

Please Read: We encourage all teachers to **modify** the materials to meet the needs of their students. To create a version of this document that you can edit:

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Teacher Overview

[Go directly to student-facing materials!](#)

< **SQ 6. Industrial Revolution Inquiry Documents: To what extent did people in 19th century Great Britain experience the Industrial Revolution differently? How were their experiences similar?** >

Unit Essential Question(s): Do the benefits of innovation outweigh the costs? For whom? [Link to Unit](#)

Supporting Question(s): Industrial Revolution Inquiry Documents: To what extent did people in 19th century Great Britain experience the Industrial Revolution differently? How were their experiences similar?

Objective(s):

- **Investigate** how people in 19th century Great Britain experienced the Industrial Revolution.
- **Evaluate** the reliability of sources for a given purpose.



Documents and Vocabulary



The following documents and words are introduced or reinforced in this lesson. Reference the unit vocabulary tracker for more information. [Click here](#) for the New Visions Global History glossary.

[Click here for a list of all of the vocabulary words organized by document in this resource.](#)

NYS Social Studies Framework

Key Idea	Conceptual Understandings	Content Specifications
10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)	10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.	Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.

Social Studies Practices

NYS Social Studies Practices	New Visions Student Social Studies Practices
<p>Gathering, Using and Interpreting Evidence (A2, A5)</p> <p>Chronological Reasoning and Causation (B3, B5)</p> <p>Comparison and Contextualization (C3)</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Connect Cause and Effect</p> </div> <div style="text-align: center;">  <p>Contextualize</p> </div> </div>

NYS Common Core Learning Standards

Reading	Writing	Speaking and Listening

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Text Types & Purposes:

CCSS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on *discipline-specific content*.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Associated Classroom Posters

[Student Social Studies Practices Poster](#)
[New Visions Enduring Issues Tips and List](#)

The following materials make use of resources and methodology of the **New York State Social Studies Resource Toolkit**. Please visit <http://www.c3teachers.org/> to support this important effort, find the original sources, and explore other inquiries that align to the NYS Social Studies Framework.

Inquiry Pacing Suggestions

The purpose of this inquiry is to give students practice evaluating the reliability of sources for specific research purposes while gathering evidence to help them respond to the inquiry question in a class discussion. There are many different ways to facilitate this inquiry. We have presented one suggestion below, but please find a way that works well for you and your students.

Day 1	Day 2	Day 3	Day 4	Day 5
1. Complete the Staging the Inquiry Introduction Activity 2. Model reading a document, annotating it, evaluating its reliability, and adding evidence from it to the Inquiry Evidence Collectors	Document Investigation 1. Distribute the documents to students each day in a manner that will not overwhelm them. 3. Scaffold students' interaction with documents by modeling, allowing the to work in groups, sharing responses with one another, and eventually asking them to work independently. 4. Provide feedback and suggestions to students at the beginning and/or end of each period based on your observations of their performance.			Class Discussion 1. Give students time to prepare for the discussion. 2. Preview the process and how students will be assessed. 3. Engage in the discussion. 4. Debrief the process with students and as them to self evaluate their performance.

Suggestions for Modifying the Industrial Revolution Inquiry

The following suggestions came from teachers who attended a New Visions workshop at the Monroe 1 BOCES and the Erie 2-Chautauqua-Cattaraugus BOCES.

Material Modifications	Environmental Modifications	Instructional Modifications
<ul style="list-style-type: none"> Select certain documents rather than using all of 	<ul style="list-style-type: none"> Create a gallery walk or stations with the 	<ul style="list-style-type: none"> Start by modeling how to analyze a document

<p>them.</p> <ul style="list-style-type: none"> ● Change the Inquiry question to make it more argumentative like, “Were the benefits worth the costs of the Industrial Revolution? For whom?” ● Consider adding questions that are specific to each document. ● Instead of asking students to identify the main idea of each document, add in sourcing questions about audience, purpose, point of view, and bias. ● Add sentence stems to guide students. For example, “This source is is somewhat reliable because it tells me _____ (something related to task). However, it does not tell me _____.” 	<p>documents you choose to use, then have students annotate them and complete the prompts in public view so they can comment on and add to each other’s responses.</p>	<p>and then move towards students analyzing documents independently using an “I Do, We Do, You Do” model</p> <ul style="list-style-type: none"> ● Use a “Three Corners” Activity in which the corners of the room are labeled “Reliable,” “Somewhat Reliable,” and “Unreliable,” then ask students to move to the part of the room that aligns with their response to a question about reliability for a document. Have students discuss in their groups, then share the justifications for their claims.
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Industrial Revolution Inquiry Documents: To what extent did people in 19th century Great Britain experience the Industrial Revolution differently? How were their experiences similar?

