

Comparing the Industrial Revolution on a Global Scale

This lesson plan seeks to have students understand the causes and effects of the Industrial Revolution on a global scale. It draws upon what they learned in American History. It should be supplemented by some secondary source, whether that is their textbook or some other source. The lesson asks them to analyze primary sources; photographs, cartoons, drawings, data, and periodicals. In the end, students should formulate opinions about the benefits and drawbacks of industrialization in different world regions.



“Breaker Boys, Woodward Coal Mines, Kingston, Pa.” Photograph. Detroit: Detroit Publishing Co., 1900. From Library of Congress: *Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920*. <http://hdl.loc.gov/loc.pnp/det.4a07285>

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Overview

Objectives	<ol style="list-style-type: none"> 1. Students will identify causes, as well as positive and negative consequences of the Industrial Revolution in various world regions 2. Student will analyze how these consequences affect world politics and commerce. 3. Students will evaluate the effects of the Industrial Revolution on at least one world region.
Recommended Time Frame	<p>One 52 minute class period with homework (AP World History)</p> <p>Two 52 minute class periods with little/no homework (Regular World History)</p>
Grade Level	9-12 th Grade World History
Curriculum Fit	Social Studies
Materials	<p>A projector or a classroom set of photographs/cartoons from the Library of Congress</p> <p>Copies of the two graphic organizers</p> <p>Copies of the periodicals from the Library of Congress</p>

Michigan State Standards

	<p>Social Studies:</p> <p>WHG 6.1.1 Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (<i>National Geography Standard 13</i>)</p>
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Procedures

	<p style="text-align: center;"><u>Start Up</u></p> <p>On the board when students walk in:</p> <ul style="list-style-type: none"> -Write three things you know or think you know about the Industrial Revolution. (You learned about this in American History. I promise) ☺ -Students will be called upon to share what they already know. <p style="text-align: center;"><u>Viewing Photos of the American Industrial Revolution</u></p> <ul style="list-style-type: none"> -Students complete the Photo Analysis Chart using their own hard copy set, or the photos may be presented using a projector. -Review the student answers after everyone has had a chance to view the documents and take notes. -Questions to Consider:
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	<p>Why did the industrial revolution happen? Did it come from somewhere? Where?</p> <p style="text-align: center;"><u>Assessing Data from the Industrial Revolution</u></p> <p>-Either hand the students a copy of Tables Illustrating the Spread of Industrialization or use your projector. Ask the students to spend a few minutes just reviewing the data. They can make observations right on their hard copy or in their notebooks.</p> <p>-Questions to Check Understandings:</p> <ol style="list-style-type: none"> 1. Which countries seem to have undergone the process of industrialization first? 2. How can you tell? 3. What factors show that a county is more industrialized than another? 4. Does a more industrialized country, mean a more successful country? 5. What determines the success of a country? <p><i>(for those of you with Smart boards, this data would make an excellent hands on map activity for students on the board)</i></p> <p style="text-align: center;"><u>Secondary Source Work</u></p> <p>-Using the student textbook, we will read about and discuss causes of the Industrial Revolution in England. <i>(If no student textbook is available, this 1884 lecture entitled, "Lectures on The Industrial Revolution in England" by Arnold Toynbee is a great resource on the causes of the Industrial revolution. It can also be used as primary source on the effects the industrial revolution.)</i></p> <p>-Explain to the students that the Industrial revolution on a global scale looks different. There are other causes and consequences.</p> <p style="text-align: center;"><u>Using Nineteenth Century Periodicals</u></p> <p>- Student may use the links below to access whole documents from the Library of Congress website, or selected passages are attached to shorten the time needed to access primary documents. Students will use the documents to complete the chart about the different world regions.</p>
Evaluation	
	<p>Students will choose a country. They will write a persuasive letter to the people of that country at the beginning of the 18th century. Their task is to convince the people of that country that the industrial revolution is coming and it is going to be the best or worst thing that ever happened to them. The letter must be at least seven complete sentences. It must feature at least 5 pieces of specific information from the periodicals they read. It must be in letter format and use appropriate grammar.</p>
Extension	
	<p>For higher level or students who finish early, provide them with a copy of the Political Cartoon, "We offer you a full partnership: it is to laugh!" Have them try to determine who the other two characters in the cartoon are and what is happening. Using the time frame, ask them to determine what major world events are being made reference in this cartoon.</p>

