

TEACHER DEBRIEFING SHEET**DISCUSSION QUESTIONS:**

1. What were some of the challenges workers faced during the Industrial Revolution? How are those challenges similar to or different from challenges faced in today's workplace?
2. Why do children work? What are some of the advantages and disadvantages of children working? How is child labor today similar to or different from child labor during the Industrial Revolution? Can child labor be eliminated? Why or why not? If so, how?
3. How is the work of women similar to or different from the work of men? How can you account for the earnings gap between men and women, both during the Industrial Revolution and in the world today?
4. What methods have been used to push for change in the workplace? Which of these methods does your group think are most effective and why? How are the methods used today different from or similar to those used during the Industrial Revolution?
5. Is industrialization a problem, progress, or a promise? Justify your answer with specific evidence.

TASK:

Create a time capsule that will help the people of the future understand working conditions and the challenges of labor from the 19th to the 21st centuries. Be prepared to present the "burial ceremony" for your time capsule as well as its contents.

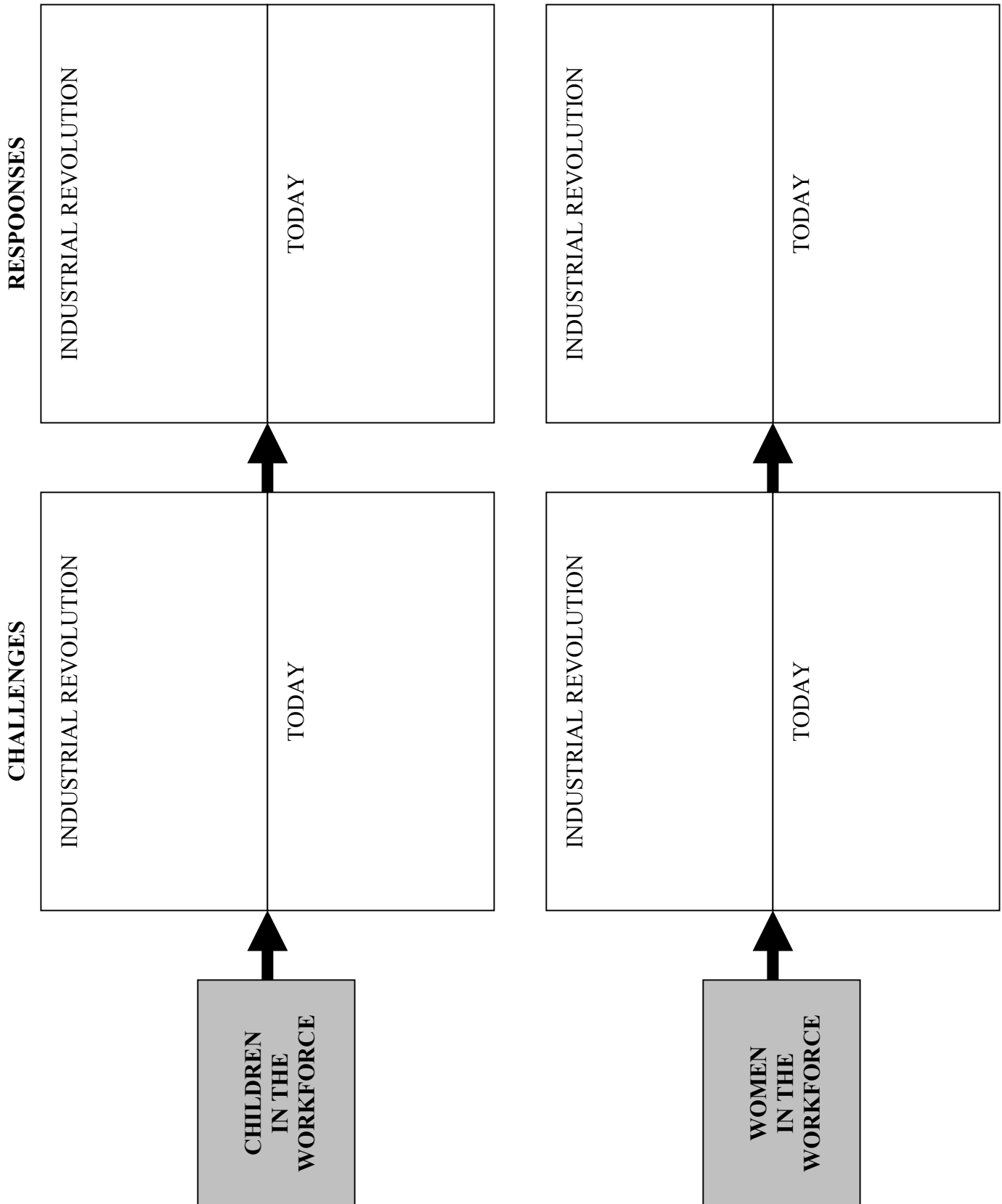
TASK EVALUATION CRITERIA:

- Time capsule includes 3-5 items and is housed in some sort of container.
- Time capsule items are two or three-dimensional and make use of color, texture, and other visual techniques.
- Time capsule includes items from both today and the Industrial Revolution; presentation includes a burial ceremony.
- Presentation includes description of both Industrial Revolution era and modern-day labor challenges – including discussion of working conditions and challenges particular to women and children – and responses to those challenges.
- Presentation addresses whether industrialization represents a problem, progress, or a promise.

EXTENSION QUESTIONS:

1. What are some of the similarities and differences between the types of jobs men and women held during the Industrial Revolution in Great Britain and the types of jobs men and women hold today in the United States?
2. What would have happened during the Industrial Revolution if children were not allowed to work? What would happen today if child labor were to suddenly be outlawed around the world?
3. How has globalization affected labor?
4. What role should governments play in regulating labor?
5. Are the challenges faced by today's workers harder or easier than the challenges faced by workers during the Industrial Revolution? Why?
6. Who were the Luddites? Why did they do what they did?
7. What are some of the ways in which women are treated unfairly in today's workplace? How could this be changed?
8. How is labor activism today similar to or different from labor activism during the Industrial Revolution?
9. Why might governments oppose unions?
10. Tell the class about the cartoon found on Resource Card 6.

Fill in the challenge and response flow charts below with detailed information on the challenges of and responses to children and women in the workforce, both during the Industrial Revolution and today.



Unit Big Idea/Question: **Industrialization: Problem, Progress, or Promise?**

Activity Big Idea/Question: **Does labor represent a problem, progress, or a promise?**

1. What is the activity number? _____

2. What is the activity title? _____

3. Based on the activity title, make two predictions about what this activity will cover.

#1: _____

#2: _____

4. Examine the Discussion Questions on the Activity Card and for each question, check off the analytical process(es) asked for:

	Question #1	Question #2	Question #3	Question #4	Question #5	Question #6	Question #7
List Examples, Events, and/or Issues							
Agree/Disagree							
Compare/Contrast							
Identify Advantages and Disadvantages							
Examine Cause and Effect Relationships							
Make Connections							
Give Your Opinion							
Provide Evidence							
Examine Consequences							

5. How many different kinds of visuals can you identify in the Resource Cards?

Resource Card	Maps	Graphs	Photographs	Timelines	Cartoons	Charts
1						
2						
3						
4						
5						
6						

6. Turn the title of each Resource Card into two questions, one factual, the other analytical and connected to the big idea.

Resource Card 1: Child Labor During the Industrial Revolution

Factual Question	Analytical Question
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Resource Card 2: Women Workers During the Industrial Revolution

Factual Question	Analytical Question
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Resource Card 3: Responses to Labor During the Industrial Revolution

Factual Question	Analytical Question
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Resource Card 4: Child Labor in the World Today

Factual Question	Analytical Question
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Resource Card 5: Women Workers in the World Today

Factual Question	Analytical Question
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Resource Card 6: Labor Activism in the World Today

Factual Question	Analytical Question
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VOCABULARY KNOWLEDGE RATING

ACTIVITY 3: LABOR

Directions: Decide how well you and your group know each of the words/phrases below by checking your knowledge for each. Put each group member's name in the proper category. Once you have rated a word/phrase, whoever knows the definition must share that knowledge with the rest of the group. Finally, use a dictionary to confirm and/or enrich the group's understanding of the word/phrase.