Objective:

- **Investigate** how people in 19th century Great Britain experienced the Industrial Revolution.
- **Evaluate** the reliability of sources for a given purpose.

Introduction

→ **Directions:** Identify which sections of the example response on the right correspond to the steps for responding to a question about reliability on the left.

Steps for evaluating the reliability of a source for a specific purpose:

1. **CLAIM** **Make a claim** by stating the source is either a “**reliable**,” “**somewhat reliable**,” or “**unreliable**” source of evidence for your purpose.



2 & 3 **REASONING**

Explain why the source is a reliable, somewhat reliable or unreliable source of evidence for your purpose by

- Explaining **why the source is useful for your purpose** *if* it is reliable or somewhat reliable.
- Explaining **why the source’s limitations affect how useful it is for your purpose**, *if* it is somewhat reliable or unreliable. By **identifying which topics or points of view are missing** from the source.

Example from the Lunchroom Fight

Source: *Anthony: “I was pretty far back in the line, but Max and his friends were being kind of loud and joking around. I couldn’t really hear what they were saying. And then all of a sudden I saw people pulling Justin and Max apart.”*

Prompt: **Explain the extent to which Anthony’s quote is a reliable source of evidence for understanding what happened during the lunchroom fight. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation**

Response: Anthony's statement is a somewhat reliable source of evidence for finding out what happened during the lunchroom fight because he describes what he saw in the lunchroom in his account, but he was far away from the fight and could not provide details.

Step for Evaluating Reliability	Sections of the Example from the Lunchroom Fight
1. Make a Claim	
2. Explain why the source is useful for your purpose if it is <u>reliable</u> or <u>somewhat reliable</u> .	
3. Explain why the source’s <u>limitations</u> affect how useful it is for your purpose, <i>if</i> it is <u>somewhat reliable</u> or <u>unreliable</u> . By identifying which <u>topics</u> or <u>points of view</u> are <i>missing</i> from the source.	

The Industrial Revolution (1750 -1850)

The **Industrial Revolution** was the period in which the production of goods shifted from hand production methods to complex machines. This period of **industrialization** resulted in social and economic changes.

The Industrial Revolution started in **Great Britain** around 1750. The process of industrialization **spread throughout the world** in the following centuries.



Illustration of two women working at home to make finished goods as part of the **domestic system**.

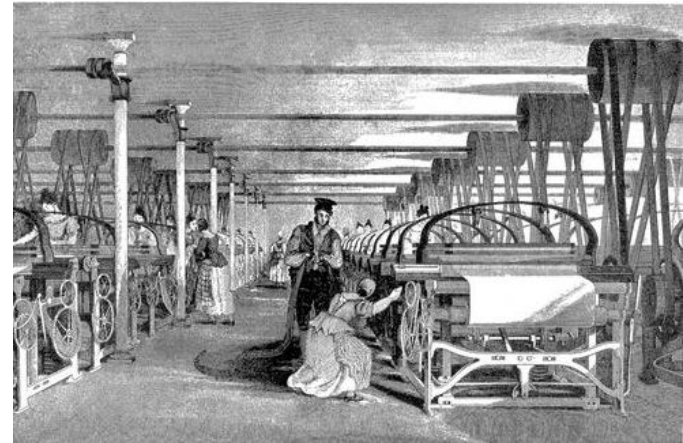
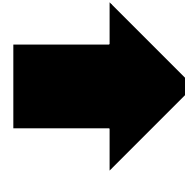


Illustration of a power loom weaving drawn by Thomas Allom (1835)

[Image](#) is courtesy of wikimedia commons and is public domain



Manchester, England in 1820

[Image](#) is courtesy of wikimedia commons and is public domain



Manchester, England in 1852

[Image](#) is courtesy of wikimedia commons and is public domain



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

Corroborate

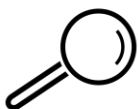
→ Directions: Follow the processes outlined below when analyzing the documents that follow.



Step 1. Read and annotate the document using the Annotation Guide below

Example:

Annotate



Source

See	Think	Wonder
<p><i>This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.</i></p> <p><u>Sadler: when did you first begin to work in mills?</u></p> <p><u>Cooper: When I was ten years</u></p>	<p><i>This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.</i></p> <p><u>Sadler: when did you first begin to work in mills?</u></p> <p><u>Cooper: When I was ten years</u></p> <p>= effec ‡</p>	<p><i>This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.</i></p> <p><u>Sadler: When did you first begin to work in mills?</u></p> <p><u>Cooper: when I was ten years</u></p> <p>= effec ‡</p>

Underline words and phrases that describe how this group of people experienced life during IR

dot notes in the margins to indicate if the words and phrases you underlined are negative or positive experiences and other thoughts you have about them.

write any questions you have about what you've read.