Primary Sources from the Library of Congress

Photos for Opening Activity

"Breaker Boys, Woodward Coal Mines, Kingston, Pa." Photograph. Detroit: Detroit Publishing Co., 1900. From Library of Congress: *Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920*. <http://hdl.loc.gov/loc.pnp/det.4a07285>

"Garment workers strike, men and women parading on West Jackson Boulevard." Photograph. Chicago History Museum, 1910, From Library of Congress: *Photographs from the Chicago Daily News, 1902-1933*. <http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n056268>

"Illinois Steel Works, Joliet." Photograph. Detroit, MI: Detroit Publishing Co., between 1880 and 1901. From Library of Congress: *Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920*. [http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field\(NUMBER+@band\(det+4a05203\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a05203)))

"The Men Behind the Man Behind the Gun." Poster. 1917. Library of Congress Prints and Photographs Division. <http://hdl.loc.gov/loc.pnp/cph.3g11172>

"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." 1901. From Library of Congress, Prints and Photographs Division <http://hdl.loc.gov/loc.pnp/cph.3b10757>

Periodicals

"Industrial Reform." *The United States Democratic Review Volume 23, Issue 126* Dec 1848. From the Library of Congress: *Nineteenth Century in Print: Periodicals*. [http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(AGD1642-0023-130\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(AGD1642-0023-130))).

"The Industrial Revolution in Japan." *The North American Review, Volume 171, Issue 528* November 1900. From the Library of Congress: *Nineteenth Century in Print: Periodicals*. [http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(ABQ7578-0171-65\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(ABQ7578-0171-65))).

"The Labor Crisis." *The North American Review, Volume 142, Issue 355* June 1886. From the Library of Congress: *Nineteenth Century in Print: Periodicals*. [http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(ABQ7578-0142-73\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(ABQ7578-0142-73))).

Extension Activity

Rogers, W. A. "We offer you a full partnership: it is to laugh!" Political Cartoon. New York Herald, 1914-1917. From Library of Congress: *Cabinet of American illustration*. <http://www.loc.gov/pictures/collection/cai/item/2010717859/>.

Additional Resources

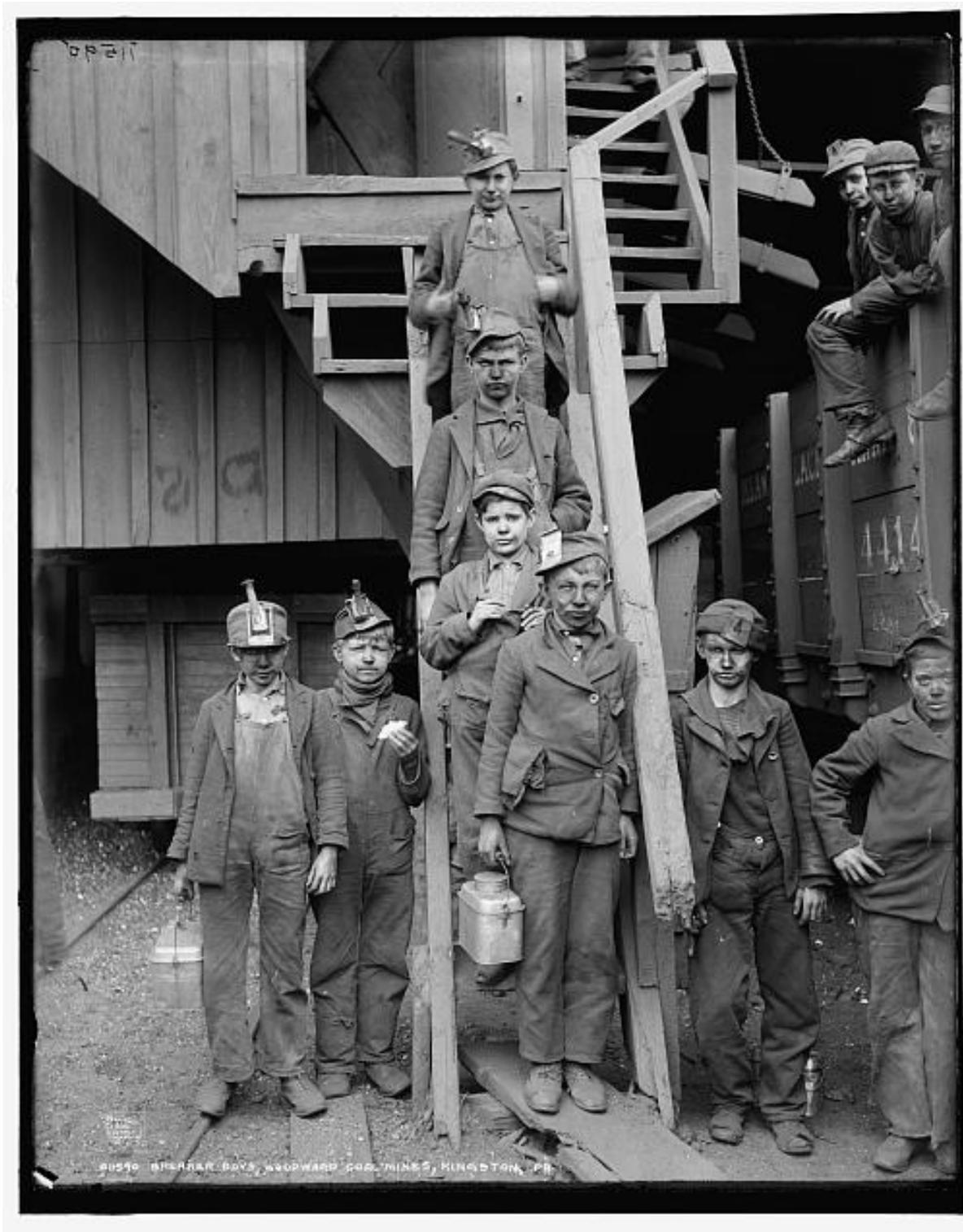
Halsall, Paul. "Tables Illustrating the Spread of Industrialization." Aug 1997. From Internet Modern History Sourcebook: *Industrial Revolution*. <http://www.fordham.edu/halsall/mod/indrevtabs1.html>.

