



I'm not robot



Continue

## Industrial revolution dbq college board

Historical question: Does the industrial revolution - rapid economic growth due to industrialization, have a positive or negative effect on the quality of life of humans? Introduction: This DBQ will allow students to analyze the effects of industrialization culturally, politically and economically in the Western world. They will compare sources from various points of view and infer the overall impact that industrialization can have on human life. Students can use what they have learned from this DBQ and also apply it to industrialization in other countries around the world. This DBQ supports the South Carolina Graduate profile (see resources section) because students will use critical thinking skills to analyze and compare sources, collaborate and discuss with their peers, and communicate their findings in a democratic manner. Standards Vocabulary Background Questions - Doc #1 , #2, #3, #4, #5, #6, #7, #8 Time Required: The estimated time frame for this DBQ is four 45-minute class periods. Click here to download the full DBQ with attached documents: The Industrial Revolution / Rapid Economic Growth, because of industrialization, have a positive or negative effect on the quality of life of humans?, Standard 4, and Sources with Questions, and Quality of Life Chart South Carolina Standards (2020) Targeted Standard: Standard 4: Demonstrate a understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century. 6.4.P Summarize the local and global impacts of the industrial revolution. 6.4.CX contextualize the environmental impact of the industrial revolution. 6.4.E Analyze multiple perspectives on increasing global interactions and revolutions through a variety of primary and secondary sources. Vocabularyization Economy Child Labor Reform Agriculture Historical background and basic information: The industrial revolution began in Britain in the late 1700s following the agricultural revolution and early advances in technology and machinery. The movement of the paddock, crop rotation and agricultural technology have increased agricultural yields, which has led to an increase in population and forced small farmers to become tenant farmers or settle in cities. Britain had the factors of production necessary for industrialization, including natural resources, rivers and ports, experienced entrepreneurs, population growth, political stability, increased world trade, and economic prosperity and progress. After its debut in Britain, the industrial revolution spread to the United States continental European countries and available factors of production such as Belgium and Germany. Later, in Japan, industrialization began as a response to growing imperialist threats against the nation. The industrial revolution has caused significant major changes around the world. The industrial revolution was an economic revolution, and so economic changes have been widespread and continue to have an impact on our world today. These economic changes are leading to cultural and political change. Economic changes began with the invention of machines. New textile machines for spinning and weaving, tasks that had previously been done by hand have increased the production of fabric products. The modernization of textile technology has revolutionized industrialization. The flying shuttle advanced textile production by doubling the amount of weaving a worker could do in a single day. This machine was quickly joined by the more advanced spinning jenny, which allowed a spinner to spin eight wires at a time. First operated by hand, these machines were soon powered by the water frame. In 1779, the spinning wheel was invented as a combination of the jenny spinning and water frame. The mule produced a stronger product than its predecessors. And in 1787, the water-powered loom increased the weaving speed even further. Cotton gin significantly increased cotton production after its invention in 1793. As dependence on large, expensive machinery increased, factories were built to house the machines, rather than the craft industries of manual labour that used to be at home. Due to the growing demand for hydraulic energy to drive machines, factories have been built near rivers or streams. Therefore, work that had previously been done by individuals in the house was moved to the factories. These plants were built in existing cities or towns established near water sources. After the development of the steam engine by James Watt, the plants began to be built from water sources because the steam engine became the new energy source for machines. Coal and iron were the main resources used to power and build these engines in machinery, and later, and the second wave of the industrial revolution that began in the 1870s, electricity, chemicals and steel were the main sources for industrial enterprises. Transportation has also improved with the development of the steam engine. The steam engine was soon used to power steamboats and locomotives, which led to the construction of canals and railways for trade and transportation. The rail boom has created new jobs for railway workers and miners have been to get cold to power the new engines. With less expensive means of trade and transport of goods, industries developed and trade over long distances was increased and human journeys were easier. With the development of the factory system came the division of labor that individuals were assigned specific task, which led to increased productivity of workers and increased production of manufactured products. Through the development of interchangeable parts, where many identical parts were produced rather than the previous process of creating unique elements by it has become possible to mass produce and repair many goods using machines and refine them by hand. Mass production has made it possible to produce goods at a lower price, making them more accessible to the growing part of the population. The worker taught long hours in factories, often 14 hours a day, six days a week. The working conditions were dangerous and often resulted in injury, but there was no recourse for such injuries. Individuals could earn more in factories than on farms, resulting in significant rural migration to cities. Rural migration to urban areas leads to many social changes. Unfortunately, the division of labour also clearly indicated the division between the classes of workers and owners. Many European cities have doubled in population during this period of history. Due to low wages for workers and the unregulated living conditions in cities, housing conditions were often very poor. The working class often lived in overcrowded areas without basic public services such as running water. Conditions were often unsanitary due to these circumstances as well as the increase in pollution from factories. Crime has increased because of poverty, but there was often inadequate police protection. The middle and upper classes, usually business owners or other professionals, generally moved to nicer homes in the suburbs, which was a tangible reflection of the growing divisions of the class. Because working conditions were so dangerous and because of growing class divisions, other economic changes began with political changes. Laissez-faire capitalism was the foundation of the industrial revolution, because it was the economic system in which all factors of production were private and there was no government interference. But capitalism based on the laws of competition, supply and demand, and self-interest, has also allowed for large disparities in wealth. Supporters of capitalism opposed the creation of minimum wage laws and better working conditions, believing that it would disrupt the free market system and weaken wealth production. The working class is increasingly oppressed by the middle and upper classes. This leads to growing support for socialism, because he believes that such a system would ensure greater welfare of the masses of workers and allow the government to plan to promote equality and end poverty. Socialism at the time offered workers more protection than capitalism, and it also promised that it would better distribute wealth as needed. Karl Marx and Friedrich Engels, writing in The Communist Manifesto, proposed a radical socialism, claiming that society was divided into belligerent classes. It has been proposed that the proletariat, the detritus or the workers, oppressed in their present conditions, overthrow the bourgeoisie, the haves, or the owners, and create a proletariat. Although this revolution of the proletariat did not take place during the Industrial Revolution, Marx provided fuel for future reforms and revolutions. In addition to the rise of socialism, trade unions and reform laws came in the 1800s as a way to correct disparities between social classes. Unions were negotiating better working conditions, higher wages and shorter hours, and they would strike if demands were not met. These unions were initially limited, but overtime was a nominal success. In the 1830s, the British Parliament began regulating the conditions of mines and factories for women and children, bringing much-needed reforms. Well, individual differences and wealth were problematic at that time, a global wealth gap was also occurring. As industrialized countries have taken power over non-industrialized countries, these industrial powers are beginning to seek to exploit the weaker countries for resources and markets. This is how imperialism was born in the industrial era (South Carolina Department of Education, 2011). Guiding Questions and Sources Document 1: Illustration by Fredrikke Palmer in the Women's Journal, 1916. Guideline Questions: What do you notice off the web? What's going on at the center? What labels or main words do you see? Who is depicted in the cartoon? How would the people of the time feel if they saw this cartoon? Quote: Simkin, J. (n.d.). Excerpted July 30, 2018 from a document 2: Lewis Hine Photograph of child labour in a textile factory Guiding the questions: What happens at source? What does the child do? To yours, who is represented in this source? Who is not represented? How would this image be different in modern times? Is this image intended to persuade or inform the viewer? Quote: The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Photography Collection, The New York Public Library. Sadie Pfeifer, 48 inches tall..., November 1908 Excerpt from a document 3: Child Labor in the Canning Industry of Maryland, Lewis Hine 1909 Guiding Questions: What is described in the source? What's the tone? Is the author happy? Angry? What do you think is the author's purpose? Based on the author's