Step 2. Identify the main idea of the document.

Step 3. Evaluate the reliability of the document as a source of evidence for research how people in the middle class and working class experienced the Industrial Revolution.

Step 4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, "How did people in Great Britain experience the Industrial Revolution in the 19th century?"

Document 1

1. Take notes on the video linked below in the space provided.



Source: [Timelines.tv video entitled "Factories and Machines"](#)

Vocabulary

capitalist/entrepreneur- someone who provides the money and takes on the risk for a new business

2. **Main Idea:** What is this document *mostly* about?

Video Notes:

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, "How did people in 19th century Great Britain experience the Industrial Revolution?"

Document 2

1. Annotate the image below.

At Work in a Woollen Factory



The Illustrated London News, August 25, 1883
Source: NYS Global History and Geography Regents Exam, June 2006

2. **Main Idea:** What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 3

1. Annotate the document below.

The Sadler Committee (1832)

Michael Sadler (1780-1835) was a politician who was Member of Parliament in Great Britain. In 1832, Sadler led a parliamentary investigation into the conditions in the textile factories.

This is an excerpt from William Cooper’s testimony before the Sadler Committee in 1832.

Sadler: When did you first begin to work in mills?

Cooper: When I was ten years of age.

Sadler: What were your usual hours of working?

Cooper: We began at five in the morning and stopped at nine in the night.

Sadler: What time did you have for meals?

Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.

Sadler: What means were taken to keep you awake and attentive?

Cooper: At times we were frequently strapped.

Sadler: When your hours were so long, did you have any time to attend a day school? **Cooper:** We had no time to go to day school.

This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

Sadler: Do you know of any other children who died at the R Mill?

Hebergam: There were about a dozen died during the two years and a half that I was there. At the L Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.

Sadler: Did the accident occur because the shaft was not covered?

Hebergam: Yes.

2. **Main Idea:** What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 4

1. Annotate the table below.

Child Employment in the United Kingdom in 1851

Mining

Males under 15	37,300
Females under 15	1,400
Males 15-20	50,100
Females over 15	5,400
Total under 15 as % of workforce	13%

Textiles and Dyeing

Males under 15	93,800
Females under 15	147,700
Males 15-20	92,600
Females over 15	780,900
Total under 15 as % of workforce	15%

Source: Booth, C. “On the Occupations of the People of the United Kingdom, 1801-81.” *Journal of the Royal Statistical Society (J.S.S.)* XLIX (1886): 314-436. Data retrieved from: <https://eh.net/encyclopedia/child-labor-during-the-british-industrial-revolution/>

2. **Main Idea:** What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 5

1. Annotate the document below.

The petition below was written by the Leeds Woollen Workers. It was published in a local newspaper in 1786. Scribbling is the process of disentangling fibers of wool from one another. It is an early step in the process of turning wool into fabric.

...The number of Scribbling-Machines extending about seventeen miles south-west of LEEDS, exceed all belief, being no less than *one hundred and seventy!* and as each machine will do as much work in twelve hours, as ten men can in that time do by hand, (speaking within bounds) and they working night-and day, one machine will do as much work in one day as would otherwise employ twenty men....twelve men are thrown out of employ for every single machine used in scribbling...[as a result] eight thousand hands are deprived of the opportunity of getting a livelihood.

...How are those men, thus thrown out of employ to provide for their families; - and what are they to put their children apprentice to, that the rising generation may have something to keep them at work, in order that they may not be like vagabonds strolling about in idleness? Some say, Begin and learn some other business. - Suppose we do; who will maintain our families, whilst we undertake the arduous task [?]

But what are our children to do; are they to be brought up in idleness? Indeed as things are, it is no wonder to hear of so many executions;...bringing children

2. Main Idea: What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable

Somewhat Reliable

Unreliable

up to industry, and keeping them employed, is the way to keep them from falling into those crimes, which an idle habit naturally leads to.