Toynbee, Arnold. "Lectures on The Industrial Revolution in England." 1884. From Internet Modern History Sourcebook: *Industrial Revolution*. <http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/toynbee/indrev>.

Hard Copies and Handouts

Photos of the American Industrial Revolution

Breaker Boys - Source: Detroit Publishing Co. - 1900



Illinois Steel Works, Joliet - Source: Detroit Publishing Co. – 1880 to 1901



[http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field\(NUMBER+@band\(det+4a05203\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a05203)))

Nursery Rhymes for Infant Industries - Source: Frederick Opper, in a Hearst Publication - 1901

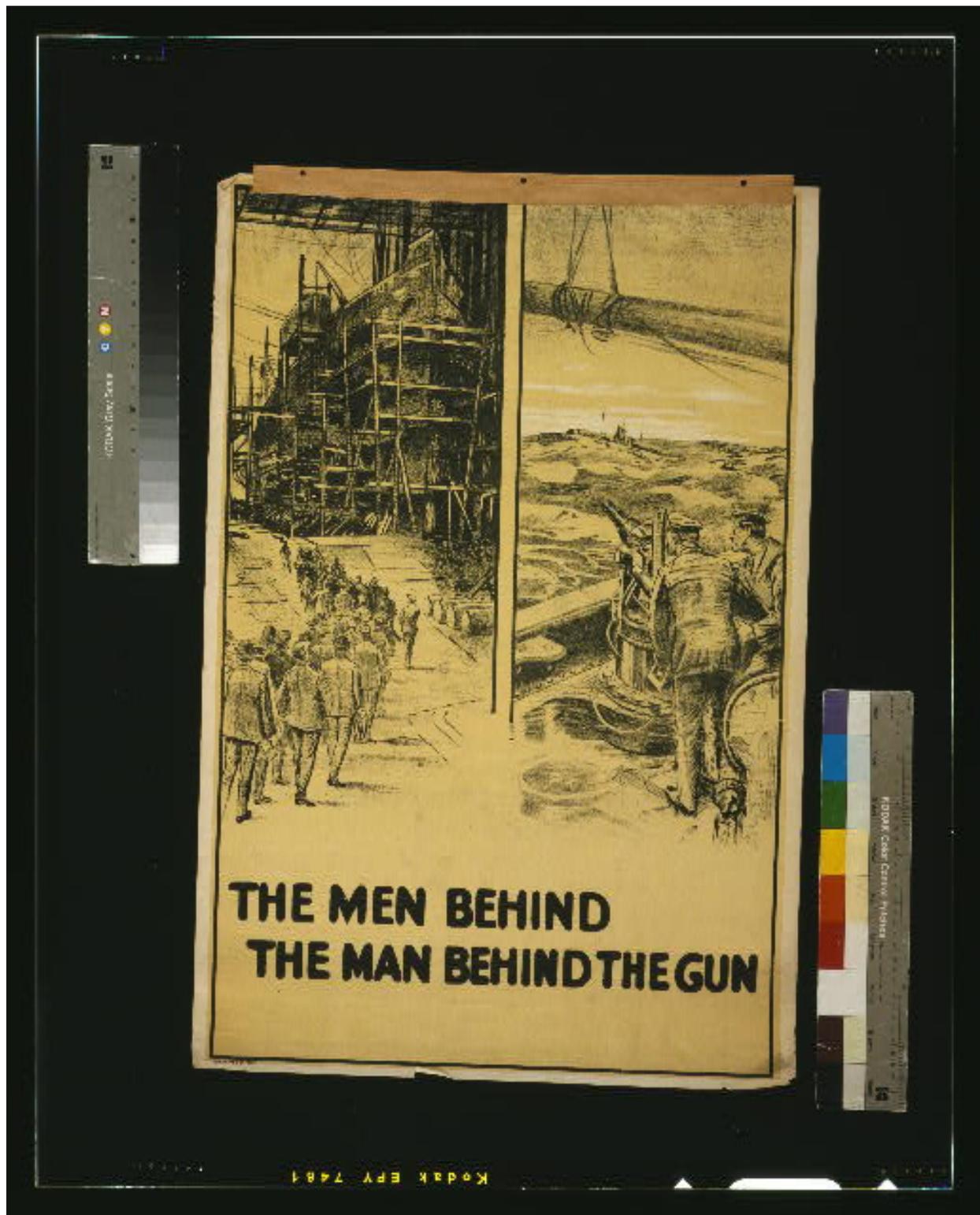


**Garment workers strike, men and women parading on West Jackson Boulevard -
Source: Chicago Daily News, Inc - 1910**



<http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n056268>

The Men Behind the Man Behind the Gun - Source: Banks, Ltd -1917



<http://hdl.loc.gov/loc.pnp/cph.3g11172>

Photo Analysis Chart

Name of the Photo	Characteristics – What do you see?	What effect of the industrial revolution in America does this show?
Breaker Boys		
Illinois Steel Works		
Nursery Rhymes for Infant Industries		
Garment workers strike		
The Men Behind the Man Behind the Gun		

Graphic Organizer for Periodical Analysis

For each document please take notes on the causes and/or consequences (both positive and negative) of the Industrial Revolution in that region

	“Industrial Reform”	“The Industrial Reform in Japan”	“The Labor Crisis”
Date of Article			
America			
England			
Japan			
Other Country			

Excepts from the Periodicals

(broken down by region)

America

Article Name: The Labor Crisis p.608

Publication: The North American review

Volume 142, Issue 355, June 1886

The nineteenth century will be set down in the world's history as the century of material progress and in its great advance the United States takes the lead. In this rich world this nation stands the richest. The valuation of property in 1884 was 51,670 millions in round numbers; that of Great Britain, mother and rival, being more than six thousand millions less. In the United States wealth has increased from 1850 to 1884 forty-three thousand two hundred and forty millions of dollars. According to Mulhall, since 1830 Great Britain has almost trebled her wealth; France has quadrupled hers; the United States has multiplied in wealth six fold, and at present we are growing nearly four millions richer at sunset than sunrise each day. The accumulations of Europe and the United States make up daily *11,000,000, and the increase in population is 11,000 daily. The great increase in population, large immigration from Europe, amounting in four years to over twenty-four hundred thousand people, overcrowding of cities, increase in manufacturing establishments, rapid absorption of public lands, consolidation of wealth, importation of contract labor, and other causes, are reproducing in nearly all the States many of the economic and social conditions of Europe. In the midst of great wealth, with powers of production unsurpassed, with material success unparalleled, there is, nevertheless, a social and industrial revolution.

