Unit 5: Age of Industry

**Unit 5: Age of Industry**

**Goal of the unit:** In this unit, you will learn about the global changes caused by the rise of industry. This period includes the Industrial Revolution.

During this time, technological and scientific innovations changed the way people lived, worked, and interacted with each other. These changes were varied and included:

* The mass migration of people from rural to urban areas.
* The increase of living standards among people of all social classes.
* A shift in the global balance of power among industrialized and non-industrialized countries.

**Unit Timeline:** This timeline provides *some* events included in this unit’s learning. The goal for this timeline is to assist understanding chronologically.

* 1700 Seed Drill invented
* 1730 Rotherham Plow patented
* 1760-1840 Industrial Revolution
* 1785 Power Loom
* 1789-1799 French Revolution
* 1800-1900 Urban Migration
* 1801 Enclosure Act
* 1807 British House of Commons abolished slavery
* 1825 First Steam Locomotive Railway launches
* 1848 Revolutions of 1848
* 1865 U.S. Civil War ends beginning the abolition of slavery
* 1870 Meiji Restoration
* 1882 Chinese Exclusion Act
* 1900 British Labour Party founded
* 1918 British Parliament grants voting rights to women over 30
* 1920 U.S. 19th Amendment enacted giving women the right to vote

**Unit 5 Lesson 2: Technology and the Industrial Revolution**

**Objective 1:** In this section, you will learn about several factors that encouraged the start of the Industrial Revolution in England. These include England’s political structure, growing middle-class, large empire, and ability to receive materials.

**Essential Question 1:** How did England’s political stability, large middle class, and its status as an empire encourage the start of the Industrial Revolution?

**Big Ideas:**

A stable government allows people to invent and invest in businesses. England’s Agricultural Revolution led to greater food production to serve a growing population. A middle class grew and was willing to work and needing jobs. The need for markets and raw materials grew as the number of people grew and the economy changed. England had the largest empire at the time. As a result of the changes in England, it was ready for the Industrial Revolution.

**Key Terms:**

* **Agricultural Revolution** – the unprecedented increase in farming and livestock breeding that took place in England from the mid-eighteenth century to the late nineteenth century due to increases in labor and land productivity
* **enclosures** – fenced land acquired by wealthy English landowners during the Agricultural Revolution where experimentation with new farming methods led to larger crop yields
* **Industrial Revolution** – the shift from an economy centered on agriculture to an economy centered on mechanized, industrial production

**Objective 2:** In this section, you will explain how the Agricultural Revolution grew the population in England and Europe and created a large labor force for the Industrial Revolution.

**Essential Question 2:** How did the Agricultural Revolution change the population in England and Europe and lead to the Industrial Revolution?

**Big Ideas:**

The second Agricultural Revolution changed how England fed its people and made it able to support larger populations. Large-scale agriculture led to an increase in food, which in turn created a different labor force. No longer were people tied to farming to survive. The new techniques created during the second Agricultural Revolution had people moving to towns and cities in search of new employment. Food finally became a source of business instead of just a means to survive.

**Key Terms:**

* **enclosures** – the fenced land acquired by wealthy English landowners during the Agricultural Revolution where experimentation with new farming methods led to larger crop yields
* **fallow** – describes land left unseeded for a season to regain its nutrients
* **subsistence farming** – providing just enough food for the farmer’s family, typically leaving few to no extra crops

**Objective 3:** In this section, you will explain how George Stephenson’s invention of the steam-powered locomotive and James Watt’s improvement of the steam engine led to advancements in transportation and industry.

**Essential Question 3:** How did the power of steam harnessed by James Watt and George Stephenson’s inventions change transportation and industry?

**Big Ideas:**

The British Industrial Revolution brought many changes in industry and transportation. England had important natural resources needed for progress, including coal, iron, and water. England’s many rivers and streams also provided power to factories. The ability to use water to create steam power helped improve machines. Steam power also allowed factories to be built anywhere. James Watt’s steam engine was important for this change. Next, George Stephenson created the first steam locomotive. Together, these two inventions changed industry, transportation, and the world.

**Key Terms:**

* **Industrial Revolution** – the shift from an economy centered on agriculture to an economy centered on mechanized, industrial production
* **James Watt** – Scottish inventor who improved upon the steam engine, leading to the development of steamboats and railways

**Objective 4:** In this section, you will explain the factory system and how new methods made manufacturing easier and fueled industrialization.