These things impartially considered will we hope, be strong advocates in our favor; and we conceive that men of sense, religion and humanity, will be satisfied of the reasonableness, as well as necessity of this address, and that their own feelings will urge them to espouse the cause of us and our families -

Signed, in behalf of THOUSANDS, by Joseph Hepworth, Thomas Loblely, Robert Wood, Thos. Blackburn

From Leeds Woollen Workers Petition, 1786. From J. F. C. Harrison, *Society and Politics in England, 1780-1960* (New York: Harper & Row, 1965), pp. 71-72 and the Fordham Modern History Sourcebook. <https://sourcebooks.fordham.edu/mod/1786machines.asp>

3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable

Somewhat Reliable

Unreliable

4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, "How did people in 19th century Great Britain experience the Industrial Revolution?"

Document 6

1. Annotate the image and text below.

THE
YOUNG CLERK'S MANUAL;
OR,
COUNTING-HOUSE ASSISTANT.

EMBRACING

Instructions relating to Mercantile Correspondence,

BOOK-KEEPING, BILLS, AND PROMISSORY NOTES,

FOREIGN BILLS OF EXCHANGE, PROTESTS, INVOICES, ETC.,

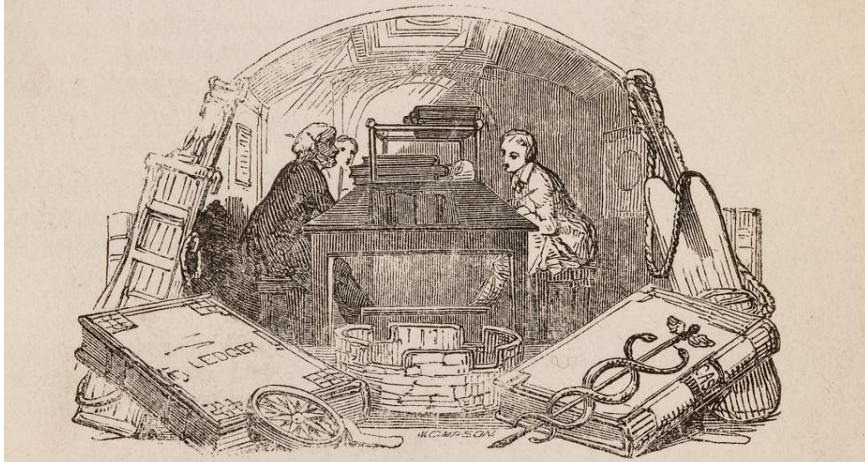
THE FUNDS AND COURSE OF EXCHANGE, BANKS AND BANKING,
INTEREST AND DISCOUNT,

TABLES OF FOREIGN COINS,

MARINE INSURANCE, LAWS OF THE CUSTOMS WITH REFERENCE
TO SHIPPING, PARTNERSHIP AND BANKRUPTCY;

AND A

DICTIONARY OF COMMERCIAL TERMS.



The Young Clerk's Manual; or, Counting-house assistant, 1848.

[Image](#) is courtesy of the British Library and is in the public domain

The title page of this instructional manual - *The Young Clerk's Manual, or Counting House Assistant*, published in 1848 - features a woodcut illustration of office clerks at their desk, cash, and books for keeping business records.

“White collar” workers, people paid to oversee and keep track of financial and legal matters related to business and government, often called “clerks” were a common profession for people in the middle class during the 19th century in Great Britain. Though there were some female clerks, most were men since middle class women were expected to marry and manage the home. As manufacturing and trading increased during the Industrial Revolution, the number of clerks in commercial industries grew enormously. The 1841 census records only 20,000 commercial clerks in Britain, but by 1871 the number of ‘clerks, accountants and bankers’ had grown to 119,000.

Clerks were well educated since they needed to be able to read, write, and complete mathematic calculations. The job mostly involved copying documents from managers by hand so there were enough versions to send to all of the people involved in a business transaction and copies to keep for records. White collar employees worked regular hours usually from 8:00am to 4:00pm, 9:00am to 5:00pm, or 10:00am to 6:00pm. A clerk’s pay depended on his experience, knowledge, and skill. A young clerk might make just enough to pay for food and modest housing, while a more experienced clerk could earn enough to have a fine home and support a family.

Source: Adapted from *The Young Clerk's Manual; or, Counting-house assistant. Embracing instructions relating to mercantile correspondence, book-keeping ... etc. ... and a dictionary of commercial terms. New edition. London, 1848.*
<http://www.bl.uk/collection-items/the-young-clerks-manual#sthash.nEhKT6z1.dpuf>

2. Main Idea: What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 7

1. Annotate the chart below.

Vocabulary

titled person- someone from an upper class noble family who has a title like “king, queen, prince, princess, Duke, Duchess, etc. Their wealth came from their family’s money, the land they owned, and business interests.

2. **Main Idea:** What is this document *mostly* about?

