

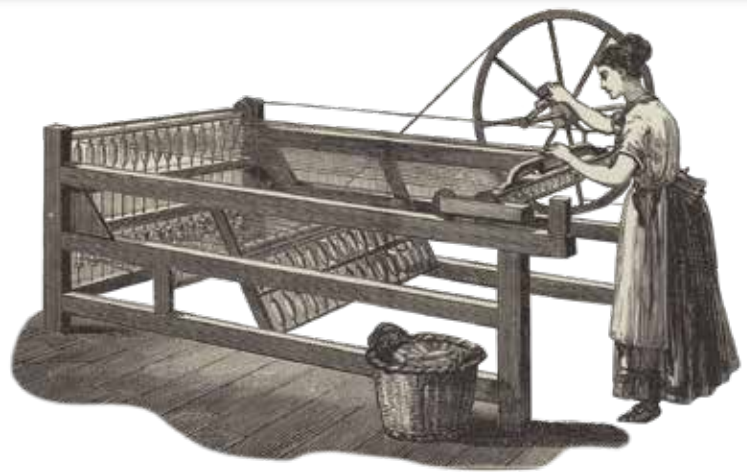


The Industrial Revolution: Changes and Challenges

Teacher Guide



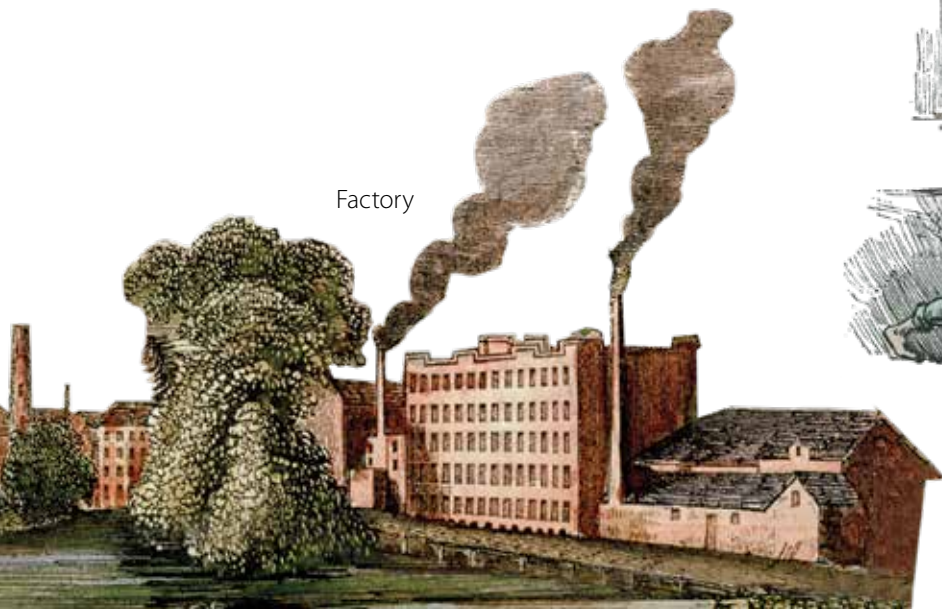
Worker protest



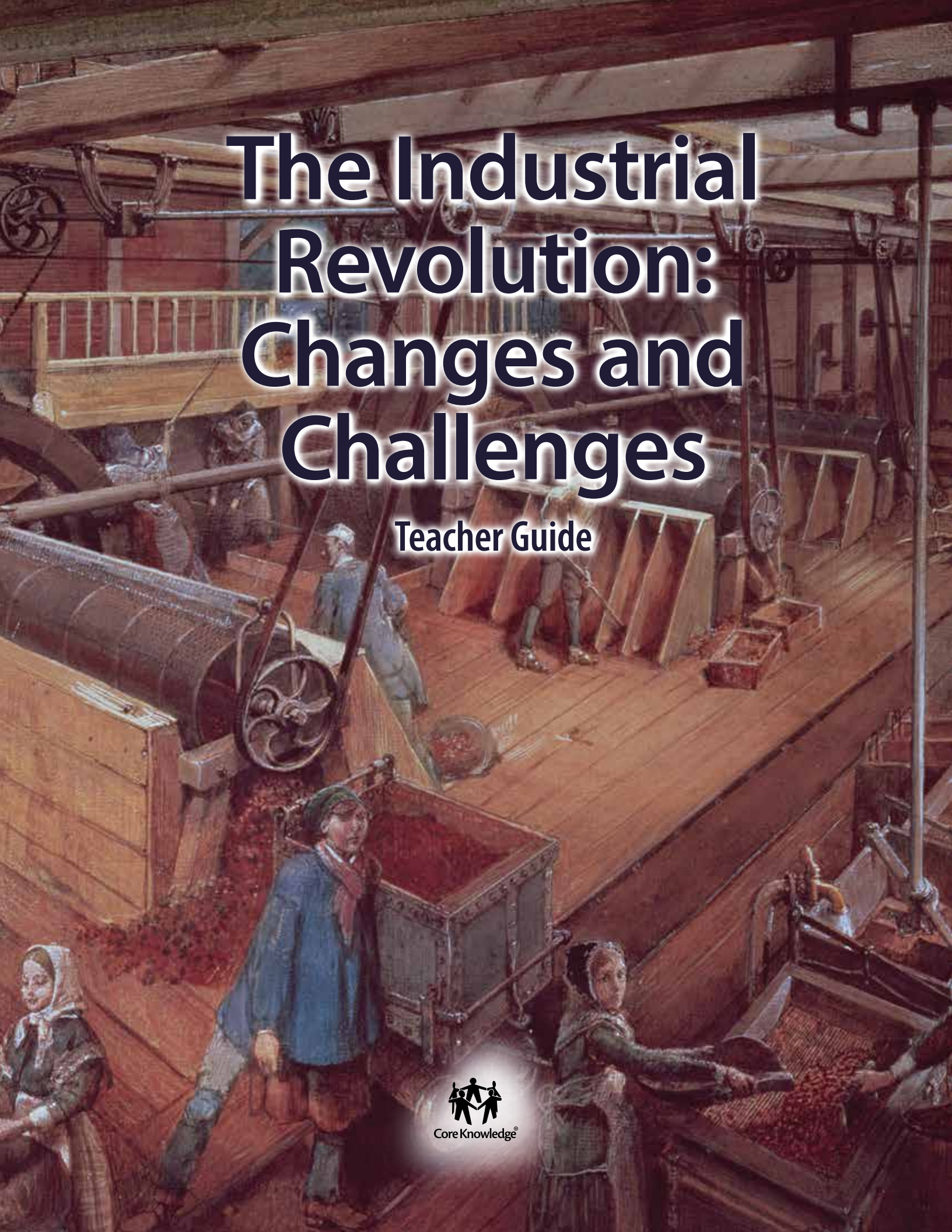
Spinning jenny



Child labor



Factory



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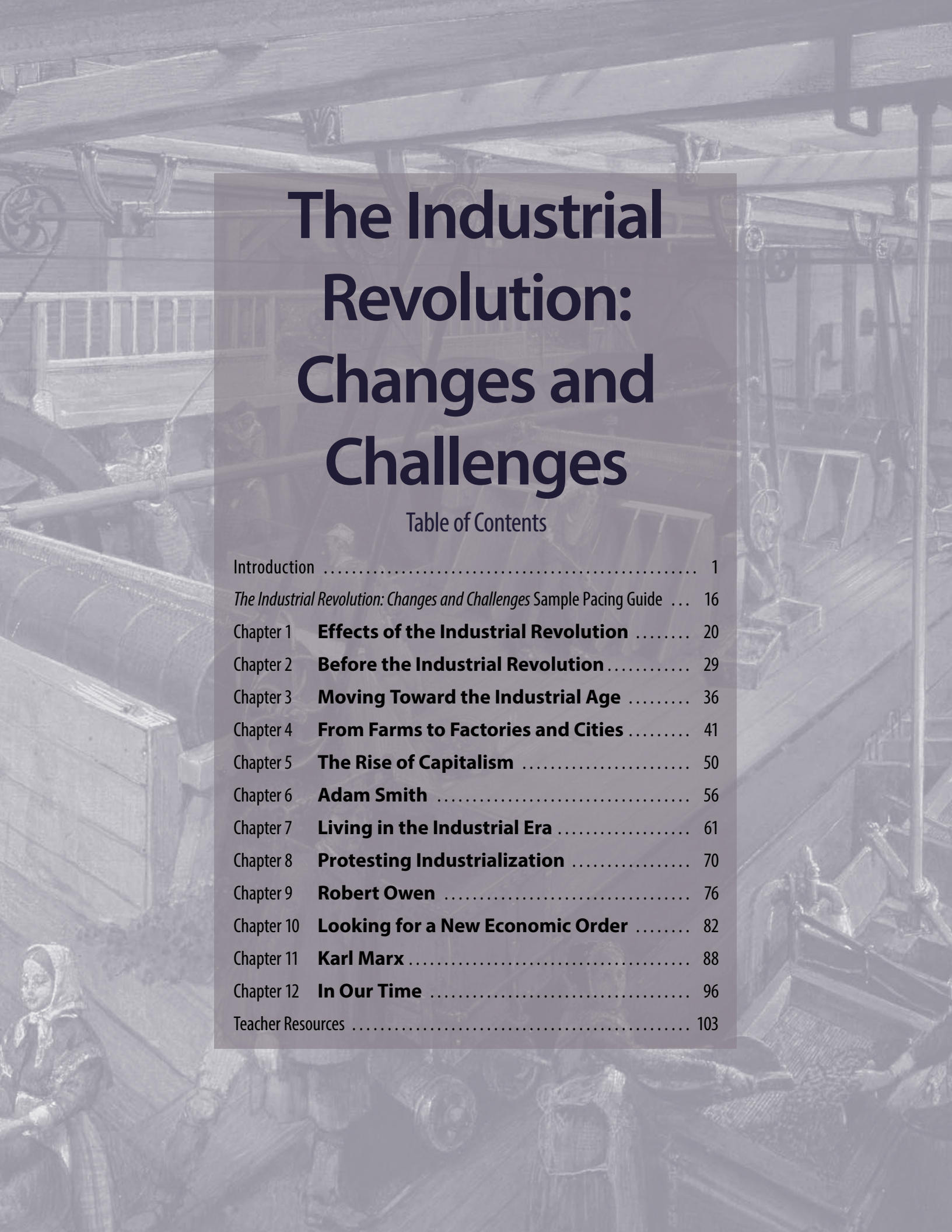
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The Industrial Revolution: Changes and Challenges

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The Industrial Revolution: Changes and Challenges

Teacher Guide

Core Knowledge History and Geography™ 6

Introduction

ABOUT THIS UNIT

The Big Idea

The Industrial Revolution was a time of sweeping transformation in how people worked and lived, bringing innovations and fueling debates about forms of government, economic systems, and workers' rights.

Some may point to other events, but as one looks back, no era could have more importance than the Industrial Revolution.

This revolution lured people from the land to factories and cities in massive numbers. It changed the way people worked and lived. The introduction of machines allowed for quicker, more efficient production of goods. New inventions, such as the steam engine, improved the speed and efficiency of transportation. The Industrial Revolution opened doors to wealth and advancement for inventors and investors alike. In short, this era set the stage for unparalleled economic, political, and intellectual growth that still continues today.

These benefits did not come without cost. The machines and factories that brought great wealth to many also brought misery to others and severely damaged the environment. Children were funneled into dangerous jobs in mines and mills, and even adult workers labored in unsafe conditions.

Many voices were appalled at these negative effects of the Industrial Revolution and spoke out against them and acted to change them. The revolutions in politics—seen in America and in France—coupled with the revolution in industry, forced political attitudes to alter and adapt. Socialism, communism, unions, and strikes led to decades of periodic unrest, culminating in the Russian Revolution in 1917.