**Essential Question 4:** How did the factory system and new methods make manufacturing easier and fuel industrialization?

**Big Ideas:**

Before factories, people had to make everything by hand. Doing so was not always easy or fast. Factories made producing cloth and other goods faster, cheaper, and more efficient. Innovations like **interchangeable parts**, the **spinning jenny** and new steel processes changed manufacturing forever.

**Key Terms:**

* **cottage industry** – the making of products in homes
* **factory system** – a new mode of production that served as the foundation for the industrial revolution where large numbers of workers were paid an hourly wage, and gathered in one location to use machines for manufacturing
* **interchangeable parts** – the nearly identical parts of a machine that could work on multiple machines of a similar type
* **spinning jenny** – a machine invented in the mid-1700s by James Hargreaves that used multiple spindles to spin yarn, making production much faster than what was originally done by hand

**Quick Check:**

Which of the following explains how England’s large empire encouraged the start of the Industrial Revolution?

* England’s empire meant the enclosure movement was able to increase production.
* England’s empire created railways for its population to travel from city to city.
* England’s empire allowed banks to loan money without fear of war.
* **England’s empire meant a constant flow of goods and raw materials between England and its colonies.**

Which of the following explains how the Norfolk four-course field rotation led to better farm management and increased production?

* It used different fields for livestock to be bred.
* It only used one-third of the land thereby saving time and labor.
* It allowed the use of the threshing machine so less labor was needed.
* **It used more of the land and provided crops for livestock to eat year round.**

Which of the following explains how the steam engine and locomotive contributed to the Industrial Revolution?

* People became resistant to change and went back to the trusted ways of life.
* Factories became more cumbersome, and travel became slower.
* People were able to have new jobs in factories and travel the country with their new-found earnings.
* **Factories became more efficient and cheaper to operate, and people could travel farther and faster.**

What did James Watt do to the steam engine to start the Industrial Revolution?

* He applied the use of horses to the steam engine to make it faster.
* He attached it to a locomotive.
* He invented the very first one.
* **He improved the existing design to make it more efficient and cost effective.**

Which of the following explains how textile manufacturing advances improved the cotton industry?

* The Bessemer process allowed high-quality products to be made.
* Cottage industry employed many people and improved textile production.
* Interchangeable parts allowed machines to operate when something broke down.
* **The spinning Jenny allowed cotton thread to be produced at a faster rate.**

**Unit 5 Lesson 3: Movement of People**

**Objective 1:** In this section, you will understand how societies and social classes developed with the movement of people between villages and cities.

**Essential Question 1:** How did the Industrial Revolution contribute to the creation and clash of three distinct social classes as well as their movement into city centers?

**Big Ideas:** The Industrial Revolution created change in the relationships between people and helped form 3 new social classes (Aristocracy, Bourgeoisie, Proletariat). These social classes clashed over opportunities and ideals.

Several factors encouraged landless farmers and peasants to move to the city. These included less land, cruel landlords, and better opportunities in the cities.

The movement of people from rural communities to urban centers created another division between the social classes.

**Key Terms:**

* **aristocracy** – the highest class in a society possessing hereditary power through land, titles, or political offices
* **bourgeoisie** – the upper-middle-class members of society who benefited from the growth of industry in the eighteenth and nineteenth centuries;
* **enclosure** – the privatization of farmland
* **Industrial Revolution** – the shift from an economy centered on agriculture to an economy centered on mechanized, industrial production
* **proletariat** – a term used by Karl Marx to describe the industrial working class
* **serf** – a peasant who farms land for a landlord in exchange for protection

**Objective 2:** In this section, you will learn how migration patterns affect both cities and rural communities.

**Essential Question 2:** How did the Industrial Revolution impact migration, including the source, destination, and people involved?

**Big Ideas:**

The Industrial Revolution meant production moved from craftsmanship to factories. New technology resulted in the replacement of some farmers by newer tools. People migrated to find work. This happens because of push factors and pull factors. When people move, it has a great impact. Some communities become larger while others shrink. Urbanization allowed for cities to expand. However, overpopulation meant people lived in cramped spaces that were dirty and had disease. As a result, life was very poor in cities.