I am, with others, to some extent an employer of labor. I take a deep interest in the labor question. To my mind it rises in importance above all others.

Article: The Industrial Revolution in Japan. P. 686-7

Publication: The North American review.

Volume 171, Issue 528, November 1900

The Japanese advocates of protection are accustomed to point to the marvelous development of the resources of the United States as an example of what protection can do. Originally a poverty stricken nation, the United States have become one of the wealthiest and most populous countries on the surface of the globe within the last hundred years. But whether this unexampled prosperity is due mainly to protection remains still a debatable subject, notwithstanding earnest and careful discussion for many years past by the most sagacious statesmen and the most profound scholars of the Union. It is not within the scope of my subject to take part in this controversy. Leaving it, therefore, as an un

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solved question, let us stop to consider some points of the radical differences which exist between the two nations, in order to show that, even if it were true that the prosperity of the United States were due to protection, it would not necessarily follow that that would hold good in the case of Japan also.

Europe

Article Name: The Labor Crisis p.608-9

Publication: The North American review

Volume 142, Issue 355, June 1886

In Europe the discontent is due to two causes. One, the unfinished struggle on the part of the people for political freedom, which has been active since the eighteenth century; the protest against privileged classes, monarchy and imperialism. Learning that they are the source of all political power, the people want their will registered as the law that alone should govern them. This discontent has taken the form of nihilism in Russia; socialism in Germany; communism in France; radicalism in England; and negroism in Spain. These nations have also to deal with another cause the industrial question, involving the relations between employer and employed, the rate of wages and the proper distribution of wealth, which is the recurring question of all civilization, the problem of all the ages.

The nations of Europe are obliged to meet both problems at the

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same time. This not only gives rulers great concern, but taxes to the utmost the ability and ingenuity of the wisest statesman. Some governments are making concessions to the people. In England classes are coming to an end, and henceforth the people will rule. The right of franchise has recently been conferred on two millions of English subjects. In other countries relief is sought through colonial expansion and immigration, and in Russia war is still invoked to subdue discontent and give imperialism repose for a season.

Article: The Industrial Revolution in Japan. p.683

Publication: The North American review.

Volume 171, Issue 528, November 1900

Profiting by the examples set them by the government, the people, too, began to appreciate the advantages of the European industrial system. Wealth and intellect joined hands to benefit themselves and their native land by exercising their capacity in the new field of industrial activity. Led by enterprising individuals, railway companies, mining corporations, cotton mills, paper factories and many other enterprises of the like kind made their appearance one after another, as private organizations.

Japan

Article: The Industrial Revolution in Japan. p. 684

Publication: The North American review.

Volume 171, Issue 528, November 1900

Another enterprise that has proved successful is cotton spinning. Twenty years ago, there exist & only two mills, with 20,000 spindles each; now, there are 1,300,000 spindles, and besides providing for our domestic needs, cotton yarn is exported to China to the amount of yen 20,000,000 annually. Muslin and other cotton goods are also exported. Paper manufacture has been very prosperous recently. The enormous number of publications, such as books, periodicals, and newspapers, has caused the establishment of many new mills; and, like matches, after successful competition with the foreign product at home, our paper is now competing in China against that manufactured in the West. The production of cement was first undertaken by the government, that article being necessary for the building of railroads. But to-day many private companies are manufacturing cement for domestic and foreign consumption. Woolen factories in Tokyo and Osaka are kept busy; and their output, in quantity and quality, is almost sufficient to meet the internal demand. They call for a yearly import of raw wool amounting to yen 4,917,763. It would be too tedious a task to enumerate various other branches of industry, such as the manufacturing of brushes, soap, and many others, which are prospering or beginning to prosper in Japan under her free trade system. It may be, perhaps, proper to conclude a posteriori from what has been observed that most of the new industrial undertakings in Japan which are still in the stage of in-

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fancy, and are growing with wonderful rapidity, after they have displaced imported goods in the home markets, will, in obedience to the economical law of demand and supply, pour their products into all the other Eastern markets, where they will compete favorably with the same kind of commodities from America or Europe.

Article: The Industrial Revolution in Japan. p. 686

Publication: The North American review.