As the dust settled, capitalism—regulated by the people through their governments—emerged as the most successful social and economic system.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

- The Renaissance, which began in Italy and eventually spread to other parts of Europe, lasted from about 1400–1650.
- The Renaissance was marked by a curiosity about the physical world, which was manifested in art, scientific observation, and investigation.
- The Renaissance overlapped the Age of Exploration, a period in which Europeans ventured out to explore what was to them the unknown world, including the exploration and establishment of the British colonies in North America.
- The development of moveable type by Johannes Gutenberg (in the West) made possible widespread literacy in vernacular languages.
- Following the Renaissance, during the historical periods known as the Reformation and Counter-Reformation, with Europe divided into Protestant and Catholic territories, people were more likely to question the authority of the Church. Interest in science and education continued with Copernicus's theory of a sun-centered universe published in 1543, supported by Galileo in 1632.
- The Enlightenment was a historical period in the 1600s and 1700s when people questioned old ideas and sought knowledge.
- Thomas Hobbes, an English philosopher, concluded that a strong central government was the best type of government and was essential to preventing man's tendency for constant infighting.
- John Locke, another English philosopher, promoted the idea of a social contract to argue against the divine right of kings. He also argued that the human mind was like a blank slate that becomes filled during one's lifetime, based on one's experiences.
- Thomas Jefferson was strongly influenced by Locke's ideas, which are reflected in the Declaration of Independence.
- The Founding Fathers were also influenced by Montesquieu, a French philosopher, who argued for a balance and separation among different branches of government, as reflected in the U.S. Constitution.
- The ideas of the Enlightenment influenced people to take action in England (the English Civil War) and in America (the American Revolution). The same ideas, and the events in England and America, sowed the seeds for the French Revolution.
- During the *ancien régime*, the French social classes were divided into the Three Estates, with the clergy represented in the First Estate, nobility in the Second Estate, and common people in the Third Estate.
- In 1789, the Third Estate was transformed into the National Assembly.
- Ordinary people stormed the Bastille on July 14, 1789; this date is still celebrated in France in a way similar to July 4 in the United States.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the 1400s to the 1980s.

1400s–1700s	The mercantilist theory was that a country could grow rich and powerful by controlling trade. If it could force rival nations to buy its goods, it could increase the amount of silver and gold it had.
1600s–1700s	Tending to the fields, planting, and harvesting were very important jobs for farmers.
1600s–1700s	Having enough food to eat and staying warm and healthy were important concerns for poor farmers and villagers.
1700s	New inventions and techniques, such as the use of energy from waterwheels to grind more flour, made food more abundant with less effort.
mid-1700s	The invention of the spinning jenny and the mule dramatically changed how cloth was created. Work moved from people's homes to large factories.
1760s–1830s	Factories became widespread throughout Great Britain during the Industrial Revolution.
1768	James Watts developed a more efficient steam engine to pump water out of coal mines, making it easier to dig for coal.
1770s	George III was the king of Britain at the time that tensions between Britain and its colonies in North America continued to grow.
1771–1858	Robert Owen, an early believer in socialism, worked to better living and working conditions for workers.
1776	In 1776, British colonists in North America declared their independence from Great Britain.
1776	Adam Smith's <i>The Wealth of Nations</i> was published.

1789	During the French Revolution, the storming of the Bastille sparked violence in Paris and throughout France.
1792	Eli Whitney invented the cotton gin, contributing to the growth of slavery in the American South and the growth of factories in England.
early 1800s	Cities grew around new factories. Manchester had ninety-nine cotton spinning mills by 1830.
1804	With the development of the first steam locomotive, both people and goods could be transported more easily and for longer distances.
1804–1881	Benjamin Disraeli, prime minister under Queen Victoria, worked to pass laws benefiting the working classes.
1810	By 1810, much of Europe was under the control of French Emperor Napoleon Bonaparte. Russia and the Ottoman Empire remained outside of his control.
1811–1816	Modern unions trace their roots to the formation of workers' associations that sought to protect workers' rights.
1812–1870	Charles Dickens's novels led to greater awareness of the hard lives of the poor in England.
1842	Child labor was common in coal mines and factories.
1848	Revolutionary uprisings in France and across Europe: People demanded better working conditions, freedom of the press, and more involvement in government.
1848	Karl Marx and Friedrich Engels published <i>The Communist Manifesto</i> .
1860s–1960s	The second stage of the Industrial Revolution saw increasing numbers of inventions and advances in transportation and medicine.
1980s–?	Many historians believe that we have now entered the third stage of the Industrial Revolution: the Information Age. This stage is characterized by new ways of communicating, including cell phones and social media.