Estimated Average Personal Estates of Living Men And Women in Selected Occupations: England and Wales, 1670 and 1875

Profession		Average Amount of Money a Person Was Worth By Profession (£ at prices of 1875)			Estimated Numbers of Household Heads in Each Profession (1,000s)		
		1670	1875	Increase	1670	1875	Increase
D	Titled	552	9,855	9,303	23.0	25.1	2.1
	Merchants	296	11,804	11,508	30.9	61.1	30.2
	Professionals	*	1,201	1,201	50.5	299.0	248.5

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
----------	-------------------	------------

	Farmers	120	800	680	219.2	407.6	188.4
	Shopkeepers	149	606	457	100.7	155.3	54.6
W c	Industrial Trades	101	523	422	222.4	2,343.7	2,121.30
	Building Trades	101	330	229	68.3	492.0	423.7
	Laborers	22	143	121	525.6	1503.5	977.9
	Female household heads	37	405	368	206.1	911.5	705.4

* Not reported because of a lack of information in historical sources

Source: Peter H. Lindert, "[Unequal English Wealth since 1670](#)," *The Journal of Political Economy*, Dec, 1986. Accessed, October 3, 2018.

3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
----------	-------------------	------------

4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, "How did people in 19th century Great Britain experience the Industrial Revolution?"

Document 8

1. Take notes on the video linked below in the space provided.



Source: [Timelines.tv video entitled "Urban Slums"](#)

Vocabulary

urban sprawl- the expansion of a city

Manchester- a city in England

suburb- an area or community located just outside a city or town

cholera- an acute, often fatal, infectious disease that is marked by vomiting, cramps, and diarrhea

Video Notes:

2. Main Idea: What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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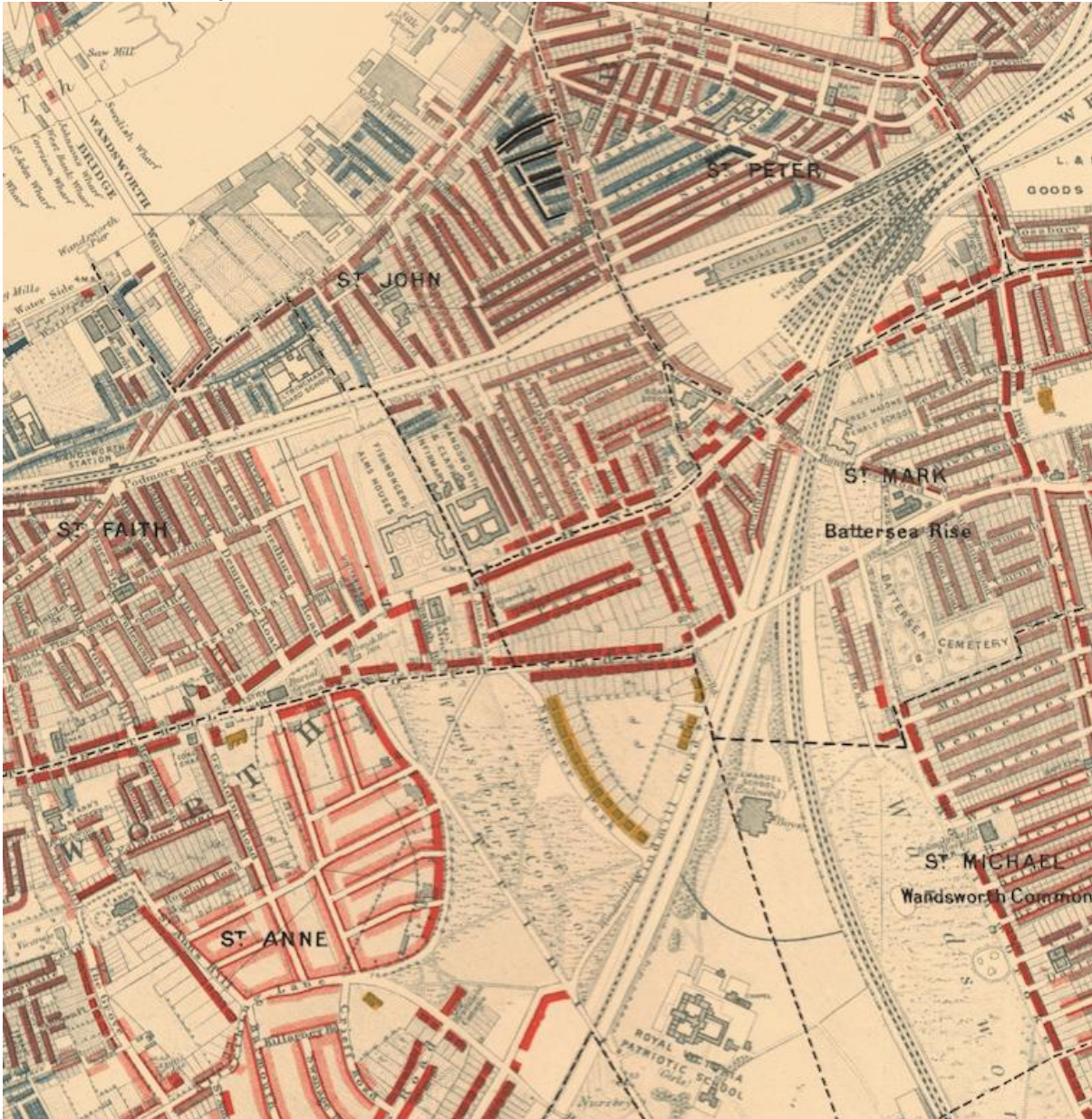
3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
----------	-------------------	------------

