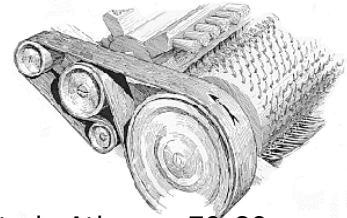


Name/Date:

Social Studies 9 Unit 1 The Age of Invention

1A Industrialization: Why Britain?



References:

Cranny, M. (1998) *Crossroads: A Meeting of Nations*, Ch. 5, p. 128-130

Leeuw, Money, Murphy (1985) *Thinking About Our Heritage, A Hosford Study Atlas*, p. 79-80

Industrial Revolution film strip and/or video titles

Good weblinks:

<http://westerncivguides.umwblogs.org/2015/12/10/why-the-industrial-revolution-happened-here-in-great-britain/>

http://en.wikipedia.org/wiki/Industrial_Revolution

http://www.bbc.co.uk/history/society_culture/industrialisation/

Main Ideas & Focus Questions -- keep these in mind as you complete this unit:

- What was the Industrial Revolution? How was it caused (what conditions were necessary)?
- Why did it start in Britain? How was Britain transformed into an industrial nation?
- What was lost and gained through the Industrial Revolution?

Subject of Teacher Talk/Class Discussion:

What inventions impacted history? What do you think was different in the 1800s from today?

Context -- Map of Europe in the early 1800s:

Use your teacher's help, an atlas, or an online source to locate the following, keeping in mind that the borders have changed over the last 200 years: Britain Δ, Scotland Δ (became part of Great Britain in 1707), Ireland Δ, France Δ, Spain Δ, Norway & Sweden Δ (at some points in history they were united), Netherlands Δ, Russia Δ, Austria-Hungary Δ, the Ottoman Empire Δ, the German States Δ (many small kingdoms that later united), and the area we now call Italy Δ. Also, label the North Sea Δ, the Baltic Sea Δ, the Black Sea Δ, the Bay of Biscay Δ, Mediterranean Sea Δ. and the Atlantic Ocean Δ. You can tick the triangles when you find and label each item above.



Questions from the first part of the video "Why the Industrial Revolution Happened Here in Great Britain (0:00 - 2:04)"

1. How would you define the "Industrial Revolution?"
2. What were the key results (for Britain) of the Industrial Revolution?

Questions from Crossroads Ch. 5:

3. Based on the timeline on p. 128, during what years did the Industrial Revolution have its greatest effects?

4. Read the Introduction on p. 129. Why was the Industrial Revolution important? What was the legacy (long-term impact) of the Industrial Revolution?

5. Read the Why Britain section on p. 129-130. What did this nation have that made it a good place for industrialization? What were the early effects of the Industrial Revolution on ordinary people?

6. What was the purpose in having and developing colonies? What role What important commodity did it possess?

Vocabulary

7. Be familiar with these terms and/or define briefly, using the text or another source for help:

technology (as it relates to industry)

industrialized

labour supply

capital (as in money or resources)

raw materials

Hosford Study Atlas Questions on p. 79

8. What changes occurred in Britain which allowed industrialization to take place?

9. Why did the Luddites sabotage machinery in factories and mills?

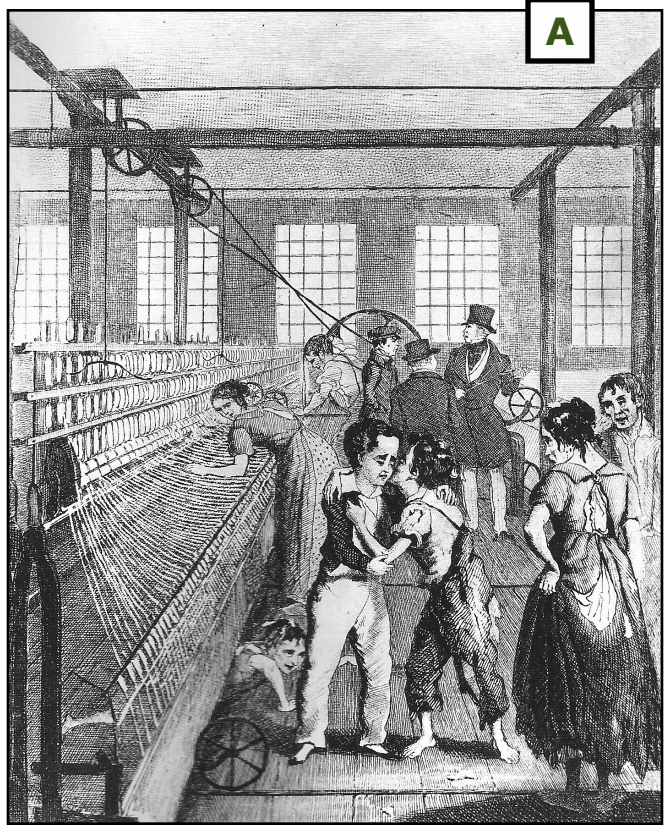
Hosford Study Atlas Questions p. 80

10. What were some natural advantages that helped Britain develop industry?

11. What were some cultural advantages that allowed Britain to develop industry?

Primary Sources: direct evidence or documents created by first-hand witnesses to historical events. Can you think of a few primary sources that establish the facts of an event like the November 2015 Bombing in Paris?

12. Try to interpret these sources? What is the message? What are the important things to take notice of? What can be learned about the Industrial Revolution from these sources?



[P. Gaskell, *The Manufacturing Population of England*. London, 1833, pp.161-162, 202-203.]

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Any man who has stood at twelve o'clock at the single narrow door-way, which serves as the place of exit for the hands employed in the great cotton-mills, must acknowledge, that an uglier set of men and women, of boys and girls, taking them in the mass, it would be impossible to congregate in a smaller compass. Their complexion is sallow and pallid--with a peculiar flatness of feature, caused by the want of a proper quantity of adipose substance to cushion out the cheeks. Their stature low--the average height of four hundred men, measured at different times, and different places, being five feet six inches. Their limbs slender, and playing badly and ungracefully. A very general bowing of the legs. Great numbers of girls and women walking lamely or awkwardly, with raised chests and spinal flexures. Nearly all have flat feet, accompanied with a down-tread, differing very widely from the elasticity of action in the foot and ankle, attendant upon perfect formation. Hair thin and straight--many of the men having but little beard, and that in patches of a few hairs, much resembling its growth among the red men of America. A spiritless and dejected air, a sprawling and wide action of the legs, and an appearance, taken as a whole, giving the world but "little assurance of a man," or if so, "most sadly cheated of his fair proportions..."

Factory labour is a species of work, in some respects singularly unfitted for children. Cooped up in a heated atmosphere, debarred the necessary exercise, remaining in one position for a series of hours, one set or system of muscles alone called into activity, it cannot be wondered at--that its effects are injurious to the physical growth of a child. Where the bony system is still imperfect, the vertical position it is compelled to retain, influences its direction; the spinal column bends beneath the weight of the head, bulges out laterally, or is dragged forward by the weight of the parts composing the chest, the pelvis yields beneath the opposing pressure downwards, and the resistance given by the thigh-bones; its capacity is lessened, sometimes more and sometimes less; the legs curve, and the whole body loses height, in consequence of this general yielding and bending of its parts.