

Aim #11: How did the Industrial Revolution Inspire Attempts at Reform & Gradual Improvement for the Working Class?

Reforms by People



Soldado, June 26, 1917. The Hand That Will Rule the World—One Big Union.



- Luddites:

- Chartist Movement:

- Labor Unions



- Women Suffrage

Reforms by Gov't

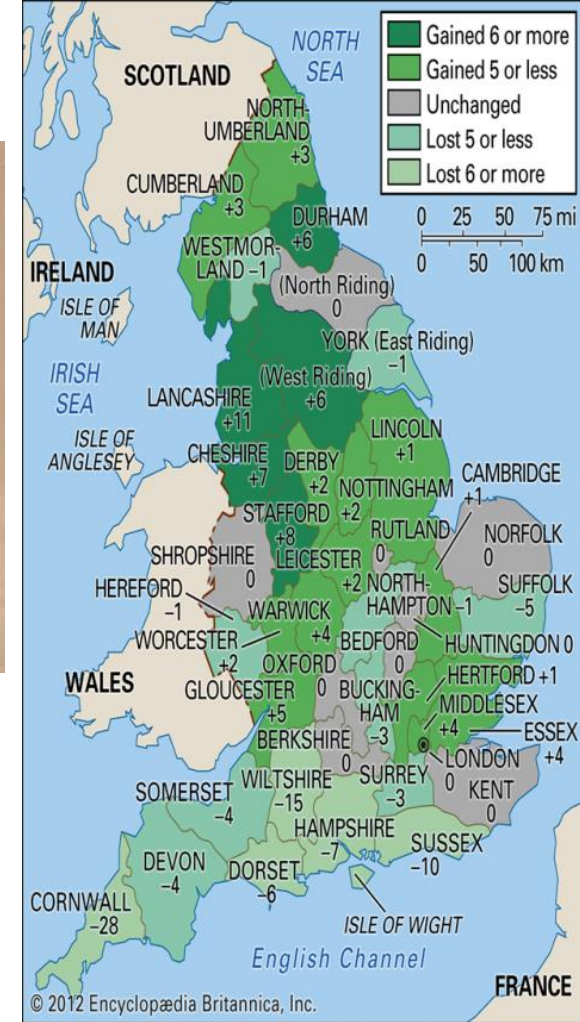
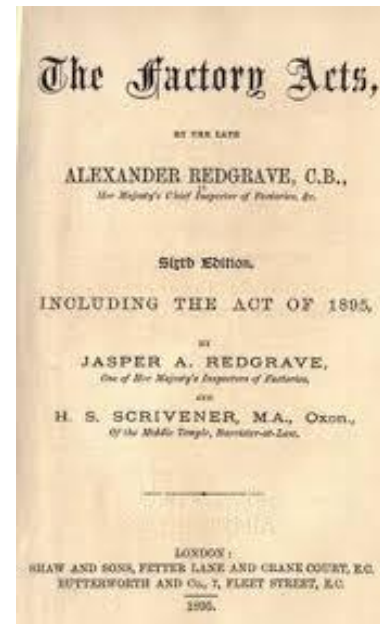
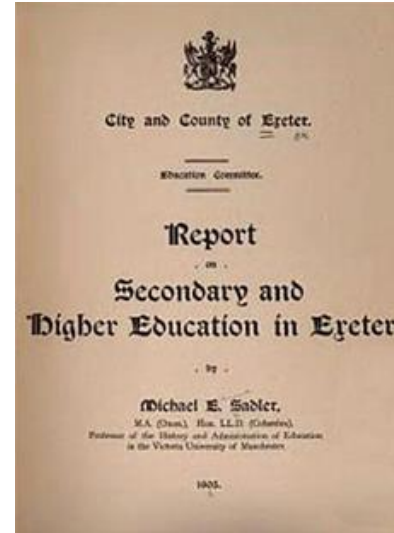
- **Reform Act of 1832**