What Students Should Already Know CONTINUED

- The National Assembly wrote “The Declaration of the Rights of Man,” which limited the power of the monarchy, to which Louis XVI agreed.
- In 1792, the National Convention eliminated the monarchy and declared that France was a republic. The National Convention also tried Louis XVI for treason. Both Louis XVI and his queen, Marie Antoinette, were executed.
- Extreme efforts to eliminate opposition to the French Revolution by the Committee of Public Safety and Robespierre led to the Reign of Terror.
- In the 1800s, France and much of Europe fell under the control of the Emperor Napoleon Bonaparte, one of the greatest military minds of all time.
- Following a disastrous attempt to invade Russia, Napoleon was banished to Elba. He managed to escape and return to Paris, only to lose the battle at Waterloo and to be banished again to St. Helena.

What Students Need to Learn

A. THE INDUSTRIAL REVOLUTION

- Beginnings in Great Britain
 - Revolution in transportation: canals, railroads, new highways
 - Steam power: James Watt
- Revolution in textiles: Eli Whitney and the cotton gin, factory production
- Iron and steel mills
- The early factory system
 - Families move from farm villages to factory towns
 - Unsafe, oppressive working conditions in mills and mines
 - Women and child laborers
 - Low wages, poverty, slums, disease in factory towns
 - Violent resistance: Luddites

B. CAPITALISM

- Adam Smith and the idea of laissez faire vs. government intervention in economic and social matters
- Law of supply and demand
- Growing gaps between social classes: Disraeli's image of “two nations” (the rich and the poor)

What Students Need to Learn CONTINUED

C. SOCIALISM

- An idea that took many forms, all of which attempted to offer an alternative to capitalism
 - Public ownership of large industries, transportation, banks, etc., and the more equal distribution of wealth
- Marxism: the communist form of socialism
 - Karl Marx and Friedrich Engels, *The Communist Manifesto*: "Workers of the world, unite!"
 - Class struggle: bourgeoisie and proletariat
 - Communists, in contrast to socialists, opposed all forms of private property.

AT A GLANCE

The most important ideas in Unit 5 are:

- Before the Industrial Revolution, daily life focused on the demands of farming and an agricultural society.
- New inventions and techniques during the Industrial Revolution made food more abundant with less effort.
- James Watt developed a more efficient steam engine to pump water out of coal mines, making it easier to dig for coal.
- With the development of the first steam locomotive, both people and goods could be transported more rapidly and for longer distances.
- The invention of the spinning jenny and the mule dramatically changed how cloth was created. Work moved from people's homes to large factories.
- With the development of more and more factories came the development of large cities.
- Capitalism is an economic system in which resources and businesses are privately owned and prices for goods are not regulated by government, but instead are based on the laws of supply and demand.
- Socialism is an economic system in which important resources and businesses are owned or regulated by government.
- While the inventions (of the first stage) of the Industrial Revolution brought many advances and increased the overall quality of life for some people, they also led to increasing class differences in which many working class people suffered extreme poverty.
- Modern European countries combine aspects of capitalism with socialism.