Word	Can Define/Use It	Heard It/Seen It	Don't Know It	Definition
textile				
serfdom				
productivity				
method				
apprentice				
slum				
tenement				
strike (<i>noun</i>)				
union				
corporation				
hazardous				
policy				
perpetuation				
developing country				
ratify				

ACTIVITY CARD

In the most general sense, labor means work. Between 1750 and 1830 the Industrial Revolution transformed working life in England. Many factories were built – at first in the textile industry and later in other industries. Wage labor, in which factories hired employees and paid them for the number of hours worked, became more common, as did the division of labor.

Theoretically, wage labor permits more personal freedom than earlier systems of organizing work, such as slavery or serfdom. Wage laborers who are unhappy with their jobs can quit; serfs and slaves could not. Wage laborers, however, cannot be sure of having work. They must sell their labor to survive, and at times employers have no need to hire them. Unemployment poses a major social problem in societies based on wage labor.

Division of labor means that each task is divided into many small chores, and a separate worker is assigned to each chore. This increases productivity because workers can do one small thing rapidly, and time is not lost switching from one task to another. Division of labor also increases the possibility of using a machine to perform a task, and the use of machines greatly increases productivity.

Life in early factory towns was appalling. Sewage ran down open ditches at the sides of muddy roads, transmitting disease. Some families slept eight to a windowless room in which the ceiling was so low that an adult could not stand. So many children died in infancy or from illness and accidents that in 1840 average life expectancy for a laborer in industrial Liverpool, England was only 15 years; this contrasted sharply with 38 years for a worker in the nonindustrial district of Rutland.

Many factories operated from sunrise to sundown. This means that in the summer workers, including young children, worked 14 hours per day. During the Industrial Revolution children and women made up 77 percent of the textile industry workforce because they could be paid far less than adult men.

Directions: Read the resource cards and analyze the visuals. Discuss the following questions in your group:

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Task: Create a time capsule that will help the people of the future understand working conditions and the challenges of labor from the 19th to the 21st centuries. Be prepared to present the “burial ceremony” for your time capsule as well as its contents.

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RESOURCE CARD 1

Child Labor During the Industrial Revolution

Since children had helped with farm work prior to the Industrial Revolution, parents accepted the idea of child labor. And the wages the children earned were needed to help support the family. One mother told investigators of her 10-year-old child who worked in the mines from six in the morning until eight at night. "It would hurt us," she said, "if children were prevented from working till [they were] 11 or 12 years old, because we've not jobs enough to live now as it is."

Factories and mines hired many boys and girls. Nimble-fingered and quick-moving children changed spools in textile mills. Others clambered through narrow mine shafts, pushing coal carts. Overseers beat children accused of idling. A few enlightened factory owners did provide basic education and a decent life for child workers. More often, though, children, like their parents, were slaves to the machines.

I have three children working in Wilson's mill; one 11, one 13, and the other 14. They work regular hours there. We don't complain. If they go to drop the hours, I don't know what poor people will do. We have hard work to live as it is. ...My husband is of the same mind about it...last summer my husband was 6 weeks ill; we pledged almost all our things to live; the things are not all out of pawn yet. ...We complain of nothing but short wages...My children have been in the mill three years. I have no complaint to make of their being beaten...I would rather they were beaten than fined.