- **Factory Acts of 1833 & 1847**

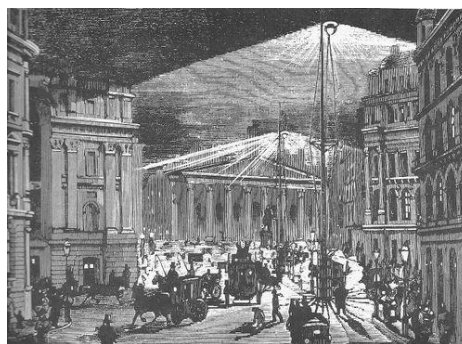


- **Education Act of 1870**



Conditions Gradually Improve

-
- Increase of new Inventions








How did reform movements attempt to transform society?

Introduction

→Directions: Read the statements below. Complete the brainstorm task.

The Industrial Revolution and Reform Movements

The Industrial Revolution was a time of great social, economic, and political change. These changes encouraged different people in society to develop **reform movements**, or group actions, to solve these problems. Every reform movement had reasons for starting and a set of **goals** they wanted to accomplish. These reform movements used certain **strategies** to accomplish their goals. Often, these movements faced **opposition**.

				
Causes	Goals	Strategy	Opposition	Effects
Major events that exposed problems and inequities led to the start of reform movements.	Reform movements had a variety of goals , or purposes. Many movements sought to change specific laws .	To meet their goals , leaders used a variety of strategies, or tactics to make their voices heard.	Reform movements faced opposition, or disagreement from people who did not want society to transform.	Despite opposition, some reform movements had effects , or results, such as changes in law.

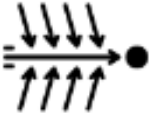




What do you think?

→Directions: Complete the chart below. Compare your responses with your partner.

	Agree	Disagree	Partner's response
It is okay to break the law to ensure that women have the right to vote.			
It is okay to break the law to improve working conditions.			
It is okay to destroy factory machinery to improve working conditions.			
It is okay to destroy property to ensure that women have the right to vote.			
It is okay to physically injure someone in order to fight for your rights.			

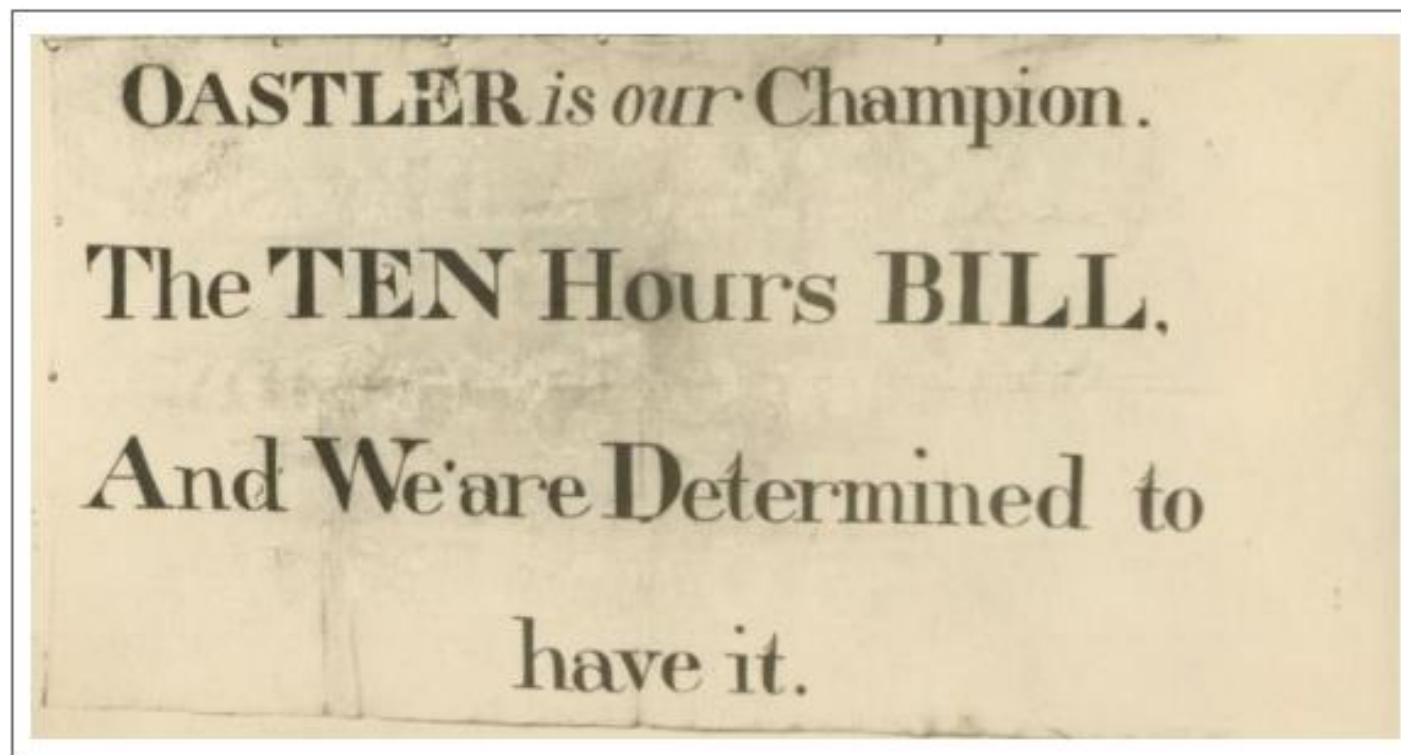
Comparing Industrial Revolution Reform Movements