**Key Terms:**

* **Industrial Revolution** – the shift from an economy centered on agriculture to an economy centered on mechanized, industrial production
* **pull factor** – a positive factor that prompts migration to a location
* **push factor** – a negative factor that prompts migration away from a location
* **urban migration** – the process of people moving from rural areas to cities
* **urbanization** – the movement of people to major centers of population

**Objective 3:** In this section, you will learn how the Industrial Revolution created factors that pushed people to migrate.

**Essential Question 3:** Why did the Industrial Revolution contribute to such large-scale migrations?

**Big Ideas:** The Industrial Revolution created more factories which needed workers. With better business in the cities and less farmland available, people chose to move to the cities. Substantial migration occurred, which helped to grow the Americas. An important reason people were able to migrate was the invention and improvement of the steamships and railways. Last, conditions in China created a migration to the Americas. Chinese immigrant workers experienced racist abuse including the Chinese Exclusion Act.

**Key Terms:**

* **migration** – the movement of people from one country, region, or place of residence to another; it can be one-way or temporary, forced or voluntary
* **Chinese Exclusion Act** – an act passed by the U.S. federal government in 1882that restricted Chinese laborers from entering the country

**Objective 4:** In this section, you will describe the social and financial impacts of globalization due to the Industrial Revolution.

**Essential Question 4:** What was the impact of indentured servitude on the people and places where they migrated, and how did the Industrial Revolution contribute to this?

**Big Ideas:** Many migrants did not have the means to live a good life elsewhere. As a result, they were forced to become Indentured servants.Indentured servants faced abuse and mistreatment based on racist ideals. The locations they were sent to had negative implications.

Cities were overpopulated, riddled with disease, and became zones of poverty.

**Key Terms:**

* **indentured servant** – a worker who willingly enters into a labor agreement that includes the number of years that the worker must work in return for pay, housing, and food
* **indentured servitude** – a type of work where someone performs labor for no salary, but to pay back an indenture or loan

**Quick Check:**

Analyze which event occurred as a result of the rise of the middle class or bourgeoisie.

* American Revolution
* Migration from rural lands to urban centers
* Industrial Revolution
* **French Revolution**

Which of the following contributed to the Industrial Revolution?

* Persistence with older farming methods Industrial Revolution
* Decrease in workforce
* Greater access to farmland
* **New technology**

Analyze which factor resulted in less available farmland and more privatized farmland during the Industrial Revolution.

* Urbanization
* Mechanized tools
* Migration
* **Enclosure**

What is a factor that encouraged people to migrate to the United States?

* American workers were friendly to immigrants.
* The Industrial Revolution created more farming job opportunities.
* American jobs paid strong, living wages.
* **The steam engine made travel faster and cheaper.**

|  |  |  |
| --- | --- | --- |
| *Use the table to answer the question.* |  |  |
|  |  |  |
| **U.S. Urban and Rural Population Percentages** | | |
| **Year** | **Percentage of Urban Population** | **Percentage of Rural Population** |
| 1800 | 6 | 94 |
| 1810 | 7 | 93 |
| 1820 | 7 | 93 |
| 1830 | 9 | 91 |
| 1840 | 11 | 89 |
| 1850 | 15 | 85 |
| 1860 | 20 | 80 |
| 1870 | 26 | 74 |
| 1880 | 28 | 72 |
| 1890 | 35 | 65 |
| 1900 | 40 | 60 |

Based on the population distribution shown in the table, which statement correctly evaluates the cause of increased migration to the U.S.?

* The Industrial Revolution created more jobs in rural than urban areas.
* There was a trend of migration within the U.S. from urban to rural cities.
* The Industrial Revolution created more agricultural jobs over time.
* **There was overseas migration from Europe and Asia to U.S. port towns.**

**Unit 5 Lesson 4: Industrialization and Ideas**

**Objective 1:** In this section, you will compare the main ideas of socialism, laissez-faire capitalism, and communism.

**Essential Question 1:** How are new economic philosophies a response to the Industrial Revolution?

**Big Ideas:**

the Industrial Revolution changed the economic and social systems that had existed for centuries. In response to these changes, new economic systems developed. These included:

laissez-faire capitalism, communism and utopian socialism.

