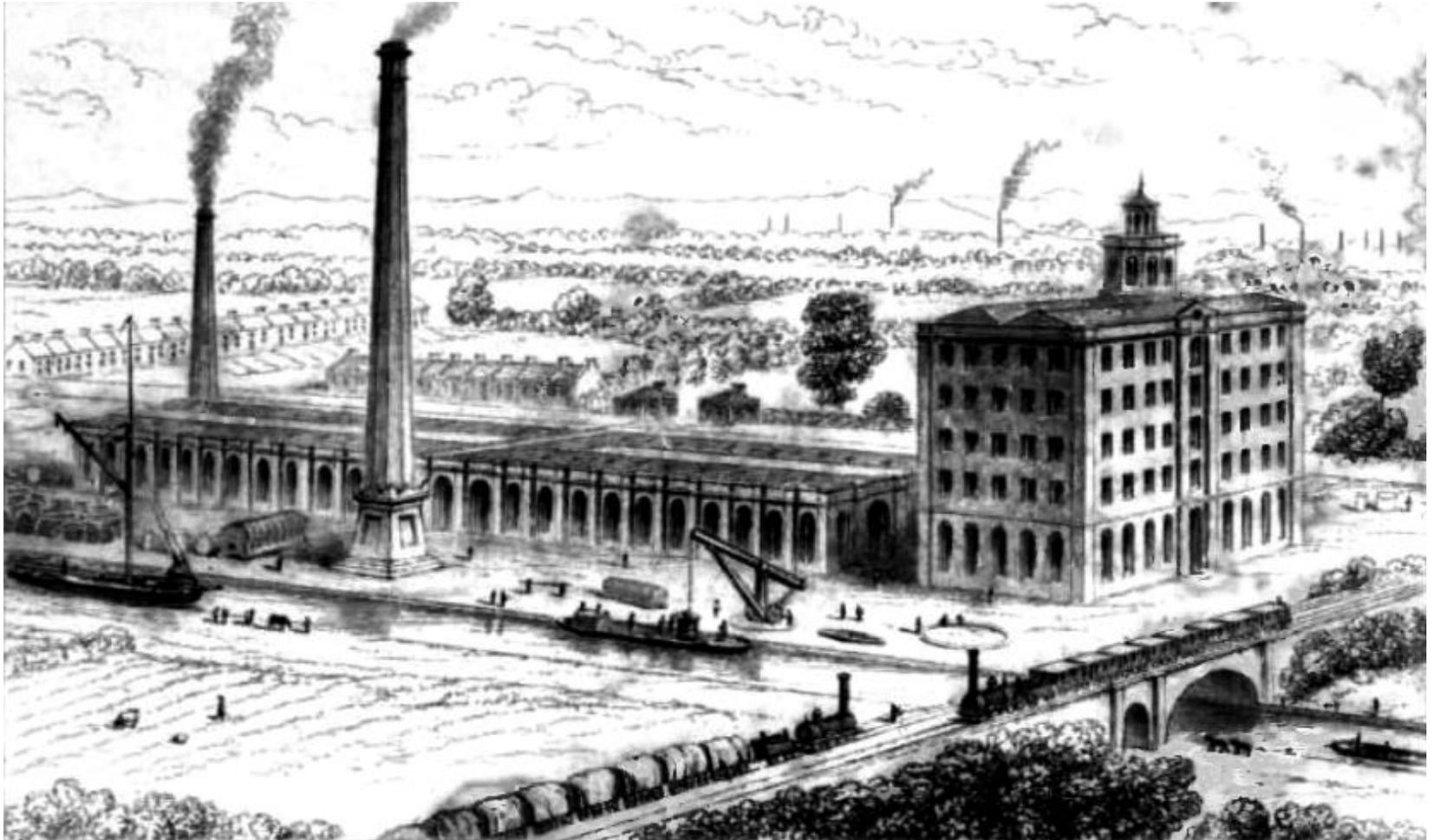


# **Aim #9: How did the Industrial Revolution impact the lives of the working & middle class?**



# Effects

**Positive** (\*for some)

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**Negative**

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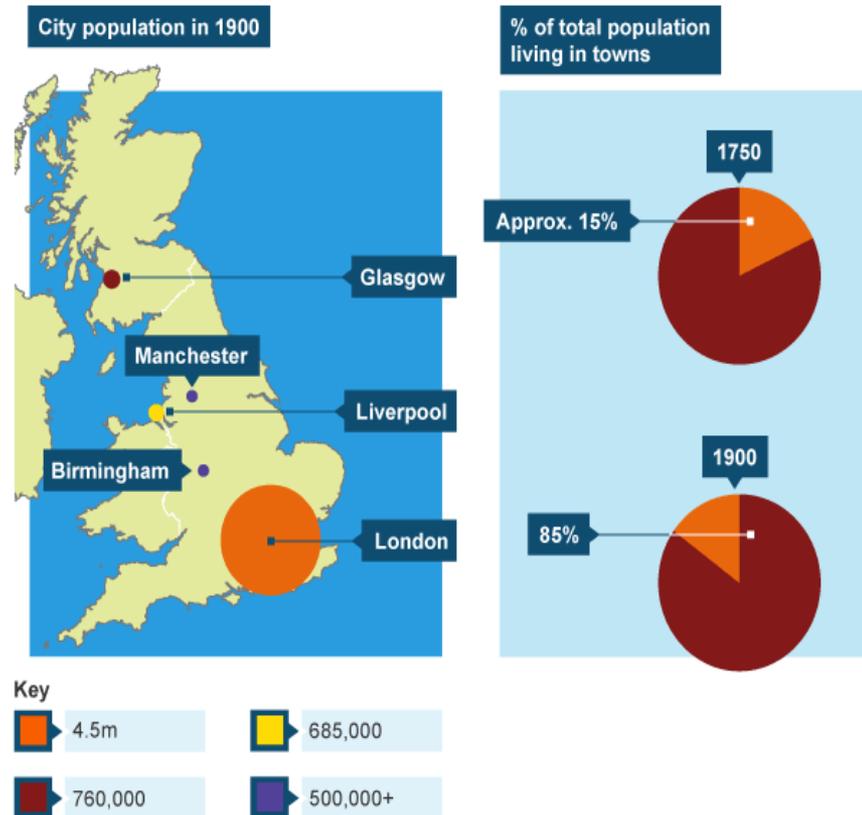
# Urbanization

Alexis de Tocqueville in the 1830s:

"From this foul drain, the greatest stream of human industry flows out to fertilize the world. From this filthy sewer pure gold flows. Here humanity attains its most complete development and its most brutish; here civilization works its miracles, and here civilized man is turned back almost into a savage."

Population of Selected British Cities (1801-1891)			
Town	1801	1861	1891
Birmingham	74,000	296,000	523,000
Leeds	53,000	207,000	429,000
Liverpool	80,000	444,000	704,000
Manchester	90,000	339,000	645,000

- Between 1800 -1850 urban centers population rose from 22 million to over 47 million.
- London doubled to 2 million people.
- Led to terrible living conditions for most people.



# Effects of Industrialization and Urbanization on British Cities



→Directions: Watch this [Timelines.tv video on the Urban Slums in Industrial England](#), read the text and chart below, then answer the questions on the next page.

## Vocabulary

<b>cholera</b>	an acute, often fatal, infectious disease that is marked by vomiting, cramps, and diarrhea
<b>Manchester</b>	a city in England
<b>suburb</b>	an area or community located just outside a city or town
<b>urban sprawl</b>	the expansion of a city

Pushed out of rural areas because of a lack of jobs, and drawn by employment opportunities at new factories, people flocked to industrial cities throughout Great Britain. The process of people moving to cities and the growth of cities is called **urbanization**. The process of developing manufacturing on a large scale is called **industrialization**. Cities throughout Great Britain experienced intense urbanization during the Industrial Revolution with positive and negative effects on those living in them.



Photograph of Widnes, England in the late 19th century.