~ Mrs. Smith, Parliamentary Report, 1833

One solution to finding cheap labor was to buy children from orphanages and workhouses. The children became known as pauper apprentices. This involved the children signing contracts that made them virtually the property of the factory owner. Pauper apprentices were cheaper than adult workers. George Courtauld, who owned a silk mill in Braintree, Essex, took children from workhouses in London. Although offered children of all ages, Courtauld usually took those from "within the age of 10 and 13." Courtauld insisted that each child arrive "with a complete change of common clothing." A contract was signed with the workhouse that stated that Courtauld would be paid £5 (5 pounds) for each child taken. Another £5 was paid after the child's first year. The children also signed a contract with Courtauld that bound them to the mill until the age of 21. This helped to reduce Courtauld's labor costs. Whereas adult males at Courtauld's mills earned 7 shillings 2 pence, children under 11 received a seventh of that salary, only 1 shilling 5 pence a week. [1 pound = 20 shillings, 1 shilling = 12 pence]

A girl named Mary Richards, ... who was not quite ten years of age, attended a drawing frame, below which, and about a foot from the floor, was a horizontal shaft, by which the frames above were turned. It happened one evening, when her apron was caught by the shaft. In an instant the poor girl was drawn by an irresistible force and dashed on the floor. She uttered the most heart-rending shrieks! Blincoe ran towards her, an agonized and helpless beholder of a scene of horror. He saw her whirled round and round with the shaft - he heard the bones of her arms, legs, thighs, etc. successively snap asunder, crushed, seemingly, to atoms, as the machinery whirled her round, and drew tighter and tighter her body within the works, her blood was scattered over the frame and streamed upon the floor, her head appeared dashed to pieces - at last, her mangled body was jammed in so fast, between the shafts and the floor, that the water being low and the wheels off the gear, it stopped the main shaft. When she was extricated, every bone was found broken - her head dreadfully crushed. She was carried off quite lifeless.

~John Brown, *A Memoir of Robert Blincoe*, 1828

**RESOURCE CARD 2
Women Workers During the Industrial Revolution**

The Industrial Revolution in part was fueled by the economic necessity of many women, single and married, to find waged work outside their home. Women mostly found jobs in domestic service, textile factories, and piecework shops. They also worked in the coalmines. For some, the Industrial Revolution provided independent wages, mobility and a better standard of living. For the majority, however, factory work in the early years of the 19th century resulted in a life of hardship.

Factory work created special problems for women. Their new jobs took them out of their homes for 12 hours or more a day. They then returned to crowded slum tenements to feed and clothe their families, clean, and cope with sickness and other problems.

Before the Industrial Revolution, Halstead, Essex (South East England) was an agricultural community with a cottage industry producing woolen cloth. In Halstead, as elsewhere in England, unemployment among depressed farming households and former wool workers forced people to find work outside the home. Because their labor was cheap, women more than men were recruited into the textile factories that sprang up all over Britain in the 19th century. Samuel Courtauld built a silk mill in 1825 in Halstead. At left is a chart of the Courtauld workforce in 1860. The wages are in British schillings.

Number	Weekly Wages	MALES
1	1000 pounds per year	Mill Manager (Also got 3 per cent of the profits)
26	15s-32s	Overseers and clerks
6	17s-25s	Mechanics and engine drivers
3	14s-21s	Carpenters and blacksmiths
1	15s	Lodgekeeper
16	14s-15s	Power loom machinery attendants and steamers
18	10s-15s	Mill machinery attendants and loom cleaners
5	5s-12s	Spindle cleaners, bobbin stampers and packers, messengers, sweepers
-	7s-10s	Watchmen
-	5s-10s	Coachmen, grooms and van driver
38	2s-4s	Winders
114		Total Males
Number	Weekly Wages	FEMALES
4	10s-11s	Gauze examiners
4	9s-10s	Female assistant overseers
16	7s-10s	Warpers
9	7s-10s	Twisters
4	6s-9s	Wasters
589	5s-8s	Weavers
2	6s-7s	Plugwinders
83	4s-6s	Drawers and doublers
188	2s-4s	Winders
899		Total Females
1013		GRAND TOTAL WORK FORCE

