

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
labor				
transform				
division of labor				
productivity				
prior to				
apprentice				
mobility				
standard of living				
slum				
tenement				
strike (<i>noun</i>)				
ban (<i>verb</i>)				
in spite of				
activism				
textile				

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

Activity Big Idea/Question: **Is labor 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:

ANALYTICAL PROCESSES	Question #1	Question #2	Question #3	Question #4	Question #5
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	Tables	Paintings/Posters	Charts
1						
2						
3						

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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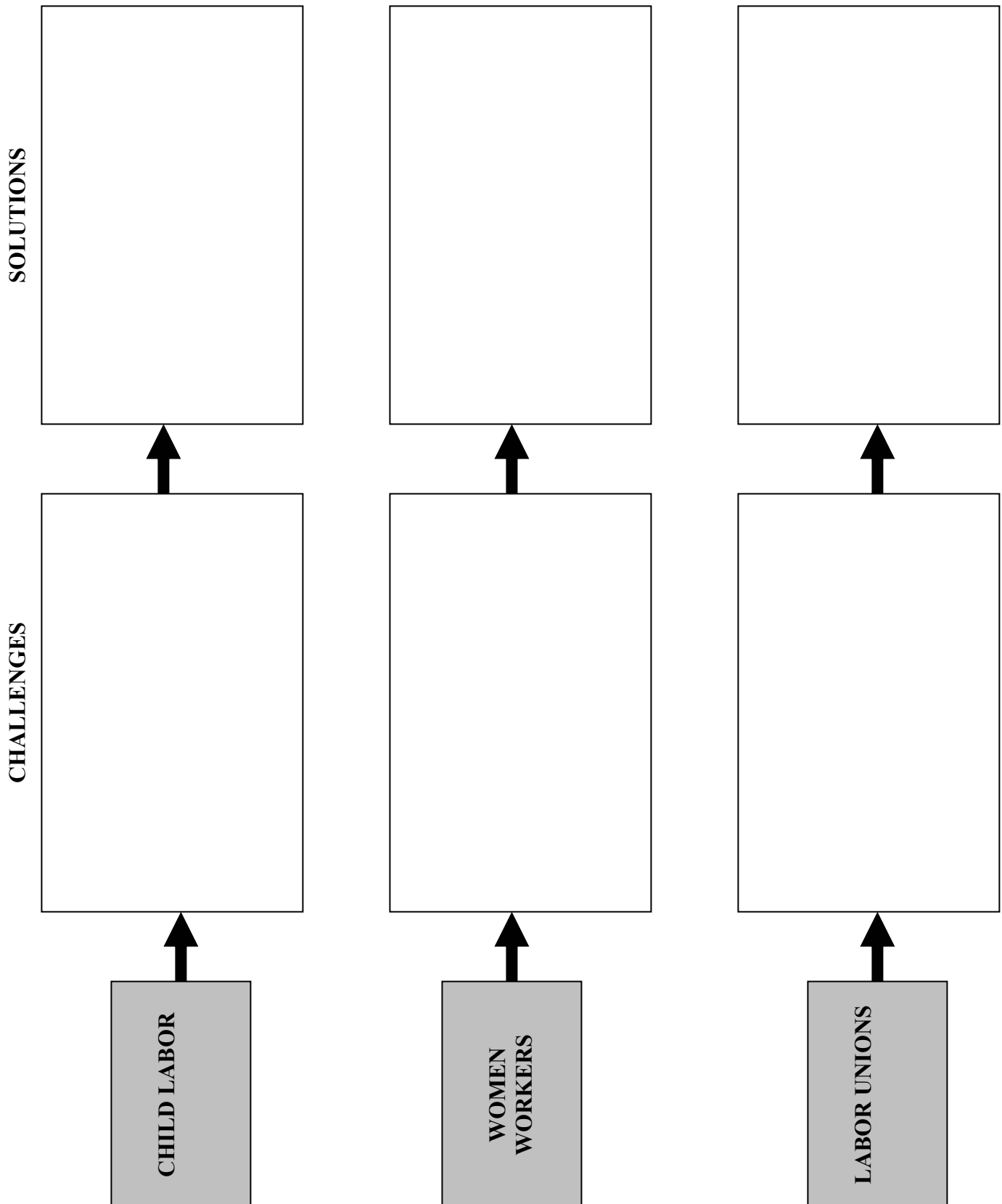
Resource Card 2: Women Workers During the Industrial Revolution

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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Fill in the challenges and solutions flow charts below with: 1) detailed information on the challenges workers faced during the Industrial Revolution, and 2) possible solutions to those challenges.



TEACHER DEBRIEFING SHEET**DISCUSSION QUESTIONS:**

1. What were some of the challenges workers faced during the Industrial Revolution?
2. Why does child labor exist? What are some of the advantages and disadvantages of children working? How can child labor be minimized or eliminated? What are some of the positive and negative outcomes of the elimination of child labor?
3. How were the work and salaries of women similar to or different from the work and salaries of men during the Industrial Revolution? How are the work and salaries of women similar to or different from the work and salaries of men today? What would it take to bring about gender equality in the workplace?
4. What methods have been used during the last two hundred years to push for change in the workplace? Which of these methods does your group think are most effective and why? Why might governments oppose labor unions?
5. Is industrialization a problem, progress, or a promise? Justify your answer with specific evidence.

TASK:

Create a dramatic presentation that will help the people of the future to overcome the problems workers faced in Britain during the 19th century. In your dramatic presentation, three “ghosts of labor past” from 19th century Britain (one each representing child labor, women workers, and labor unions) must pay a visit to a world leader of the future. Each ghost must explain his or her experiences in Britain in the 19th century and propose at least one solution to his or her problem(s).