**Key Terms:**

* **capitalism** – an economic system in which businesses are privately owned and the business owner seeks to make a profit from the business
* **communism** – a movement to create a socioeconomic system structured around common ownership of the means of production and the abolition of social class and the state
* **laissez-faire** – a French phrase meaning “let them be” or “let them do,” which was advocated by Adam Smith and other capitalist thinkers in the age of industrialization; essentially encouraged the governments to play little to no role in the economy
* **utopian socialism** – a movement of the industrial era that sought to create an ideal, harmonic way of industrial labor and living, pioneered by figures such as Robert Owen and his experiment at New Lanark Mill in Scotland

**Objective 2:** In this section, you will understand the role of the economics during the Industrial Revolution in driving political change. You will also identify the historical beginnings and characteristics of socialism.

**Essential Question 2:** How did the social and economic changes during the Industrial Revolution lead to the development of new economic theories?

**Big Ideas:**

The Industrial Revolution brought many changes to the world. As factories were built, people moved to cities for work, changing the type of labor they performed. Living conditions, safety, and family life were all affected by these changes. While some benefited from these changes, many workers saw their quality of life decrease. Theft, unsupervised children, poor sanitation, and a low standard of living were rampant. In response to these changes, new economic philosophies were developed that tried to see a more equal and fair world. Examples of these are socialism, communism.

**Key Terms:**

* **capitalism** – an economic system in which businesses are privately owned and the business owner seeks to make a profit from the business
* **communism** – a movement to create a socioeconomic system structured around common ownership of the means of production and the abolition of social class and the state
* **utopian socialism** – a movement of the industrial era that sought to create an ideal, harmonic way of industrial labor and living, pioneered by such figures Robert Owen and his experiment at New Lanark Mill in Scotland

**Objective 3:** In this section, you will compare the rise of industrialization in England to the rest of Europe, the United States, and Japan. You will do this by constructing charts, diagrams, and/or tables.

**Essential Question 3:** How did the British Industrial Revolution compare to industrialization in other regions of the world?

**Big Ideas:** The Industrial Revolution began in England during the eighteenth century. Eventually it spread into continental Europe, the United States and Japan. While each area saw the effects of the Industrial Revolution, the methods and pace of change was different for each.

**Key Terms:**

* **Meiji Restoration** – a political event that restored imperial rule in Japan to the Emperor Meiji and was characterized by rapid industrialization and the adoption of Western ideas and methods of production
* **Revolutions of 1848** – in Europe, a series of failed revolts against monarchical power in favor of republican reforms
* **zaibatsu** – a large industrial combine formed by Japanese entrepreneurs in the late nineteenth century

**Objective 4:** In this section, you will analyze how revolutions in France during the eighteenth and nineteenth century are studied by historians using different points of view.

**Essential Question 4:** How does political and economic point of view affect the analysis of revolutions in France between 1789 and 1871?

**Big Ideas:** During the eighteenth and nineteenth centuries, France faced a series of violent revolutions. People sought to change the political, economic, and social conditions of the country. This time-period can be studied through two unique views: classical liberalism and conservative perspectives. An important thing to understand about these different approaches is that historians are all looking at the same events, but they could come to very different conclusions depending on their focus. It does not mean that one is more or less correct. It means that their use of evidence helped them develop a unique understanding.

**Key Terms:**

* **classical liberalism** – a political and economic philosophy that emphasizes limited government, individual rights, and economic freedom
* **conservatism** – a social and political movement that seeks to preserve traditional institutions
* **historiography** – the study of the methods used by historians to interpret and understand historical events

**Quick Check:**

Which statement **best** compares the **outcomes** sought by capitalists and communists?

* Capitalists believed that the state should enact policies to protect domestic industries, while communists wanted the abolition of the state in favor of a classless society.
* Capitalists wanted the abolition of the state in favor of a classless society, while communists believed that the state should only protect private property.
* Capitalists believed that the state should only protect private property, while communists wanted the government to create laws limiting child labor and low wages.
* **Capitalists believed that the state should only protect private property, while communists wanted the abolition of the state in favor of a classless society.**

Which statement **best** explains the relationship between the Industrial Revolution and the development of communism?

* The Industrial Revolution was slow to affect society and communists wanted to speed up the process
* The Industrial Revolution increased pride in workers’ labor and the goods they produced.
* The Industrial Revolution led to the adoption of new technologies and machines.
* **The Industrial Revolution led to a decrease in workers’ rights and their living conditions.**

Which comparison of the Industrial Revolution in different regions of the world is **most** correct?