4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, "How did people in 19th century Great Britain experience the Industrial Revolution?"

Document 9

1. Annotate the map below.



Charles Booth (1840-1916) was a successful businessman and member of the middle class in England during the 19th century. He was concerned about social problems in London and undertook a project to map where people of different economic classes lived in the city. The section of map to the left is one of the products of his work.

Explore the map in more detail by visiting the [London School of Economics & Political Science website](https://www.lse.ac.uk/Research/Research-Centres/Urban-Research-Group).

Key

	Lowest class. Vicious, semi-criminal.
	Very poor, casual. Chronic want.
	Poor. 10s (shillings). to 21s. a week for a moderate family.
	Mixed. Some comfortable, others poor.
	Fairly comfortable. Good ordinary earnings.
	Middle class. Well-to-do.
	Upper-middle and Upper classes. Wealthy.

Source: Charles Booth's *Map Descriptive of London Poverty, 1898-9.* , Sheet 10- South West District. [Accessed on the London School of Economics & Political Science Website, October 2, 2018.](#) Maps are in the public domain.

2. Main Idea: What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
----------	-------------------	------------

3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 10

1. Annotate the text below.

Friedrich Engels (November 28, 1820 – August 5, 1895) was a nineteenth century German political philosopher. After observing the appalling situation of British factory laborers while managing a factory in Manchester, England, he wrote his first major work, *The Condition of the Working Class in England in 1844* (excerpted below).

. . . Every great town has one or more slum areas into which the working classes are packed. Sometimes, of course, poverty is to be found hidden away in alleys close to the stately homes of the wealthy. Generally, however, the workers are segregated in separate districts where they struggle through life as best they can out of sight of the more fortunate classes of society. The slums of the English towns have much in common—the worst houses in a town being found in the worst districts. They are generally unplanned wildernesses of one- or two-storied terrace houses built of brick. Wherever possible these have cellars which are also used as dwellings. These little houses of three or four rooms and a kitchen are called cottages, and throughout England, except for some parts of London, are where the working classes normally live. The streets themselves are usually unpaved and full of holes. They are filthy and strewn with animal and vegetable refuse. Since they have neither gutters nor drains the refuse accumulates in stagnant, stinking puddles. Ventilation in the slums is inadequate owing to the hopelessly unplanned nature of these areas. A great many people live huddled together in a very small area, and so it is easy to imagine the nature of the air in these workers’ quarters. However, in fine weather the streets are used for the drying of washing and clothes lines are stretched across the streets from house to

2. Main Idea: What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

house and wet garments are hung out on them. . . .

Source: Friedrich Engels, *The Condition of the Working Class in England in 1844*, W. O. Henderson and W. H. Chaloner, eds., Stanford University Press from the NYS Global History and Geography Regents Exam, June 2006.

Reliable

Somewhat Reliable

Unreliable

4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 11

1. Annotate the text and image below.

In 1869, the journalist Blanchard Jerrold (1826-1884) joined forces with the famous French artist Gustave Doré (1832-1883) to produce an illustrated record of the ‘shadows and sunlight’ of London. As Jerrold later recalled, they spent many days and nights exploring the capital, often protected by plain-clothes policemen. The project, which took four years to complete, was eventually published as *London: A Pilgrimage with 180 Engravings*.

Critics at the time were concerned about inaccuracies in the book. Doré disliked sketching in public so there were many errors of detail and it showed only the extremes of society. Both were affected by shocking difficulties of the lives of the poor, even though they realized that London was changing and some of the worst social evils were beginning to be addressed.

