Chapter 20

The Industrial Revolution and its Impact on European Society

Learning Objectives

In this chapter, students will focus on:

- The conditions and developments in Great Britain, which led to the Industrial Revolution
- The basic features of the new industrial system
- The spread of the Industrial Revolution to other countries, and how it differed in those areas
- The effects on urban life, social classes, family life, and standards of living
- The early working conditions, and efforts to improve them
- The role of government and trade unions in industrial development of the western world

Lecture Outline

I. The Industrial Revolution in Great Britain
   A. Origins
      1. Agricultural revolution
      2. Capital for investment
      3. Mineral resources
      4. Government favorable to business
      5. Markets

II. Technological Changes and New Forms of Industrial Organization
   A. Cotton Industry
      1. Water frame, Crompton’s mule
      2. Edmund Cartwright’s power looms, 1787
   B. The Steam engine
      1. Coal
      2. James Watt (1736-1819)
   C. The Iron Industry
      1. Puddling, using coke to burn away impurities
   D. A Revolution in Transportation: Railroad
      1. Richard Trevithick’s locomotive
2. George Stephenson’s Rocket
E. The Industrial Factory
   1. Factory laborers
   2. Time-work discipline
III. The Great Exhibition: Britain in 1851
   A. Crystal Palace
      1. Covered 19 acres, 100,000 exhibits
   B. Great Exhibition
      1. Displayed Britain’s wealth
   C. Britain: “workshop, banker, and trader of the world”
IV. The Pace of Industrialization on the Continent
   A. Obstacles to Rapid Industrialization
      1. Lack of a transportation system
      2. Upheavals of war
      3. Traditional habits of business
      4. Lack of technical education
   B. Spurs to Industrialization
      1. Borrowing of techniques and practices
      2. Government support
      3. Joint-stock investment banks
V. The Spread of Industrialization
   A. Centers of Continental Industrialization
      1. Cotton manufacturing
         a. Belgium
         b. France
         c. Germany
      2. Impact of the steam engine
      3. Iron and coal for heavy industry in Germany and France
   B. The Industrial Revolution in the United States
      1. Borrowing from Britain
         a. Samuel Slater
      2. Transportation network
      3. Labor
VI. Limiting the Spread of Industrialization in the Nonindustrialized World
   A. Deliberate policy to prevent growth of mechanized industry
   B. Eastern Europe remained largely rural and agricultural
   C. India spinners and handloom weavers were put out of work
VII. The Social Impact of the Industrial Revolution
   A. Population Growth
      1. Decline of the death rate
   B. The Great Hunger
      1. Irish population growth
      2. Reliance on the potato
      3. Potato crop fails, 1845-1851
C. Emigration
D. The Growth of Cities
   1. Rapid, unplanned, growth
E. Urban Living Conditions in the Early Industrial Revolution
   1. Cities and suburbs
   2. Sanitary conditions
   3. Crowding
   4. Adulteration of food
F. Urban Reformers
   1. Edwin Chadwick (1800-1890)
      a. Use of drainage
      b. Piped water

VIII. New Social Classes: The Industrial Middle Class
A. The New Industrial Entrepreneurs
   1. Challenges of industrialization
   2. Diverse social origins
   3. Members of dissenting religious minorities prominent
   4. Participation of aristocrats in Britain
A. Significance
   1. Rise of the new business aristocracy

IX. New Social Classes: Workers in the Industrial Age
A. Factory workers a minority of the working class
B. Artisans and Craftspeople: largest group of urban workers in the first half of the century
C. Working Conditions
   1. Cotton mills
   2. Coal mines
   3. Child labor
   4. Pauper apprentices
   5. Women
   6. Factory Acts
      a. Factory Act of 1833
      b. Women and children
D. Standards of Living
   1. Fluctuations of wages and prices
   2. Consumption
   3. Periodic overproduction and unemployment

X. Efforts at Change
A. Efforts at Change: The Workers
   1. Robert Owen (1771-1858), Utopian Socialism
   2. Trade unionism
   3. Luddites
   4. The People’s Charter
B. Efforts at Change: Reformers and Government
   1. Factory acts, 1802-1819
   2. Factory Act of 1833
3. Coal Mines Act, 1842

Lesson Plan

AP Standards
1. Intellectual and Cultural History
   • Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, and nationalism
   • The diffusion of new intellectual concepts among different social groups
   • Developments in elite and popular culture: religion, family, work, and ritual
   • Impact of global expansion on European culture

2. Political and Diplomatic History
   • Political elites, and the development and ideologies of political parties
   • The extension and limitation of rights and liberties
   • Relationship between domestic and foreign policies

3. Social and Economic History
   • Urbanization: transformation of cultural values and social relationship
   • The shift in social structures, and changing distribution of wealth and poverty
   • Influence of sanitation and health care: food, famine, and disease
   • Commercial practices: mass production, consumption, economic and social impact
   • The origins, development, and consequences of industrialization
   • Changes in demographic structure of Europe: causes and consequences
   • Gender roles and their influence on work, social, and family structure
   • Competition and interdependence in national and world markets
   • Private and state roles in economic activity

Suggested Time
3 traditional classes or 2 blocks — The entire chapter covers AP material.

Assessment
See Tutorial Quiz for Chapter 20 at www.academic.cengage.com/history/spielvogel.