Technology Changes the World

The Steam Engine Leads to Big Changes

The steam engine developed by James Watt helped usher in an extraordinary change in how humans work and live. Versions of steam engines had been designed previously: in ancient Rome, in Egypt in the 1500s, and in the 1600s and 1700s in Spain, Italy, Germany, and England. Watt made some key technical improvements that greatly increased the efficiency and power of steam engines. These new engines led to the rapid invention of machines that could do work that had previously been done using animal power, wind or water power, or human muscle power. The nature of work itself began to change. Factories became more and more important. Waves of people migrated from rural, agricultural lives to cities in order to work in the new factories. Mining also expanded due to new technology. People had previously dug minerals out of the earth, but the developments of the Industrial Revolution meant that more mining could be done.

Work and Workers

The Industrial Revolution started at the end of the 1700s in Great Britain, sweeping across that country and expanding into Europe and the United States during the 1800s. People's lives changed dramatically. New technologies meant that more goods could be produced and could be sold for less. The increased variety and affordability of goods impacted people's lives in many ways. Business and factory owners held power and grew wealthy. However, most of the people doing the new work remained poor, because wages were usually very low. Moreover, workers often toiled in dangerous conditions. They had few or no rights or protections and were often forced to work ten to twelve hours a day or more. Many children began work at a very young age, facing all the same difficulties that adult workers did.

Reforms and Debates

Over time, reformers, some politicians, and workers themselves began to push for better conditions. In Britain and Europe, some laws were passed to provide minimal protections to workers and to require some education for children. Workers formed unions to try to gain some measure of power.

Owners of factories, mines, and businesses objected to regulation by the government, arguing that the free market should set wages and determine working conditions. Debate and conflict developed over the role of government and how best to approach business and labor. Eventually,

workers in the West gained protections against most of the harshest working conditions, but the debate about the free market and government regulation continues to this day.

Political and Economic Ideas

The changes and conflicts linked to work and workers led to the development of new political and economic theories. Karl Marx and Friedrich Engels proposed communism as a solution to the oppression of workers. Other reformers considered how socialism could improve people's lives. The modern form of capitalism developed and came to shape how economies and businesses work.

UNIT RESOURCES

Student Component

The Industrial Revolution: Changes and Challenges Student Reader—twelve chapters

Teacher Components

The Industrial Revolution: Changes and Challenges Teacher Guide—twelve chapters. The guide includes lessons aligned to each chapter of *The Industrial Revolution: Changes and Challenges* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and literature connections, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 103.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The Industrial Revolution: Changes and Challenges Timeline Image Cards—twenty-five individual images depicting significant events and individuals related to the Industrial Revolution. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines

the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting *The Industrial Revolution: Changes and Challenges* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create three time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1700s**
- **1800s**
- **1900s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	1700s												1800s												1900s	
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Chapter	5	2	2	3	4	1	3	Intro	9	Intro	6	Intro	4	3	7	Intro	4	8	7	1	10	10	11	12		12