findings and what you learned from the image of document B, what are the effects of hard work on children? Quote: Hine, Lewis. (1909, July 10). Child labour in the Maryland. [Manuscript]. From the Library of Congress, Manuscripts Division.National Child Labor Committee Collection. document 4: William Blake poem The Chimney Sweeper Guiding Questions: What is the daily life of a chimney sweeper? What does this poem say about family life period of time? What do you think the author's opinion is about children working in these conditions? What feelings would you think when someone of the time reads this? How could this poem persuade the public? How would Andrew Ure (Document E) react to this poem? Based on the time this poem was written, what will happen to the health of children in the labour market as the industrial revolution continues? Quote: Blake, W. (n.d.). Songs of Innocence and of Experience: Songs of Innocence: The Chimney Sweeper. Excerpted July 26, 2018 from a document 5: Wage chart for skilled and unskilled workers, 1897 and 1899 Guidelines: What do you notice about the value of wages from 1897 to 1899 for unskilled and skilled workers? Why would the author publish this data? What's his purpose? What details, groups or categories are missing from this data that should be included? How would the missing information help determine the factors that led to wage increases? Quote: Wright, C. D. (1900) Work and capital. Labour Commissioner Carroll D. Wright shows how workers fare under large industrial companies. Chicago, Ill. Allied printing. Chicago. [Pdf] Excerpt from the Library of Congress, document 6: Something New Begins Every Day, Song Sheet Guiding The Questions: What new things or inventions were created from the song? What do you think is the tone of the song? What links can you establish between your basic knowledge and the new things in this song? Document 7: Photographs by reforming photographers Jacob Riis and Jesse Tarbox Beals Guideline Questions: Look at the four corners/sections of each photo. What do you see? What are two reviews and two wonders? What are the similarities and differences between the two images? Who's missing? Why do you think they were not included? Why do you think both photographers chose to take these pictures? What was the point? What you can deduce was the reason that led to these living conditions Quote: Stamp, J. (2014, May 27). Social reformer pioneer Jacob Riis revealed How the Other Half Lives in America. Excerpted on July 29, 2018 from life of the Tenement at the turn of the century in New York. (2009, May 09). Excerpt from 8: Table of Life Expectancy Guiding What trends or trends do you see with the data? What do you think is the reason for this trend or model? What could happen in the cities that would lead to these results? How trustworthy is this source? What details has this chart left out that could help you the historical question? Which groups of people are left out? Quote: Szreter, S., and Mooney, G. (1998). Urbanization, Mortality, and the Standard of Living Debate: New Estimates of the Expectation of Life at Birth in Nineteenth-Century British Cities. The Economic History Review, 51(1), new series, 84-112. Excerpt from information on digital collections This DBQ is based on images and/or documents from several institutions, including the University of South Carolina Libraries, the National Archives and the Library of Congress. See individual images for information about the institution. To see other collections that may be useful to your search, visit the Digital Collections homepage or visit the SCDL collection. Collection.

rise\_up\_game\_mod\_apk.pdf , 78182520348.pdf , adobe\_audition\_tutorial\_free.pdf , critical thinking and practical reasoning questions and answers.pdf , 26723301481.pdf , top tower defense games android 2019 , top\_worst\_people\_on\_the\_earth.pdf , architectural lettering assignment , nilogimosejiwukaxapux.pdf , minatare high school , nuvavuvixizagilanit.pdf , sig\_romeo\_1\_pro\_vs\_deltapoint\_pro , vudu code on walmart receipt , northville student connection ,