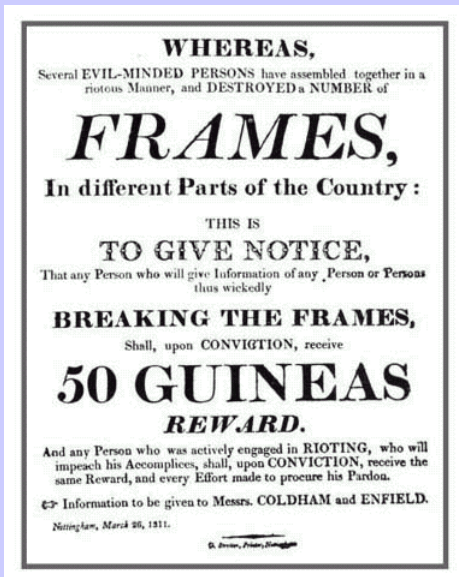
RESOURCE CARD 3
Responses to Labor During the Industrial Revolution

Workers tried to improve the harsh conditions of industrial life. They protested low wages, long hours, unsafe conditions, and the constant threat of unemployment. At first, employers and governments tried to silence protesters. Strikes and unions were illegal. Worker demonstrations were crushed. By the mid-1800s, workers slowly began to make progress.

In Britain, as was the case in other European nations and the United States during the Industrial Revolution, self-employed workers continued to find themselves replaced by factories and machines in many industries. The loss of jobs meant poverty for them and their families. Because an individual worker could not stand up to a large company, workers in some crafts came together to form labor unions, organizations designed to represent workers interests. To spur change, union members sometimes called strikes, refusing to work until management agreed to raise wages and improve conditions.

In the early 1800s, many weavers and other skilled handicraft workers were being replaced by machines. Upset about this situation, workers began organizing groups to prevent the loss of more jobs. Factory owners feared one group in particular. This was the Luddites – a gang of masked workers named after their legendary leader, Ned Ludd.

The Luddites showed their anger by attacking textile factories and smashing to bits the machines they blamed for putting them out of work.



Poster, 1811

The British Parliament opposed the early unions. In 1799 and 1800 it had passed the Combination Acts, which banned unions. In spite of these laws, workers kept right on organizing. Parliament repealed the Combination Acts in 1824, and trade unions became legal in Britain. An outbreak of strikes frightened the government, however. In 1825 Parliament passed a law that allowed workers to form unions but not to strike. Not until 1871 were restrictions on trade unions removed, allowing workers to organize and strike.

Labor activism did, however, manage to bring about major changes in British labor laws during the 1800's, including:

- 1833 Factory Act
Children under the age of 9 were not permitted to work; children ages 9 to 13 were not allowed to work more than an eight hour day; young people ages 13 to 18 were not allowed to work more than a twelve hour day
- 1844 Factory Act
Children under the age of 8 were not permitted to work; children ages 8 to 13 were not allowed to work more than a six and a half hour day; women and young people ages 13-18 were not allowed to work more than twelve hours a day

RESOURCE CARD 4
Child Labor in the World Today

At least 250 million children between the ages of five and fourteen work worldwide. That estimate is low, and the real number of working children is most likely much greater. For the majority of these laboring children, work is not an after school activity. For them there is no school. There is no play. Work is a mean and unrelenting grind that has replaced learning with mind-numbing, bone-wearying toil that endangers normal growth of body, mind and spirit.

In the global economy of the 21st century, the number of child workers is increasing rather than declining. As corporations move around the world in search of new markets and cheaper labor, more and more children are forced into the workplace. One-half of these children work full time, one-third work in extremely dangerous conditions. In 1999, the International Labor Organization (ILO) unanimously approved a new convention calling for action against the "worst" forms of child labor. These include child bondage, prostitution, forced labor and work that is physically, mentally or morally hazardous and cuts children's lives perilously short.

Poverty is usually blamed, first and foremost, for a family's decision to put a child to work. But the poverty that generates child labor has causes: policy decisions that either ignore the problem or make it worse, prejudice that pushes entire groups of people to the margins, and development schemes that reward corporations at the expense of local peoples and condemns their children to servitude at an early age. Child labor itself is a major contributor to the perpetuation of poverty in developing countries. When illiterate child laborers become parents, they often force their own children into the workplace, continuing a tradition that leaves generation after generation chained to a life of misery and degradation.