[Image](#) is courtesy of Wikimedia Commons and is public domain

## Population of Selected British Cities (1801-1891)

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Source: B.R. Mitchell, *International Historical Statistics: Europe, 1750-1988*, Stockton Press, Third Edition (adapted) from the NYS Global History and Geography Regents

Exam.

[Timelines.tv video on the Urban Slums in Industrial England](#)

**1. Cause and Effect: What events led to the migration of people to Manchester in the 1700s?"**

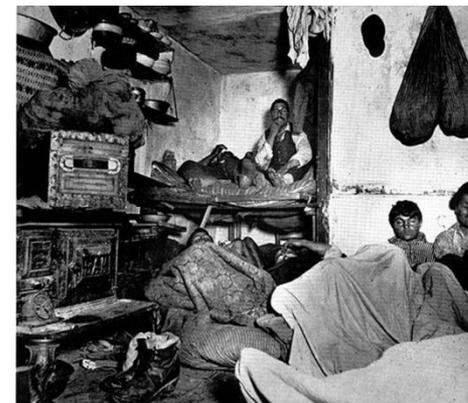
**2. Cause and Effect: What innovation led to the development of factories in Manchester?"**

**3. Contextualization: Using evidence from the video, describe the living conditions in Manchester during the Industrial Revolution.**

**4. Cause and Effect: Describe the effects of industrialization and urbanization on the health of people living in Manchester and other similar cities during the Industrial Revolution.**

**Describe the causes for these effects on the health of city dwellers.**

# Industrial City Life



# Industrial City Life

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*The silent highwayman* : Death rows on the Thames, claiming the lives of victims who have not paid to have the river cleaned up, during the Great Stink by The Punch Magazine.



FATHER THAMES INTRODUCING HIS OFFSPRING TO THE FAIR CITY OF LONDON.

(A Design for a Fresco in the New Houses of Parliament.)

Caricature published in [Punch](#) magazine at the time of the "Great Stink." The River Thames introduces his children – diphtheria, scrofula and cholera – to the city of London by the Punch Magazine.

# Working Conditions

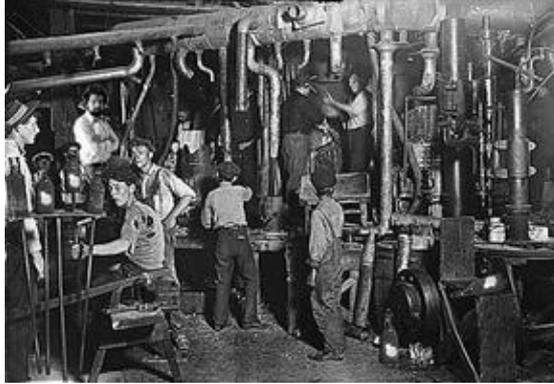
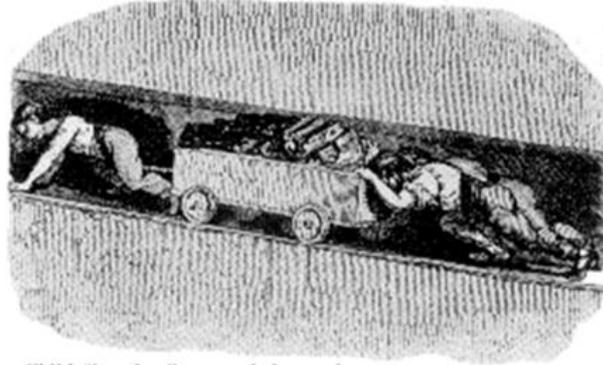


Photo: Reading Anthracite

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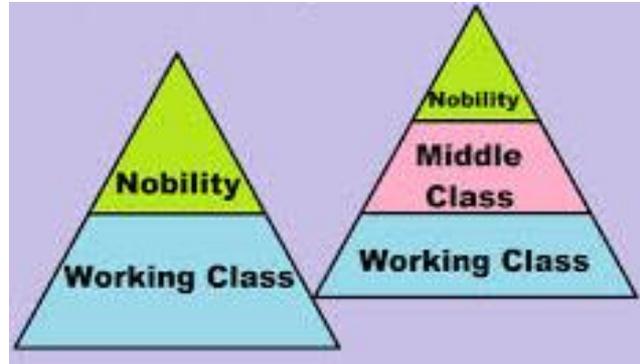
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# Child Labor & Women



# Effects on Class Structure

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# To what extent did people in 19th century Great Britain experience the Industrial Revolution differently? How were their experiences similar?