* Germany and the United States both were slow to industrialize due to a lack of natural resources.
* Japan and England were the last two regions of the world to industrialize.
* Austria-Hungary and the United States both had their transition to industrialization interrupted by the Revolutions of 1848.
* **The United States and England both benefited from political stability and access to raw materials during the Industrial Revolution.**

Karl Marx wrote in the Communist Manifesto that “The history of all hitherto existing society is the history of class struggles.” Analyze the quote and select the statement about events in France during the eighteenth and nineteenth centuries that **best** supports this argument.

* The Second French Republic granted universal suffrage to all men.
* Conservatives supported the Bourbon Restoration.
* Napoleon was defeated by the British at the Battle of Waterloo.
* **Women led a march on the Palace of Versailles to demand cheaper bread prices.**

Which event during eighteenth- and nineteenth-century French history would **best** support a communist interpretation?

* the creation of the Third French Republic
* the Bourbon Dynasty
* the Reign of Terror
* **the Women’s march at Versailles**

**Unit 5 Lesson 5: Living Conditions and Rights**

**Objective 1:** In this section, you will infer how people living during the Industrial Revolution experienced changes in their family life, working conditions, living conditions, and society.

**Essential Question 1:** How did people living in the Industrial Age experience new working conditions, new living conditions, and changes to society?

**Big Ideas:** During the Industrial Revolution, people living in Europe experienced many changes due to migration into the urban areas.

* **Family Life Changes**: Less time together due to working long hours and working outside the home.
* **Working Condition Changes**: Work in the factory or a mine instead of farm. Working conditions were dirty and dangerous.
* **Living Condition Changes**: Families rented rooms in tenement homes. The space in a tenement home was much smaller than what families had lived in before.
* **Society Changes**: Women and children began working outside the homes. A new middle class began to grow.

**Key Terms:**

* **rural** – related to, or characteristic of, a countryside or sparsely populated agricultural area
* **tenement** – an apartment building, typically associated with crowded, run-down, or low-quality living conditions.
* **urban** – related to, or characteristic of, a town or city
* **urbanization** – the movement of people to major centers of population

**Objective 2:** In this section, you will acquire data on how new scientific and technological developments, including those of Louis Pasteur, during the Industrial Revolution increased the living standards for all social classes.

**Essential Question 2:** How did advancements of the Industrial Revolution lead to increased living standards for all social classes?

**Big Ideas:**

At first, living conditions in the cities were poor. However, by applying new inventions and innovations, the standard of living for people in all classes improved by the end of the 1800s. Increased levels of production created more jobs. This led to higher wages. The standard of living increased for everyone. The poor were able to buy new clothes. Men from the middle class became factory managers, earning higher wages. The upper class, started factories and other businesses, earning them more money as well. Additionally, new inventions and advancements in science and medicine led to an increase in life expectancy for people of all social classes. Increased sanitation, better access to food and effective medicines and vaccinations helped to improve the standards of living and life expectancy in the Industrial Revolution.

**Key Terms:**

* **entrepreneur** – a person who turns an idea or invention into a business
* **investment** – a loan of capital to a business with the expectation of getting it back along with a profit
* **standard of living** – the measure of quality of life for individuals in a society

**Objective 3:** In this section, you will identify the impact of important persons, such as Queen Victoria, William Wilberforce, John Brown, Harriet Beecher Stowe, and Frederick Douglass, who were successful in changing political thought about labor systems and human rights.

**Essential Question 3:** How did governments after 1450 use laws, policies, and processes to affect labor systems?

**Big Ideas:** Systems of labor changed over time. The forced labor systems of the colonial Americas were replaced by the labor systems of the Industrial Revolution. The abolition of legal slavery and the Industrial Revolution changed labor systems around the world. Labor unions began to enact positive changes. Union-led activism contributed to the passing of laws and policies that set reasonable working hours and protected workers.

**Key Terms:**

* **abolition**– the ending of the practice of a particular institution, such as slavery
* **Industrial Revolution**– the shift from an economy centered on agriculture to an economy centered on mechanized, industrial production
* **industrialized**– undergoing the process of developing machine production of goods
* **labor**– the act of work, usually for a figure of authority
* **labor union**– an organization formed by workers to advocate and fight for their rights
* **working class** – people who belong to a social class that provides low pay

**Objective 4:** In this section, you will identify the effect of the Industrial Revolution on the right to vote and women's suffrage.