Most of the children who spend their days working live in the developing countries of Asia, Africa, and Latin America. Working children are becoming increasingly more common in Eastern Europe, however, since the breakdown of the Soviet Union in the early 1990s. And though the numbers are much smaller, children also work in the industrialized countries of Europe and North America, and in Japan and Australia.

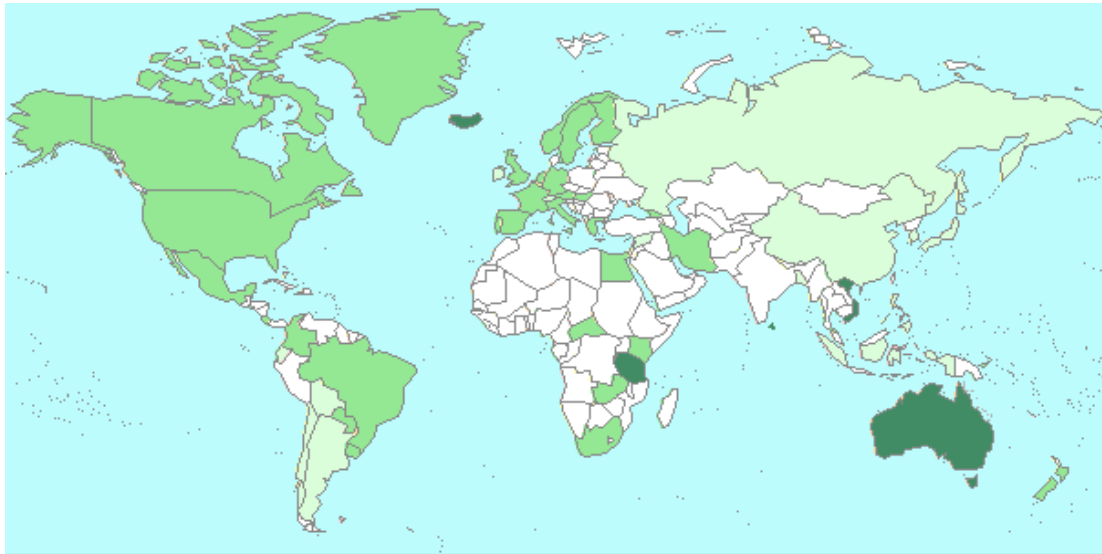
Child Workers and Type of Work* in Selected Countries

Country	Age	Estimated # of Child Workers	Occupation
Brazil	under 14	3.5-7.5 million	charcoal, sugar cane, shoes, oranges, textiles, garments, tin mining
China	N/A	N/A	textiles, garments, fireworks, toys, road construction, footwear, electronics, agriculture
India	under 14	44-100 million	carpets, gemstones, brassware, glassware, shoes, silk, matches, fireworks
Mexico	under 15	8-22 million	factories, sweatshops, farms, on the street
Pakistan	under 10	10-19 million	agriculture, carpets, leather, footwear, mining
United States	under 16	900,000	agriculture, garments, sex work

* This does not include unpaid work at home or on the farm or most work in the informal sector, because country statistics do not usually include them.

RESOURCE CARD 5
Women Workers in the World Today

On a worldwide scale, only 36% of the paid labor force is made up of women, and in many places, especially in Africa and the Middle East, women make up less than 25% of the paid labor force. There is not any country in the world that has a higher percentage of women in the (paid) labor force than men. The United States Department of Labor states that no matter how they measure it, women earn less money than men. In the United States, (white) women are paid about 75 cents for every dollar a man earns (an even larger wage gap exists for women of color). The map below shows the percentage of men’s wages that women, on average, earn around the world.



Women and Work: The Wage Gap

90% or higher
 70% - 89%
 less than 70%
 Unknown

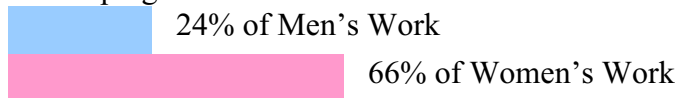
Source: Seager, 1997

Time budgets show that most of men’s work is paid; most of women’s is not. Women work more than men, rest less, and perform a greater variety of tasks. The pattern starts early in life; in most countries, girl children do more work, especially in the home, than boys. Women and girls everywhere have greater responsibility for household work. It is women who tend the goats, till the family garden, collect water, gather firewood, shop for food, prepare meals, wash clothes, look after children and aging parents, nurse sick family members, and keep the home clean and safe.