Source: Adapted from <http://www.bl.uk/victorian-britain/articles/the-built-environment#sthash.GnxzDjCL.dpuf>

2. Main Idea: What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable

Somewhat Reliable

Unreliable

3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.



Reliable	Somewhat Reliable	Unreliable
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Source: *London: A Pilgrimage*. With illustrations by Gustave Dore, 1872. <http://www.bl.uk/victorian-britain/articles/the-built-environment#sthash.GnxzDiCL.dpuf>

4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 12

1. Annotate the text and image below.

In July and August of 1858, hot weather combined with untreated human waste and industrial pollution to turn the Thames River in London into a disgusting body of water in an event known as “the Great Stink.” The increase in population in the city overwhelmed its sewage system, and industries along the waterway dumped the byproducts of their production into the water. Though Londoners at the time believed that the foul stench coming from the river led to epidemics, it was overcrowding and poor sanitation that led to outbreaks of disease like cholera. The political

2. Main Idea: What is this document *mostly* about?

cartoons below were drawn during “the Great Stink.” Several outbreaks of diseases affected both working and middle class families in the 1800s resulting in the deaths of tens of thousands of people each time, often affecting children more than adults.



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 (deadly diseases that were made worse by the conditions of cities in England during the Industrial Revolution) – to the city of London by the *Punch Magazine*, 1858.

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

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

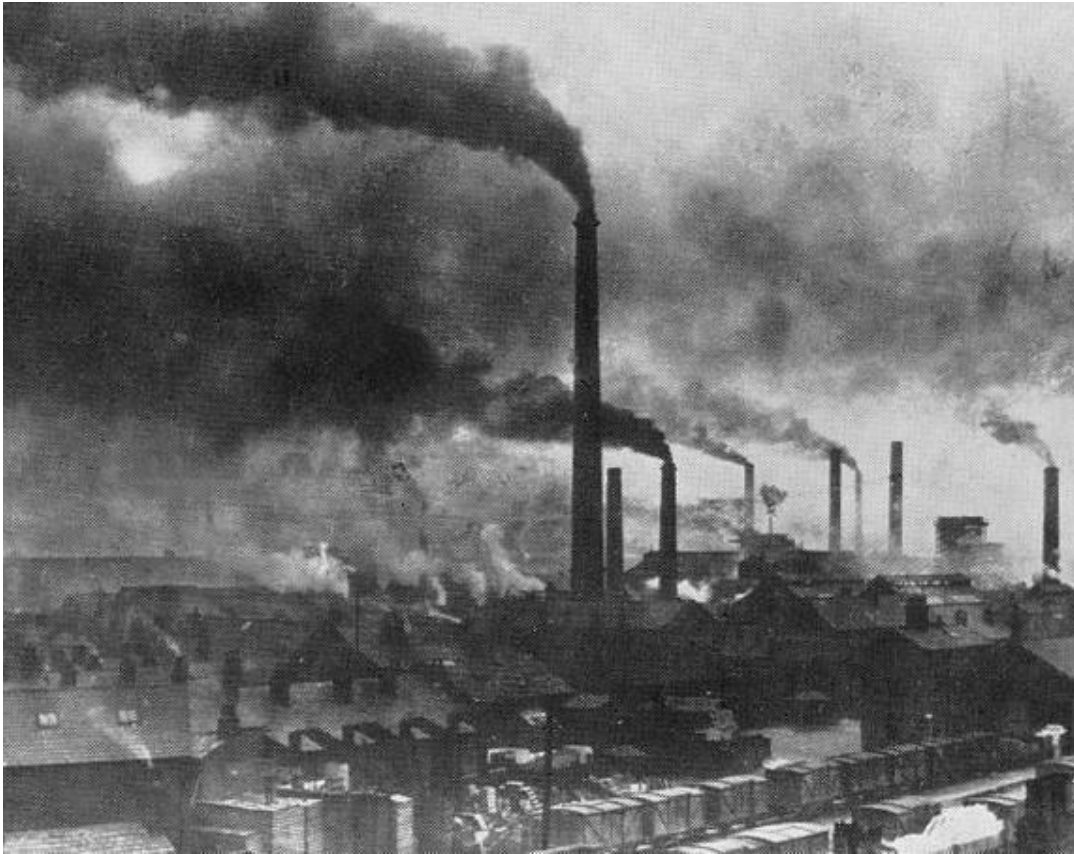
Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 13

1. Annotate the photograph below.

2. Main Idea: What is this document *mostly* about?



Photograph of Widnes, England in the late 19th century.
[Image](#) is courtesy of Wikimedia Commons and is public domain.

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, "How did people in 19th century Great Britain experience the Industrial Revolution?"