**Essential Question 4:** What was the effect of the Industrial Revolution on the right to vote and women's suffrage?

**Big Ideas:** Due to the Industrial Revolution advancements meant work moved from rural to city areas. New jobs in cities meant more people had to learn to read and write. More readers encouraged more printed materials and the spread of information.

Some of the ideas that became popular had to do with ways to improve society. These ideas sparked movements: the Abolitionist Movement, the Temperance Movement, and the Women’s Suffrage Movement. The power of the Women’s Suffrage Movement paved the way for The Nineteenth Amendment to be enacted in 1920. This amendment gave women the right to vote.

**Key Terms:**

* **naturalized citizenship**– when people who are from another country become citizens of a new country
* **philanthropy**– promoting the wellbeing of others, usually by donating money
* **poll tax**– a tax of the same amount charged to everyone, regardless of income; usually tied to the right to vote
* **suffrage**– the right to vote

**Quick Check:**

What can you infer about the experience of working in a factory during the Industrial Revolution?

* The conditions were safe because women changing their hair and clothes to accommodate the fast-moving machinery.
* The conditions were dangerous because of explosions and falling debris.
* The conditions were safe because children were allowed to work in factories.
* **The conditions were dangerous because of fast-moving machines with no safety mechanisms.**

Using the information you’ve acquired, identify how advances in science led to a longer life expectancy during the Industrial Revolution.

* Rapid urbanization stemming from scientific advances in factories led to an increase in hazardous living and working conditions.
* Increased wages of factory workers meant that they could afford to pay for doctors and medicines if they became ill.
* People of all classes started to eat more food every day, leading to a longer life.
* **Once it was proven that germs cause disease, governments began to pass laws to improve sanitation in industrial cities.**

What is one way that the standard of living increased for middle-class people during the Industrial Revolution?

* Many middle-class families began to sponsor charitable hospitals for the lower class.
* The families of the middle class could buy several sets of ready-made clothing for members of their families.
* The middle class experienced an increase in their standard of living because they could purchase art collections.
* **With more income and leisure time, middle-class families could afford to go to the theater and eat out at restaurants.**

Analyze how governments after 1450 used laws, policies, and processes to affect labor systems.

* Governmental systems used laws, policies, and other systems of enforcement to control labor systems and those who participated in them. These included pro-slavery laws in the 1700s and the use of federal troops to encourage strikes in the 1800s.
* Governmental systems used laws, policies, and other systems of enforcement to loosen control on labor systems and those who participated in them. These included pro-slavery laws in the 1700s and the use of federal troops to quash strikes in the 1800s.
* Governmental systems used laws, policies, and other systems of enforcement to control labor systems and those who participated in them. These included anti-slavery laws in the 1500s and the use of federal troops to quash strikes in the 1800s.
* **Governmental systems used laws, policies, and other systems of enforcement to control labor systems and those who participated in them. These included pro-slavery laws in the 1700s and the use of federal troops to quash strikes in the 1800s**.

Identify the effect of the Industrial Revolution on the Women’s Suffrage Movement.

* The Industrial Revolution spread ideas and information. This, along with the decreasing need to read and write, allowed the Women’s Suffrage Movement to grow and achieve its goals.
* The Industrial Revolution spread ideas and information. This, along with the increasing role of the working class, women’s activism, and the philanthropy of the middle class, allowed the Women’s Suffrage Movement to grow and achieve its goals.
* The Industrial Revolution caused widespread chaos in rural and urban areas. This, along with the increasing role of the middle class, women’s activism, and the philanthropy of industrialist elites, allowed the Women’s Suffrage Movement to grow and achieve its goals.
* **The Industrial Revolution spread ideas and information. This, along with the increasing role of the middle class, women’s activism, and the philanthropy of industrialist elites, allowed the Women’s Suffrage Movement to grow and achieve its goals.**

**Unit 5 Lesson 6: Effect of Industrial Revolution Portfolio Introduction**

**Objective 1:** In this section, you will investigate the effect the Industrial Revolution had on the better living standards for all social classes.

**Essential Question 1:** What effect did the Industrial Revolution have on living standards and social classes?

**Big Ideas:** The Industrial Revolution was the first time people were able to move social classes. With the Industrial advancements, a new middle class began to form. Each class had its own characteristics, including housing, food, and clothing. While some people succeeded in making life more comfortable, advancements did not benefit everyone. The working class struggled to make ends meet and to put food on the table.