→Directions: As you read the documents, complete this chart.

					
	Causes	Goals	Strategy	Opposition	Effects
Labor Reform Movements					
Women's Suffrage Movements					

Document 1a

Richard Oastler



This was a [flag](#) used by the 19th century labor reformer Richard Oastler.

Richard Oastler was a clothing merchant. In 1830, he attempted to reform working hours by writing a letter to the newspaper *Leeds Mercury*. In his article, he criticized the employment of young children in factories. Luckily, his letter was read by John Hobhouse, a Member of Parliament. Hobhouse sought to introduce a bill limiting child labor. After the bill was published, workers formed Short Time Committees. These committees worked to promote the passage of the bill in Parliament by holding meetings, mass demonstrations, and collecting signatures. Even though the bill passed, it did not cover all industries and long work days persisted for many workers. Richard Oastler intensified his work and began to lead the Ten Hour Movement. At the same time, he encouraged workers to strike and child workers to sabotage factory equipment.

Document 1b

British Factory Legislation

1833 Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.

1847 The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.

1880 The first Employers' Liability Act granted compensation to workers for on-the-job injuries not their own fault.

Source: NYS Global History and Geography Regents Exam, January 2002.

Document 1c

Enforcement of British Factory Legislation

My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and, in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr. Rayner, the certificating surgeon of Bastile, was with me at the time.

Factory Inspectors report – British Parliamentary Papers (1836) No 353. Accessed on November 7, 2019.

Document 2a

The National Union of Women's Suffrage Societies (1897)

During the Industrial Revolution in the 1800s, many European middle-class women were expected to stay at home with their children while their husbands worked. They were not encouraged to be part of political life. Still, women wanted the right to **suffrage**, or the right to vote. In 1867, John Stuart Mill presented a petition for women's suffrage in Great Britain. With the failure of this attempt, Lydia Becker started the first women's suffrage committee in Manchester, Great Britain. Her committee encouraged the founding of other committees and by 1897, these separate committees all united as the National Union of Women's Suffrage Societies.