Volume 171, Issue 528, November 1900

ings will succeed; otherwise, they will fail. When cotton spinning was first undertaken in Japan, all the yarns produced were coarse; the fine yarns could not be obtained owing to the lack of skill and experience on the part of the laborers, who were then utter strangers to this kind of work. Even at the present time, for the same reason, large quantities of fine yarns are imported from England, although the amount is decreasing year by year.

Besides, we must remember that the advancement of manufactures depends, to a large extent, upon the development of the banking system, of the insurance system, of the means of transportation. These also require special training and experience in the men employed. Japanese capitalists and producers, recognizing this fact, are anxious to engage the services of those who have specially studied, or gained practical experience in, the various branches of industry either at home or abroad. But the number of such persons is sadly small compared with the demand. Herein lies the true grounds for complaint, if complaint is to be made at all. It is not the absence of a protective tariff, nor the scarcity of capital, nor yet the high rate of interest, as some hold, that we have to deplore. One or two of these supposed causes may have something to do in hindering Japanese industry from developing with even greater speed. Every encouragement should be given by the government and the nation at large to the public and private institutions of learning, and to certain industrial corporations, so that they can furnish the country with a sufficient number of such men through study and practice: and in the course of time, they will become a most valuable instrument in developing the industry and resources of the nation, without the aid of protection.

Ireland

Article: Industrial Reform. p. 517

Publication: The United States Democratic review

Volume 23, Issue 126, Dec 1848

Poor Ireland has more particularly suffered under this system, because the money extracted from her laborers has not remained on the spot, in the hands of those who have received it, to become the means of employment, but has, with the revenues of the government and church, been carried abroad for expenditure.

Comparative Approach

Article: Industrial Reform. p. 518-9

Publication: The United States Democratic review

Volume 23, Issue 126, Dec 1848

In these figures we have the primary cause of the misery in Europe and the comparative wealth of the working people of the United States. It may be mentioned, as an additional evidence, that large sums of money are being constantly sent from the United States to Europe, by immigrants, who came here

because they could not get their own living at home, but who, speedily, having an opportunity for the exercise of their industry and economy, earn

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sufficient to meet their own wants and relieve their friends at home. It will be observed, that those who are sent here, are the most helpless and turbulent at home, yet precisely these persons become, on touching our shores, quiet and industrious, and capable of remitting such sums as are indicated in the fact stated by the late Jacob Harvey, Esq., viz.: that in two years, \$1,000,000 passed through his hands as remittances from Irish emigrants to their distressed friends at home. The same causes which depress industry in Ireland, operate in Germany, to an immense extent; none will work where they cannot enjoy the proceeds of their labor. If any accumulate means by economy and favorable circumstances, it is not in a taxable shape. Neither farm improvements, nor household comforts, will indicate improved prosperity. He who has hoarded thousands in specie, does not alter his personal appearance or style of living. He holds fast to money, which cannot be reached by the fingers of the tax gatherer. This characteristic of the Germans suddenly undergoes a complete change on their arrival here, where property is safe and taxes light; large and long-hoarded sums in gold and silver are readily disbursed for farms and family comforts. The timidity and caution inspired by the tax gatherer give way to a spirit of enterprise and social emulation. Production becomes the cause of demand for the productions of others, and interchange, untrammelled by internal restrictions, progresses to the benefit of all.

Rubric

CATEGORY	4	3	2	1
Format	Complies with all the requirements for a formal letter.	Complies with almost all the requirements for a formal letter.	Complies with several of the requirements for a formal letter.	Complies with less than 50% of the requirements for a formal letter.
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 4 accurate facts about the topic.	The letter contains 3 accurate facts about the topic.	The letter contains 2-1 accurate facts about the topic.
Length	The letter is 7 or more sentences.	The letter is 6 sentences.	The letter is 5 sentences.	The letter is less than 4 sentences.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.

Extension Activity

1. Try to determine who the other two characters in the cartoon are.
2. What is happening in this cartoon?
3. Using the time frame, determine what major world events are being made reference in this cartoon.

Rogers, W. A. "We offer you a full partnership: it is to laugh!" Political Cartoon. New York Herald, 1914-1917. From Library of Congress: *Cabinet of American illustration*. <http://www.loc.gov/pictures/collection/cai/item/2010717859/>.