**Key Terms:**

* **Factory Act**– the act passed by the British government in 1833 that improved working conditions for children and required two hours of schooling a day
* **tenements**– apartment buildings typically associated with crowded, run-down, or low-quality living conditions

**Unit 5 Lesson 7: Changing Politics**

**Objective 1:** In this section, you will compare capitalism, socialism, and communism.

**Essential Question 1:** What are the differences between capitalism, socialism, and communism during the nineteenth century?

**Big Ideas:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Capitalism | | Socialism | | Marxist Communism | |
| Origins, Key Texts | Capitalism’s earliest forms can be traced back to the ancient world. However, in its modern form, historians can look back toward the European Enlightenment and Adam Smith’s Wealth of Nations(1776) | | Socialism slowly grows out of eighteenth-century Enlightenment ideas | | Socialism is proposed in the nineteenth century in Karl Marx’s Manifesto of the Communist Party (1848) |
| Assets Ownership | Assets are owned by private firms | | Some assets are owned by individuals, while others are co-owned by the government | | Assets are owned by the government |
| Equality | Not concerned with equality. Income and individual wealth are determined by the market | | Focus on equity, rather than equality. Wealth is distributed by the government | | Wealth is redistributed with the goal of equality |

**Key Terms:**

* **capitalism**– the system of using existing wealth to make more wealth through the investment of capital in trade or production
* **communism**– a political ideal based on the theories of Karl Marx believing in public ownership of property and that wages be based more on need than skill
* **socialism** – an economic theory that advocates for equitable distribution of wealth and the public ownership of key industries

**Objective 2:** In this section, you will investigate the effects of socialism and Marxism on politics, economies, and societies around the world.

**Essential Question 2:** What were the effects of socialism and Marxism on politics, economies, and societies around the world?

**Big Ideas:**

**Political Effects:** Marxism principles were used to transition Russia from capitalism to communism, creating the Soviet Union. The Soviet Union wanted other places to follow its example in order to gain more power. This struggle for global political power led to the Cold War.

**Economic Effects:** Marxist principles stated that state control of the economy would lead to a more equal society. People and governments who believed in Marxist principles thought that not having private businesses would mean a more equal society.

**Societal Effects**: Marxist principles created conditions where people did not own a lot of private goods. The government had much greater control over things such as housing.

**Key Terms:**

* **capitalism**– an economic system in which businesses are privately owned and the business owner seeks to make a profit from the business
* **communism**– a system of government where the government controls property (land, factories, companies) and wealth to create a classless society where each person enjoys the benefit of labor
* **industrialization**– the process of developing machine production of goods
* **Marxism**– the theory that class conflict would lead to a revolution and ultimately, a classless society in which everyone would own the means of production and have an equal share

**Objective 3:** In this section, you will compare industrialization’s effect on politics in Great Britain, Japan, and Germany.

**Essential Question 3:** What were industrialization’s effect on politics in Great Britain, Japan, and Germany?

**Big Ideas:**

**Great Britain**: The Industrial Revolution changed how British politics worked. These political changes occurred because workers began asking for their rights to be respected. The push for workers’ rights changed the political party in the country, leading to the founding of the Labour Party in 1900.

**Japan**: Industrialization caused a political change in 1868. This revolution was led by samurai who overthrew the military government. Political changes included making a constitution and forming a parliament.

**Germany**: Industrialization changed the economy from farming to manufacturing. Political power began to shift from the aristocracy to those who owned factories.

**Key Terms:**

* **constitution**– a set of agreements under which people in an organization or country agree to be governed
* **imperial**– relating to an empire
* **political** **party**– an organization that organizes candidates around certain viewpoints to run in political elections
* **trade** **union**– an organization of workers who collectively negotiate for better wages, benefits, and working conditions

**Objective 4:**  In this section, you will analyze the effect of the Industrial Revolution on the global balance of power.

**Essential Question 4:** How did the Industrial Revolution affect the global balance of power among industrialized nations?

**Big Ideas:** Countries that industrialized well quickly gained power across the globe. Countries that did not industrialize well quickly lost power. How quickly and efficiently countries were able to complete this change was based on how they managed and used information, such as technological advancements. Countries that did this well experienced an increase in global power.