TASK EVALUATION CRITERIA:

- Dramatic presentation includes four or more characters, with at minimum three “ghosts of labor past” from 19th century Britain (one each representing child labor, women workers, and labor unions) and one world leader of the future.
- Each ghost explains his or her experiences in the 19th century and presents at least one solution to his or her problem(s); solutions lead to a world free of child labor, the equal treatment of women and men, and labor unions that are respected and successful in their attempts to protect workers regarding working conditions, job security, and living wages.
- Dramatic presentation includes historically accurate reference to specific people, places, events, organizations, statistics, and legislation.
- Dramatic presentation makes use of three or more of the following: costumes, props, narration, and sound effects.
- Presentation addresses whether industrialization is 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?
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? Do you think any workers today feel the same way the Luddites did? Why or why not?
7. Why do you think that the British government kept lowering the minimum age for child workers?
8. What are some of the ways in which women are treated unfairly in today’s workplace? How could this be changed?
9. How is labor activism today similar to or different from labor activism during the Industrial Revolution?
10. Is child labor a necessary stage in the economic development of a country? Why or why not?

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:

1. What were some of the challenges workers faced during the Industrial Revolution?
2. Why does child labor exist? What are some of the advantages and disadvantages of children working? How can child labor be minimized or eliminated? What are some of the positive and negative outcomes of the elimination of child labor?
3. How were the work and salaries of women similar to or different from the work and salaries of men during the Industrial Revolution? How are the work and salaries of women similar to or different from the work and salaries of men today? What would it take to bring about gender equality in the workplace?
4. What methods have been used during the last two hundred years to push for change in the workplace? Which of these methods does your group think are most effective and why? Why might governments oppose labor unions?
5. Is industrialization a problem, progress, or a promise? Justify your answer with specific evidence.

Task: Create a dramatic presentation that will help the people of the future to overcome the problems workers faced in Britain during the 19th century. In your dramatic presentation, three “ghosts of labor past” from 19th century Britain (one each representing child labor, women workers, and labor unions) must pay a visit to a world leader of the future. Each ghost must explain his or her experiences in Britain in the 19th century and propose at least one solution to his or her problem(s).

TASK EVALUATION CRITERIA

- **Dramatic presentation includes four or more characters, with at minimum three “ghosts of labor past” from 19th century Britain (one each representing child labor, women workers, and labor unions) and one world leader of the future.**
- **Each ghost explains his or her experiences in the 19th century and presents at least one solution to his or her problem(s); solutions lead to a world free of child labor, the equal treatment of women and men, and labor unions that are respected and successful in their attempts to protect workers regarding working conditions, job security, and living wages.**
- **Dramatic presentation includes historically accurate reference to specific people, places, events, organizations, statistics, and legislation.**
- **Dramatic presentation makes use of three or more of the following: costumes, props, narration, and sound effects.**
- **Presentation addresses whether industrialization is a problem, progress, or a promise.**

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 (work done by the piece and paid for at a set rate per piece) shops. They also worked in the coal mines. 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 poverty, hardship and early death.

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.

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

Before the Industrial Revolution, Halstead, Essex (South East England) was an agricultural community with a cottage industry producing woolen cloth. In a cottage industry, the labor force consists of family units or individuals working at home with their own equipment. In Halstead, as elsewhere in England, unemployment among farming households and former wool workers – whose products could no longer compete with cheaper machine-made or machine-farmed goods – 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 shillings and pounds; 20 shillings equal 1 pound. In 1860, 1 British shilling was the equivalent of 25¢ in U.S. currency. One shilling in 1860 (or 25 cents in 1860) is the equivalent of \$4.81 in 2002 U.S. dollars.

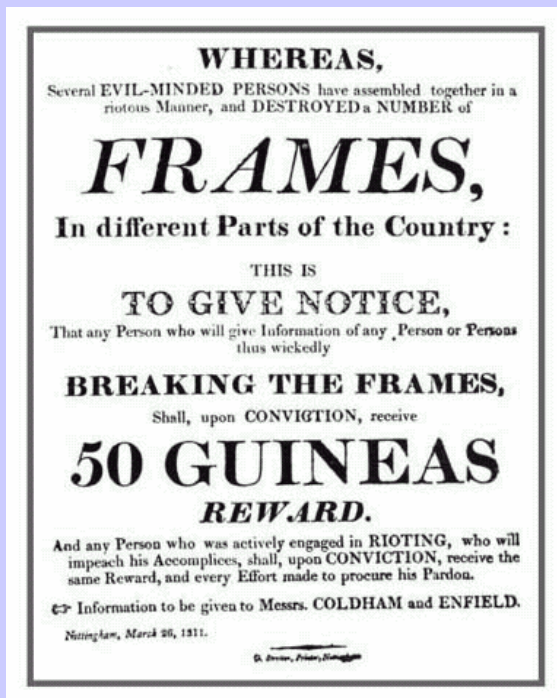
RESOURCE CARD 3
Responses to Labor During the Industrial Revolution

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

INDIVIDUAL REPORT

Which of the three problems presented in your activity – child labor, gender inequality in the workplace, and the lack of respect granted to labor unions – was the most pressing? Why? What should be done to solve that problem? Is labor a problem, progress, or a promise?

Evaluation Criteria

- Response clearly states which of the three problems presented in your activity – child labor, gender inequality in the workplace, and the lack of respect granted to labor unions – was the most pressing.
- Response includes at least three reasons why that problem was the most pressing.
- Response explains why each of the other two problems was less pressing.
- Response provides at least three solutions to the problem you believe was the most pressing.
- Response addresses whether labor is a problem, progress, or a promise.