British suffragists faced opposition and challenges from those who did not support women's suffrage. These people became known as anti-suffragists. Anti-suffragists included both men and women. Some anti-suffragists believed that women were too emotional to vote responsibly. Others believed that women belonged at home, not in the government and if they got involved in political life, then homes would be abandoned and children left unkempt. Anti-suffragists repeatedly blocked attempts to address suffrage in Parliament.

Adapted from: Scholastic Teacher, Grolier, "Women's Suffrage", [accessed October 24, 2018](#); *European History: Virginia Tech - Digital History Reader*, "Module 02: Should Women Vote? The Politics of Suffrage", [accessed October 24, 2018](#); Bush, Julia (British Library). "The anti-suffrage movement", [Accessed on November 7, 2019](#); Riddell, Fern (British Library). "Suffragettes, violence and militancy", [Accessed on November 7, 2019](#)

Document 2b

NUWSS Propaganda

These leaflets were produced between 1912 and 1914 by the National Union of Women's Suffrage Societies (NUWSS). Led by Millicent Fawcett, the NUWSS used parliamentary procedure to try to achieve its aims, lobbying MPs through petitions, public meetings and letters, while influencing public opinion via local branch activities. **Propaganda**, often in the form of leaflets, played an important role in this.

REPRINT—JULY, 1913.
Send for free Catalogue of N.U.W.S.S. publications.

B 23
National Union of Women's Suffrage Societies,
14, Great Smith Street, S.W.
President: Mrs. HENRY FAWCETT, LL.D.

SOME REASONS
Why Working Women Want the Vote.

Because as long as women cannot vote for Members of Parliament they are not asked what they want, and they are treated like children who do not know what is good or what is bad for them.

Because only those who wear the shoe know where it pinches, and women know best what they want and what they don't want.

Because Members of Parliament must attend to the wants and wishes of those who have votes, and they have not time to attend to the wants and wishes of women who have not got votes.

Because laws are made which specially affect women's work and the work of their children.

Because if women are working as dressmakers, tailoresses, printers, confectioners, and laundresses, or in any factory or workshop, the laws under which they work are made for women without women being asked if these laws are good or bad for them.

Because if the laws under which women work are bad, women cannot have those laws changed unless they have the vote.

Because the vote has been given to women in some of our Colonies and has been of great use.

Because the way to help women is to give them the means of helping themselves.

Because the vote is the best and most direct way by which women can get their wishes and wants attended to.

Price 4d. per 100; 2/6 per 1,000.

Published by the NATIONAL UNION OF WOMEN'S SUFFRAGE SOCIETIES,
14, Great Smith Street, S.W.; and
Printed by THE TEMPLE PRINTING WORKS, 168, Edmund Street, Birmingham.

REPRINTED—JULY, 1913.
Send for free Catalogue of N.U.W.S.S. publications.

B 44
National Union of Women's Suffrage Societies,
14, Gt. SMITH STREET, WESTMINSTER, LONDON, S.W.
LAW-ABIDING. NON-PARTY.
President: Mrs. HENRY FAWCETT, LL.D.

Women in the Home.

Women, we are told, should **stay in their own homes.**
But they are not to be idle there! What ought they to be doing?

Looking after the children.
Seeing that they are properly fed.
Taking care of their health.
Cooking the husband's dinner.
Making the money go as far as it can.

All this is "the woman's job."
How will the vote help them?
By giving them a share in making the laws that govern all these things.
Do you think the laws have nothing to do with women's homes and their children, and the price of food? Why, **all** these things are affected by laws! Look at

The Education Act.
The Poor-Law Acts.
The Insurance Act.
The Children's Charter.

These laws have to do with children, and with the trials of sickness and unemployment and poverty. In all these, the woman suffers first.
Then there is the question of **Free Trade and Tariff Reform.** That is a woman's business, too, because she is the one who has to do the housekeeping. If the money doesn't go as far as it used to, or if it comes in less plentifully, she will be the first to go short. A mother will always stint herself before her little ones.