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

1700s

Chapter 5

1700s

Chapter 2

1700s

Chapter 2

1700s

Chapter 3



Chapter 4



Chapter 1



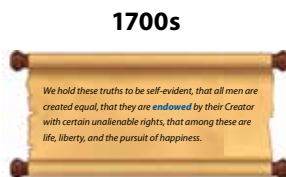
Chapter 3



Introduction



Chapter 9



Introduction



Chapter 6



Introduction



Chapter 4



Chapter 3



Chapter 7



Introduction



Chapter 4



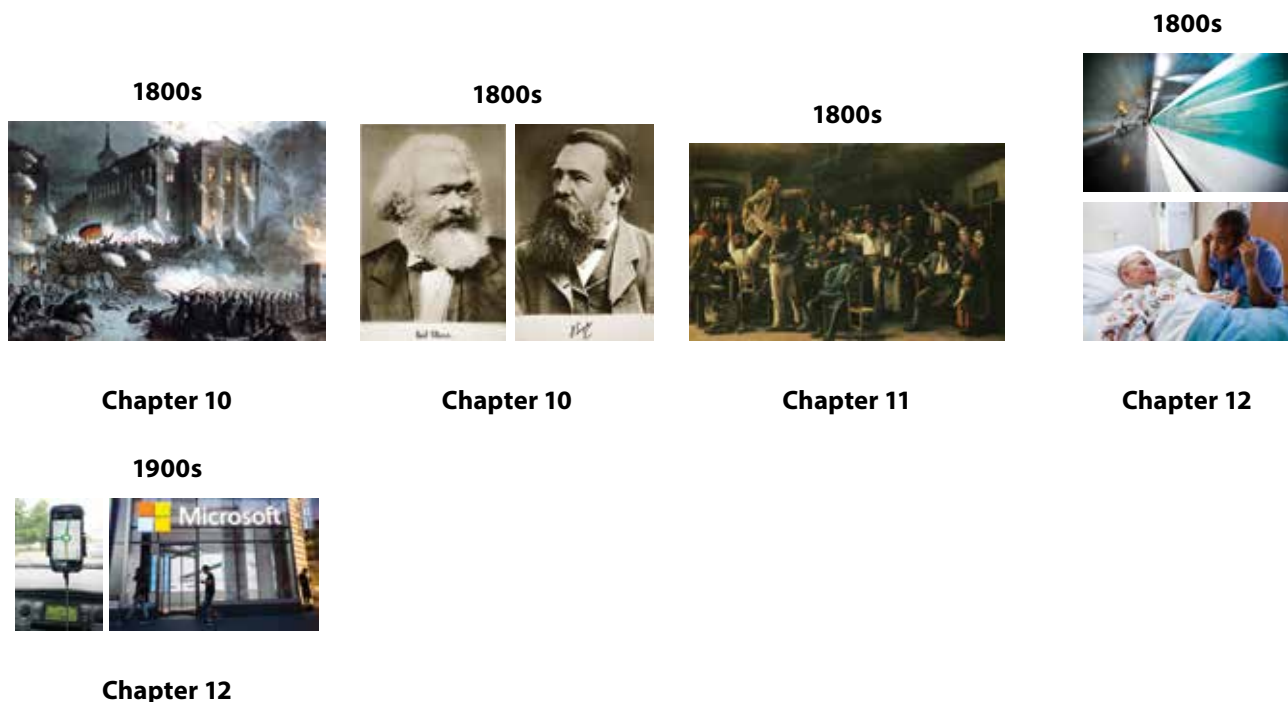
Chapter 8



Chapter 7



Chapter 1



The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 5 Timeline are in chronological order, but the chapters that are referenced are not. The reason for this is that the Reader organizes events more thematically than chronologically. The events of the Industrial Revolution, and the political and economic changes the revolution wrought, did not occur in a clear sequence. Instead, many changes happened simultaneously, and many events overlapped with each other.

Understanding References to Time in *The Industrial Revolution: Changes and Challenges Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 2 discusses agricultural life in England in the 1600s and 1700s. Chapter 10 describes the revolutions of 1848 and the publication of *The Communist Manifesto* in that same year.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?

4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Industrial Revolution: Changes and Challenges* unit is one of nine history and geography units in the Grade 6 *Core Knowledge Curriculum Series™*. A total of twenty days has been allocated to the *Industrial Revolution: Changes and Challenges* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the *Core Knowledge Curriculum Series*, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG™ unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	How would you describe working conditions in the early part of the Industrial Revolution?
2	What was rural life like for ordinary people before the Industrial Revolution?
3	In what ways did the inventions of the Industrial Revolution impact people's lives?
4	What developments in the manufacturing of cloth caused mass migration to industrial towns and cities?
5	What was mercantilism?
6	What were Adam Smith's basic economic beliefs?
7	What were the advantages and disadvantages of the industrial era?
8	Why did workers begin to organize themselves into groups?
9	What did Robert Owen do to achieve better living and working conditions for people?
10	What factors within the capitalist system caused a degree of unpredictability in relation to the well-being of the workers?
11	What were the basic differences between the beliefs of Robert Owen and those of Karl Marx?
12	How would you describe the changes taking place in the Information Age in comparison to the first and second stages of the Industrial Revolution?

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit. This note will be included as a prompt in the first three lessons to remind you to continue this practice throughout the unit.