Glossary

Agricultural revolution: the application of new agricultural techniques that allowed for a large increase in productivity in the eighteenth century.
Capital: material wealth used or available for use in the production of more wealth.

Cholera: an infectious epidemic disease common in many urban areas during the nineteenth century; concern about the disease and the filthy conditions that helped it spread led to public health measures.

Cottage industry: a system of textile manufacturing in which spinners and weavers worked at home in their cottages using raw materials supplied to them by capitalist entrepreneurs.

Entrepreneur: one who organizes, operates, and assumes the risk in a business venture in the expectation of making a profit.

Joint-stock investment bank: a bank created by selling shares of stock to investors. Such banks potentially have access to much more capital than do private banks owned by one or a few individuals.

Tariffs: duties (taxes) imposed on imported goods; usually imposed both to raise revenue and to discourage imports and protect domestic industries.

Trade union: an association of workers in the same trade, formed to help members secure better wages, benefits, and working conditions.

Lecture and Discussion Topics

1. The Emergence of the Modern Industrial System.
2. What was Revolutionary about the Industrial Revolution?
3. Why Great Britain Was the First Nation to Industrialize.
5. The Emergence of the “Working Class” and the “Middle Class” in the Context of the Industrial Revolution.
6. How Continental Industrialization Differed from Industrialization in Great Britain.

See interactive Flashcards for Chapter 20 at www.academic.cengage.com/history/spielvogel.
7. The Controversy about the Impact of the Industrial Revolution on Standards of Living of the Majority of the Population, or the Masses.


10. Luddism, the Early Nineteenth Century and Today.

**Group Work Suggestions and Possible Projects**

1. Have students do research on one of the key figures in the Industrial Revolution, such as Robert Stephenson, Henry Bessemer, or James Watt. Have the students report to the class.

2. In a discussion or debate, have the students consider what was “revolutionary” about the Industrial Revolution.

3. Have students examine the changes in the positions and living standards of the major social groups brought about by industrialization and the accompanying urbanization of western society. A perusal of the 1832 Sadler Committee could prove helpful in this assignment.

4. Ask students to consider who were the “winners” and who were the “losers” as the result of industrialization.


6. Divide the class into two groups to debate the pros and cons that have resulted from industrialization.

7. Have students do a comparative study on union movements in Europe with their American counterparts in the nineteenth century.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

**Media Menu**

Handout Masters & Black Line Transparency Masters

See Multimedia Manager and Instructor’s Resource CD-ROM with ExamView® Computerized Testing.

Test Bank

For an online Test Bank, see Chapter 20 in Instructor Resources at www.academic.cengage.com/history/spielvogel.

Suggested Readings

See comprehensive list of suggested readings at the end of Chapter 20.

Web Exercises

See Internet Exercises for Chapter 20 at www.academic.cengage.com/history/spielvogel.

Document Based Questions

Directions: The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:

…understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

Part A: Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.
Part B: The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:
- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible.
- Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the authors’ points of view.

You may refer to relevant historical information not mentioned in the documents.

Question: Using the documents and illustrations, assess the impact of the Industrial Revolution on European society. What were the basic features of the new industrial system created by the Industrial Revolution? What effects did the Industrial Revolution have on the political, economic, and social life of Europe?

Background: During the late 18th and 19th centuries, the Industrial Revolution substituted machines for human and animal labor. The increased productivity from the Industrial Revolution brought dramatic change to European society.

Part A Questions

A. Document: The Traits of the British Industrial Entrepreneur
   - What traits does Richard Arkwright possess that contributed to his success?

B. Illustration: Railroad Line from Liverpool to Manchester
   - What is the railroad’s main “cargo?”
   - How can you tell that people from different classes are able to ride the train?

C. Document: Discipline in the New Factories
   - What impact did factories have on the lives of workers?
   - To what extent have such “rules” determined much of modern industrial life?

D. Map 20.1: The Industrial Revolution in Britain
   - How does the railroad system connect important British industrial areas?
   - What changes did trains bring to Europe?
E. Map 20.2: The Industrialization of Europe by 1850
   • What reasons could explain why coal mining and iron industries are densely clustered in manufacturing and industrial areas?
   • What connection is there between industrialization and peasant emancipation?

F. Document: S-t-e-a-m-boat a-Comin’!
   • How does Mark Twain describe the steam boat?
   • What impression of industrialization does this passage create?

G. Document: The Great Irish Famine
   • What suffering does the author describe?
   • What caused the Irish Famine?
   • How did the rural famines fuel industrialization?

H. Illustration: Slums of Industrial London
   • What are the conditions of the early industrial revolution slum districts?

I. Document: Child Labor: Discipline in the Textile Mills
   • What kind of working conditions did children face in the mills during the early Industrial revolution?
   • Why were they beaten?
   • What was the Sadler Committee?

J. Document: Child Labor: The Mines
   • Why were the laborers unable to make a decent living?
   • How were the boys treated?

K. Illustration: A Trade Union Membership Card
   • Why did workers form unions?
   • What benefits did unions offer their members?

L. Document: The Political Demands of the Chartist Movement
   • According to the petition, who was been benefiting from the efforts of the nation?
   • What demands does the petition make?
   • What effects did the Chartist movement have?