Document 14

1. Take notes on the video linked below in the space provided.



Source: [BBC Documentary "The Victorians"](#) (0:00 to 3:00, 8:00-11:50, 35:25- 38:26)

Vocabulary Note: **Victorian** refers to the time period when Queen Victoria was the monarch in Great Britain (1837-1901).

Vocabulary

Victorian- time period when Queen Victoria was the monarch in Great Britain (1837-1901)

Video Notes:

2. Main Idea: What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, "How did people in 19th century Great Britain experience the Industrial Revolution?"

Document 15

1. Annotate the image below.

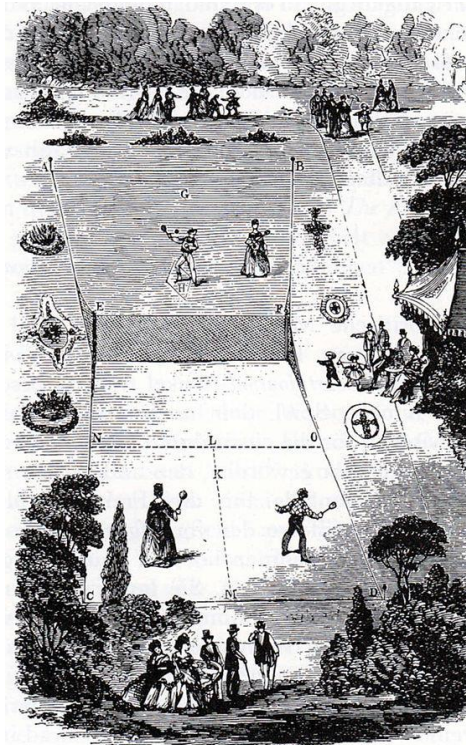
Due to their newfound wealth, time saving machines and conveniences, and white collar jobs with predictable hours and days off, the middle class in the 19th century enjoyed a luxury that in the past was only available to the rich: money and leisure time (free time). New attractions and activities catering to the middle class drew crowds.

2. Main Idea: What is this document *mostly* about?



Drawing of Astley's Amphitheatre in London (1808-1811). Astley's Amphitheatre is credited as being the first modern circus.

[Image](#) is courtesy of wikimedia commons and is public domain.



Drawing of a Lawn Tennis court (1874). Tennis, and other sports like cricket became very popular in the 19th century with the middle class.

[Image](#) is courtesy of wikimedia commons and is public domain.

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

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3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”

Document 16

1. Annotate the image below.

2. **Main Idea:** What is this document *mostly* about?

3a. Explain the extent to which the document is a reliable source of evidence for understanding how people in the working class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable
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A colored photograph of the Blackpool Promenade (ca. 1890). Blackpool was a popular seaside resort that the middle class used to escape congested and polluted industrial cities if they could afford the train ride.

[Image](#) is courtesy of wikimedia commons and is public domain.

3b. Explain the extent to which the document is a reliable source of evidence for understanding how people in the middle class in 19th century Great Britain experienced the Industrial Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable

Somewhat Reliable

Unreliable

4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, "How did people in 19th century Great Britain experience the Industrial Revolution?"

Document 17

In 1856 Samuel Beeton persuaded his wife, Isabella, to join him in creating a monthly paper called *The Englishwoman's Domestic Magazine*. This was the first cheap magazine for young middle-class women, and it was an immediate commercial success, with an advertised circulation of 50,000 copies by 1856.

Isabella wrote domestic management [housekeeping] material, embroidery patterns, cooking, dressmaking and all the translations of French novels that appeared in the magazine from 1855 until her early death in 1865. The contents also included a range of fictional accounts, biographical sketches, gardening and medical tips (including some useful advice on birth control), and a correspondence page. There was always a strong emphasis on practical instruction and useful

knowledge.

Source: <http://www.bl.uk/victorian-britain/articles/the-victorian-middle-classes#sthash.7ATm8Gu2.dpuf>

Document 17a



Depiction of dress patterns from the Englishwoman's Domestic Magazine.

[Image](#) is courtesy of the British Library and is in the public domain

Document 17b



A Cover of the Englishwoman's Domestic Magazine

[Image](#) is courtesy of the British Library and is in the public domain

Document 17c



A Cover of the Englishwoman's Domestic Magazine

[Image](#) is courtesy of the British Library and is in the public domain

2. Main Idea: What is this document *mostly* about?

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4. Fill in the [Industrial Revolution Inquiry Evidence Collection](#) with information that helps you answer the question, “How did people in 19th century Great Britain experience the Industrial Revolution?”