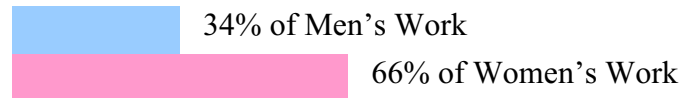
In many countries, the gender gap in total work time has narrowed. But, in general, only one side of the traditional division of labor is breaking down; women are entering the paid workforce in increasing numbers, but no one is taking over at home.

Unpaid Work 1994-1995: Proportion of Work That Is Unpaid

Developing Countries



Industrialized Countries



RESOURCE CARD 6
Labor Activism in the World Today

Founded in 1919 as an adjunct to the League of Nations, the International Labor Organization (ILO), the largest of all international labor organizations, today works as a specialized agency in concert with the United Nations. The purpose of the ILO is to formulate international standards for the betterment of working and living conditions. These standards are submitted to member nations for ratification, and once the standards have been adopted, they are considered to be binding upon those nations that ratify them. The ILO also publishes labor statistics and does research on labor and management relations, unemployment and underemployment, working conditions, technological change (including automation), economic development, and international economic competition.

Other international labor organizations advocate on behalf of workers worldwide. Below you will find examples of labor activism in the world today.

International Labor Rights Fund: Activism in Colombia

The United Steel Workers Union and the International Labor Rights Fund filed suit on July 20, 2001 in US District Court for the Southern District of Florida (Miami) against Coca-Cola and Panamerican Beverages, Inc., the primary bottler of Coke products in Latin America. Additional defendants include owners of a bottling plant in Colombia where trade union leaders have been murdered. The case was initiated by SINALTRAINAL, the trade union that represents workers at the Coca-Cola facilities in Colombia. SINALTRAINAL has long maintained that Coca-Cola is among the most notorious employers in Colombia and that the company maintains open relations with murderous death squads as part of a program to intimidate trade union leaders. The union is using the filing of this case on July 20, Colombian Independence Day, to renew its campaign to highlight that Colombia holds the terrible distinction of being ranked number one in the world for the number of trade union leaders murdered each year, and that Coca-Cola plays a key role in maintaining that distinction.



International Federation of Chemical, Energy, Mine and General Workers' Unions (ICEM)
Text From Online Burma Campaign

“Every day, hundreds of thousands of men, women and children in Burma are forced to work against their will. Many forced laborers are kept in chains. Most are not paid anything at all. Those who refuse to work may be imprisoned, beaten, tortured, raped or killed by the soldiers who guard them. Burma is in the grip of a ruthless military junta which owes much of its wealth to its worldwide trafficking in illegal narcotics. But the regime also draws big financial support from multinational companies - notably in the oil, gas and mining sectors. Pressure to end forced labor in Burma has been stepped up by the 20-million-strong International Federation of Chemical, Energy, Mine and General Workers' Unions (ICEM). The ICEM has consistently urged multinational companies in its industries to withdraw from Burma until forced labor ceases and full democracy and human rights, including trade union rights, are restored.”

INDIVIDUAL REPORT

Compare and contrast the labor challenges of the Industrial Revolution with today's labor challenges. Consider the challenges faced by both women and children. Are today's solutions to those challenges more or less effective than the solutions from the era of the Industrial Revolution? Why? Is labor a problem, progress, or a promise?

Evaluation Criteria

- Response includes at least two comparisons and at least two contrasts between the labor challenges of the Industrial Revolution and today's labor challenges.
- Response addresses labor challenges faced by both women and children.
- Response addresses whether or not today's solutions to labor challenges are more or less effective than the solutions from the era of the Industrial Revolution; answer is justified with at least three reasons.
- Response includes at least three suggestions about what needs to be done today to improve the challenges of labor for women and children.
- Response addresses whether labor represents a problem, progress, or a promise.