**Key Terms:**

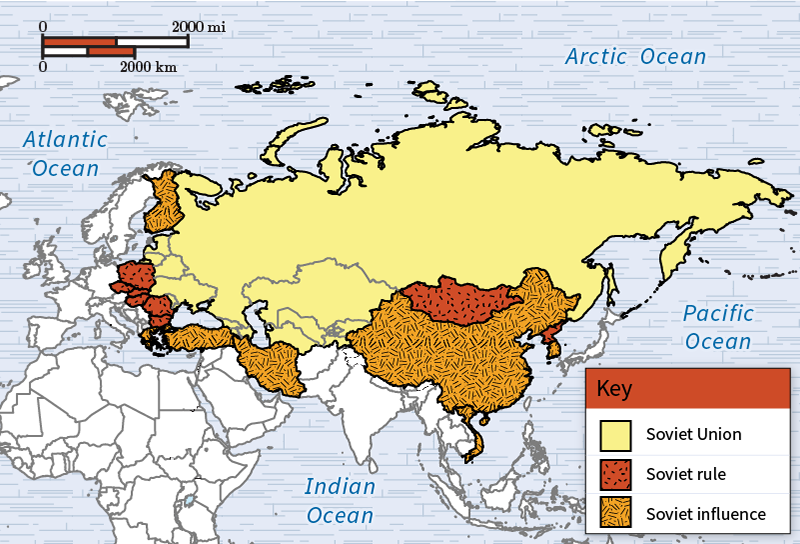
* **global** **superpower**– a nation with a large amount of power and influence on a global scale
* **Industrial** **Revolution**– the shift from an economy centered on agriculture to an economy centered on mechanized, industrial production
* **industrialization**– the process of developing machine production of goods
* **monopoly**– a situation where one entity controls all trade or access to trade in a business sector or region

**Quick Check:**

Compare the goals of socialism and communism.

* Socialists tend to push for revolution and authoritarian regimes, while communists seek slow change.
* Both have the same goal, as all socialists ultimately want communism.
* Both want the government to own all property.
* **Socialism seeks equitable distribution of wealth, while communism seeks equal distribution of wealth.**

*Use the map to answer the question.*



Which effect of socialism and Marxism on politics is investigated on the map?

* The map investigates the political strength of Cuba, which was based on socialist and Marxist principles. Cuba imposed its political agenda strongly over the communities and cultures it ruled over a large area. Cuba also placed pressure on other countries to follow its political lead.
* The map investigates the political strength of Lenin, which was based on socialist and Marxist principles. The Soviet Union imposed its political agenda strongly over the communities and cultures it ruled. The Soviet Union also placed pressure on other countries to follow its political lead.
* The map investigates the political weakness of the Soviet Union, which was based on socialist and Marxist principles. The Soviet Union imposed its political agenda haphazardly over the communities and cultures it ruled over a large area. The Soviet Union also placed pressure on other countries to follow its political lead.
* **The map investigates the political strength of the Soviet Union, which was based on socialist and Marxist principles. The Soviet Union imposed its political agenda strongly over the communities and cultures it ruled over a large area. The Soviet Union also placed pressure on other countries to follow its political lead.**

Compare industrialization’s effect on politics in Great Britain, Japan, and Germany.

* The political changes in each of these countries varied, but none of them were impacted in ways that changed the political landscape on a large scale.
* The political changes in each of these countries varied, but all of them were impacted in ways that changed the political landscape in mainly minor ways.
* The political changes in each of these countries were very similar, and all of them were impacted in ways that changed the political landscape on a large scale.
* **The political changes in each of these countries varied, but all of them were impacted in ways that changed the political landscape on a large scale.**

Why did Japan decide it needed to industrialize?

* Because Western Europe and the U.S. had unified countries, Japan thought industrialization would help it unify.
* Because Great Britain found success with labor unions, Japan wanted to industrialize to keep its workers happy and engaged.
* Because a unified Germany was a political threat to Japan, the Japanese decided to industrialize to better prepare for war.
* **Because Japan thought that industrializing countries of Western Europe and the U.S. would gain a lot of power, Japan felt it needed to industrialize also.**

Analyze the effect of the Industrial Revolution on the global balance of power.

* The Industrial Revolution shifted the global balance of power. Nations that industrialized held less power than nations that did not.
* The Industrial Revolution shifted the global balance of power. For a few years, nations that industrialized held more power than nations that did not.
* The Industrial Revolution shifted the global balance of power. Nations that industrialized finally had the same amount of power as nations that did not.
* **The Industrial Revolution shifted the global balance of power. Nations that industrialized held more power than nations that did not.**