But we are told we have the **Municipal Vote**, and we can do all we need with that, because it is by the Municipal Councils that the law is worked. But can we! Can we make a bad or a stupid law into a good one by using the Municipal Vote? **Of course not!**
You can do something by **working** a law as well as it can be worked; but if it is really unjust or stupid, your work will be mostly thrown away.

Women want to be consulted when the laws are made. And the way to give your opinion so that politicians will listen to it, is **to vote.**
Isn't it time the "**Woman in the Home**" voted on questions that concern the home, since she knows most about them?

Price 4d. per 100; 2/6 per 1,000.

Published by the NATIONAL UNION OF WOMEN'S SUFFRAGE SOCIETIES,
14, Great Smith Street, S.W.; and
Printed by THE TEMPLE PRINTING WORKS, 168, Edmund Street, Birmingham.

NATIONAL UNION
OF
WOMEN'S SUFFRAGE SOCIETIES.

NUW.S.S.
FOUNDED 1867

THE NUWSS CONSISTS OF 449 SOCIETIES
UNITED INTO 16 FEDERATIONS
THE LONDON SOCIETY & UNIVERSITY WOMEN'S SOCIETIES.

Document 2c



Adapted from: Scholastic Teacher, Grolier, "Women's Suffrage", [accessed October 24, 2018](#); European History: Virginia Tech - Digital History Reader, "Module 02: Sh

Document 2d

Women's Social and Political Union (1903)

Frustrated by this opposition and the slowness of change, some women became more **militant**, or aggressive, and engaged in activities some would call **terrorism** today. Emmeline Pankhurst, along with daughters Christabel and Sylvia, founded the Women's Social and Political Union (WSPU) in 1903. Her followers, called "suffragettes." These suffragettes heckled or mocked politicians, practiced **civil disobedience**, or refusal to obey certain laws, started riots, led hunger strikes and more.

Christabel Pankhurst wrote, "If men use explosives and bombs for their own purpose they call it war [...] and the throwing of a bomb that destroys other people is then described as a glorious and heroic deed. Why should a woman not make use of the same weapons as men. It is not only war we have declared. We are fighting for a revolution!" The suffragettes began to engage in acts of arson and bombing to push for women's right to vote. By the end of 1912, 240 people had been sent to prison for militant suffragette activities. While in prison, some faced force feeding torture. Action continued despite the arrests. Suffragettes engaged in tactics like smashing glass cabinets, placing dangerous chemicals in post boxes, cutting telegraph wires, burning down teahouses, destroying artwork, and more.

Adapted from: Scholastic Teacher, Grolier, "Women's Suffrage", [accessed October 24, 2018](#); European History: Virginia Tech - Digital History Reader, "Module 02:

The Luddite Rebellion, 1811

“The machines, or frames ... are not broken for being upon any new construction ... but in consequence of goods being wrought upon them which are of little worth, are deceptive to the eye, or disreputable to the trade, and therefore pregnant with the seeds of its destruction.”

— Newspaper description, December 1811

“Chant no more your old rhymes about bold Robin Hood,

His feats I but little admire,

I will sing the Achievements of General Ludd

Now the Hero of Nottinghamshire”

— Luddite poem, 1813

Table 1
Growth in Public Schooling in England and Wales, 1818-1858

Year	Population	Average annual growth rate of population	Number of day scholars	Average annual growth rate of day-scholars
1818	11,642,683		674,883	
		1.40%		3.60%
1833	14,386,415		1,276,947	
		1.47%		3.16%
1851	17,927,609		2,144,378	
		1.21%		2.35%
1858	19,523,103		2,525,462	

Sources: The 1851 Census (Education Report) and the Newcastle Commission Report on Education in 1858 (Parliamentary Papers 1861).

Describe the historical context that would likely account for the information shown above.

Was Industrial Revolution A Blessing or a Curse?

- Blessing:

- Curse: