Second, that the minutes allowed for them to take their food are too few.

Third, that these causes are sufficient to impair health, induce disease, premature old age, and death.

Fourth, that these causes, . . . acting upon so large a number of females assembled in the manufactories of New England, must in time affect the physical condition of the people of New England.

Fifthly, that no reason can be given why these evils should not produce the same terrible effects here, as in England, where their full results are developed.

Sixth, that as the British Parliament, from motives of humanity have been compelled to interfere in behalf of the operatives, prudence and mercy call upon our legislators to do likewise.

Seventh, that the example of this State would be followed at once throughout New England.

from *Voice of Industry*, June 26, 1845. Reprinted in Philip S. Foner, ed., *The Factory Girls* (Urbana: University of Illinois Press, 1977), 218–219.

Activity Options

Forming and Supporting Opinions

1. Which arguments given in this article for the 10-hour workday do you think are most persuasive? Rank each of them on a scale of 1 to 5, with 1 being least persuasive and 5 being most persuasive. Then compare your rankings with those of your classmates.
2. Despite workers' efforts, the Massachusetts' state legislature did not pass legislation for a 10-hour workday. Discuss with classmates why you think this legislation was defeated.

Write a brief explanation of why you think this legislation was defeated.

Modern World History
An Age of Reforms

Ch. 9
Sec. 4

The Industrial Revolution led of a bigger gap between the rich and the poor. Many business leaders and "philosophers" wanted the government to stay out of business and economic affairs. Many reformers however believed the government should plan an active role in bettering the condition for the poor.

The following activity will compare and contrast the ideas of each as a well as define specific concepts of each of the schools of thought

COMMUNISM

Define:

Philosopher:

Define BOURGEOISIE

Define PROLETARIAT

SOCIALISM

Define:

Philosopher:

UTILITARIANISM

Define:

Philosopher:

UTOPIA

Define:

Philosopher:

CAPITALISM

Define:

Philosophers:

Laissez-Faire

Define:

CHAPTER 9

Section 4

PRIMARY SOURCE *from The Wealth of Nations* by Adam Smith

The Scottish philosopher and economist Adam Smith (1723–1790) defended the idea of a free-market economy, or the production and exchange of goods and services without interference from the government, and laid the foundation for modern capitalism. The following excerpt is from Smith's well-known book The Wealth of Nations. According to Smith, what were the effects of the division of labor?

Of the Division of Labour

The greatest improvement in the productive powers of labour, and the greater part of the skill, dexterity, and judgment with which it is anywhere directed, or applied, seem to have been the effects of the division of labour.

The effects of the division of labour, in the general business of society, will be more easily understood, by considering in what manner it operates in some particular manufactures. It is commonly supposed to be carried furthest in some very trifling ones. . . .

To take an example, therefore, from a very trifling manufacture; but one in which the division of labour has been very often taken notice of, the trade of the pin maker; a workman not educated to this business (which the division of labour has rendered a distinct trade), nor acquainted with the use of the machinery employed in it (to the invention of which the same division of labour has probably given occasion), could scarce, perhaps, with his utmost industry, make one pin in a day, and certainly could not make twenty. But in the way in which this business is now carried on, not only the whole work is a peculiar trade, but it is divided into a number of branches, of which the greater part are likewise peculiar trades. One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head; to make the head requires two or three distinct operations; to put it on, is a peculiar business, to whiten the pins is another; it is even a trade by itself to put them into the paper; and the important business of making a pin is, in this manner, divided into about eighteen distinct operations, which, in some manufactories, are all performed by distinct hands, though in others the

same man will sometimes perform two or three of them. I have seen a small manufactory of this kind where ten men only were employed, and where some of them consequently performed two or three distinct operations. But though they were very poor, and therefore but indifferently accommodated with the necessary machinery, they could, when they exerted themselves, make among them about twelve pounds of pins in a day. There are in a pound upwards of four thousand pins in a middling size. Those ten persons, therefore, could make among them upwards of forty-eight thousand pins in a day. Each person, therefore, making a tenth part of forty-eight hundred pins in a day. But if they had all wrought separately and independently, and without any of them having been educated to this peculiar business, they certainly could not each of them have made twenty, perhaps not one pin in a day; that is, certainly not the two hundred and fortieth, perhaps not the four thousand eight hundredth part of what they are at present capable of performing, in consequence of a proper division and combination of their different operations.

from Adam Smith, The Wealth of Nations (1776). Reprinted in Robert L. Heilbroner, ed., The Essential Adam Smith (New York: W.W. Norton, 1986), 161–162.

Discussion Questions

1. **Determining Main Ideas** What type of manufacturing business did Smith use to illustrate the effects of the division of labor?
2. **Making Inferences** What did Smith think were the advantages of the division of labor?
3. **Forming and Supporting Opinions** Based on your reading of this excerpt, do you think Adam Smith supported industrialization? Why or why not?

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Name _____ Date _____

CHAPTER
14

GUIDED READING *Revolutions in Russia*

Section 1

A. Perceiving Cause and Effect As you read this section, take notes to answer questions about some factors in Russia that helped lead to revolution.

How did each of the following help to cause the full-scale revolution?	
1. Policies of the czars	
2. Industrialization and economic growth	
3. The Russo-Japanese War	
4. "Bloody Sunday"	
5. World War I	
6. The March Revolution	

How did each of the following help the Bolsheviks gain and hold political control?	
7. November 1917 Revolution	
8. Civil war between the Red and White armies	
9. Organization of Russia into republics	

What role did each of the following play in the Russian Revolution?	
10. Karl Marx	
11. V. I. Lenin	
12. Leon Trotsky	

B. Recognizing Facts and Details On the back of this paper, identify each of the following:

pogrom Trans-Siberian Railway Duma Rasputin soviet

Role in causing the Revolution

Help the Bolsheviks

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Role in Revolution

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CHAPTER
14**Section 1****PRIMARY SOURCE** *from Bloody Sunday*
by Father Gapon

On January 22, 1905, a priest named Father Gapon led a peaceful march of about 200,000 workers and their families to the Winter Palace in St. Petersburg. The marchers wanted to ask Czar Nicholas II for better working conditions, more personal freedom, and an elected national legislature. As you read the following excerpt from Father Gapon's autobiography, think about what happened on Bloody Sunday.

We were not more than thirty yards from the soldiers, being separated from them only by the bridge over the Tarakanovskii Canal, which here marks the border of the city, when suddenly, without any warning and without a moment's delay, was heard the dry crack of many rifle-shots. I was informed later on that a bugle was blown, but we could not hear it above the singing, and even if we had heard it we should not have known what it meant.

Vasiliev, with whom I was walking hand in hand, suddenly left hold of my arm and sank upon the snow. One of the workmen who carried the banners fell also. Immediately one of the police officers to whom I had referred shouted out, 'What are you doing? How dare you fire upon the portrait of the Tsar?' This, of course, had no effect, and both he and the other officer were shot down—as I learned afterwards, one was killed and the other dangerously wounded.

I turned rapidly to the crowd and shouted to them to lie down, and I also stretched myself out upon the ground. As we lay thus another volley was fired, and another, and yet another, till it seemed as though the shooting was continuous. The crowd first kneeled and then lay flat down, hiding their heads from the rain of bullets, while the rear rows of the procession began to run away. The smoke of the fire lay before us like a thin cloud, and I felt it stiflingly in my throat. . . . A little boy of ten years, who was carrying a church lantern, fell pierced by a bullet, but still held the lantern tightly and tried to rise again, when another shot struck him down. Both the smiths who had guarded me were killed, as well as all those who were carrying the icons and banners; and all these emblems now lay scattered on the snow. The soldiers were actually shooting into the courtyards of the adjoining houses, where the crowd tried to find refuge and, as I learned

afterwards, bullets even struck persons inside, through the windows.

At last the firing ceased. I stood up with a few others who remained uninjured and looked down at the bodies that lay prostrate around me. I cried to them, 'Stand up!' But they lay still. I could not at first understand. Why did they lie there? I looked again, and saw that their arms were stretched out lifelessly, and I saw the scarlet stain of blood upon the snow. Then I understood. It was horrible. And my Vasiliev lay dead at my feet.

Horror crept into my heart. The thought flashed through my mind, 'And this is the work of our Little Father, the Tsar.' Perhaps this anger saved me, for now I knew in very truth that a new chapter was opened in the book of the history of our people. I stood up, and a little group of workmen gathered round me again. Looking backward, I saw that our line, though still stretching away into the distance, was broken and that many of the people were fleeing. It was in vain that I called to them, and in a moment I stood there, the centre of a few scores of men, trembling with indignation amid the broken ruins of our movement.

from Father Gapon, The Story of My Life (1905). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 417–418.

Discussion Questions**Recognizing Facts and Details**

1. When did the soldiers start firing on the marchers?
2. According to this excerpt, who were among the victims of the shooting?
3. **Perceiving Cause and Effect** Why do you think many Russians were outraged by this massacre? Use information from this excerpt as well as your textbook to support your opinion.