## Working Class

*a social group lower than the middle class, usually made up of people who earned a living through manual labor and earned a low wage*

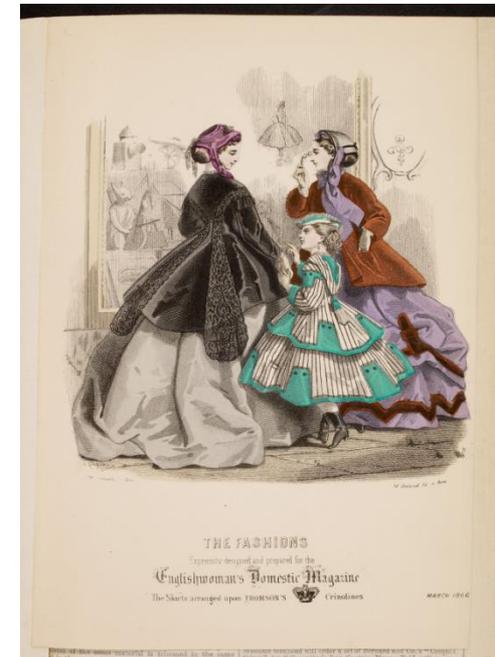
During the Industrial Revolution, the working-class included farmers, factory workers, mechanics, and people who worked as servants to those in the upper and middle classes.



## Middle Class

*a social group between the upper class and working class, usually made up of professional and business workers and their families*

During the Industrial Revolution, the middle-class included factory owners, accountants, merchants, bankers, lawyers, shopkeepers, and others with moderate incomes.



# The Industrial Revolution: Impacts

## DOCUMENT 1

**SOURCE:** Testimony given in front of the Sadler Committee. In 1832 Michael Sadler secured a parliamentary investigation of conditions in the textile factories and he sat as chairman on the committee. The evidence printed here is taken from the large body published in the committee's report

*Joshua Drake, called in; and Examined.*

Q: Why do you allow your children to go to work at those places where they are ill-treated or over-worked?

--Necessity compels a man that has children to let them work.

Q: Then you would not allow your children to go to those factories under the present system, if it was not from necessity?

--No.

Supposing there was a law passed to limit the hours of labour to eight hours a day, or something of that sort, of course you are aware that a manufacturer could not afford to pay them the same wages?

--No, I do not suppose that they would, but at the same time I would rather have it, and I believe that it would bring me into employ; and if I lost 5d. a day from my children's work, and I got half-a-crown myself, it would be better.

How would it get you into employ?

--By finding more employment at the machines, and work being more regularly spread abroad, and divided amongst the people at large. One man is now regularly turned off into the street, whilst another man is running day and night.

You mean to say, that if the manufacturers were to limit the hours of labour, they would employ more people?

--Yes.

Explain how the author's audience affects how he presents his ideas.

## **DOCUMENT 2**

**SOURCE: Factory Inspectors' report, delivered to Parliament, 1836**

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.

Explain the author's purpose in writing this document.

## DOCUMENT 3A

SOURCE: The Doubling Room. Image of a textile mill. Published 1851 in the *Illustrated London News*, a conservative-leaning



## DOCUMENT 3B

SOURCE: Preparing flax for spinning in a textile mill in Leeds, England. 1855.



Using evidence from **both** Documents 3A and 3B and your knowledge of social studies:

- Identify a similarity **or** a difference between the depiction [illustration] of the events in Documents 3A and 3B
- Explain the similarity **or** difference you identified using evidence from both documents.