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter,

in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	loom, Industrial Revolution, industrialization, poorhouse, union, economy, free market
2	serfdom, serf, landlord, yeoman, gentry, poach, malnutrition
3	"draft animal," waterwheel, productivity, shaft
4	plague, migration, barge, sanitation, slum, nutrition
5	capitalism, capitalist, mercantilism, export, import, raw material, commerce
6	civil rights, economics, supply and demand, laissez-faire, division of labor
7	"debtor's prison," prime minister, politics
8	Luddite, industrialism, dues, strike
9	socialism, regulate, utopian, social democracy
10	investor, inflation, impersonal, communist, proletarian
11	bourgeoisie, propaganda, confiscate, totalitarian
12	atomic energy, biotechnology, "shares of stock," monopoly, "welfare system," Social Security

Activity Pages

Activity Pages



AP 1.1

AP 1.2

AP 1.3

AP 3.1

AP 4.1

AP 4.2

AP 7.1

AP 7.2

AP 8.1

AP 11.1

AP 11.2

AP 12.1

The following activity pages can be found in Teacher Resources, pages 113–128. They are to be used with the chapter(s) specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1, 4—World Map (AP 1.1)
- Chapters 1, 9, 11—Map of Europe (AP 1.2)
- Chapter 1—Hannah's Diary: Evaluating Primary Sources (AP 1.3)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 4—Notes on From Farms to Factories and Cities (AP 4.1)
- Chapter 4—Views of the Industrial Revolution (AP 4.2)
- Chapter 7—Notes on Living in the Industrial Era (AP 7.1)
- Chapter 7—An Industrial City (AP 7.2)
- Chapter 8—Domain Vocabulary: Chapters 4–8 (AP 8.1)
- Chapter 11—Notes on Karl Marx (AP 11.1)
- Chapter 11—Review of the Industrial Revolution (AP 11.2)
- Chapter 12—Newspaper Headlines (AP 12.1)

Fiction Excerpt

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activity.

- Chapter 7—From *Oliver Twist* by Charles Dickens (FE 1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed any of the Grade 3–5 CKHG American History units, a critical goal of the *Core Knowledge Curriculum Series*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

In these earlier CKHG units, we have typically included a feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

In the Grade 6 CKHG units, there are instances in which we have chosen to also include “The Pathway to Citizenship” feature in select World History units, such as this unit on the Industrial Revolution. As you will note in the later chapters of this unit, the Industrial Revolution in England contributed to the development of capitalism, the economic system practiced by the United States.

In choosing the specific content to call to your and your students' attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. Students who have used “The Pathway to Citizenship” materials throughout the *Core Knowledge Curriculum Series* have the opportunity to take an analogous citizenship test to demonstrate that they have

acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Forte, Imogene, and Marjorie Frank. *U. S. Government, Economics & Citizenship*. Nashville: Incentive Publications, Inc., 1999.

Freedman, Russell. *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. Illus. Lewis Hine. New York: Clarion Books, 1998.

Langley, Andrew. *The Industrial Revolution*. New York: Viking Children's Books, 1994.

Mullenbach, Cheryl. *The Industrial Revolution for Kids: The People and Technology That Changed the World, with 21 Activities*. Chicago: Chicago Review Press, 2014.

Weightman, Gavin. *The Industrial Revolutionaries: The Making of the Modern World 1776–1914*. Grove Atlantic, 2010.

THE INDUSTRIAL REVOLUTION: CHANGES AND CHALLENGES SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence*

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Industrial Revolution: Changes and Challenges

"Effects of the Industrial Revolution" Core Lesson (TG & SR, Chapter 1)	"Hear, Hear" (TG, Chapter 1, Additional Activities)	"Before the Industrial Revolution" Core Lesson (TG & SR, Chapter 2)	"Moving Toward the Industrial Age" and "Domain Vocabulary: Chapters 1–3" Core Lesson (TG & SR, Chapter 3; Additional Activities, AP 3.1)	 "From Farms to Factories and Cities" and "Notes on From Farms to Factories and Cities" Core Lesson (TG & SR, Chapter 4; AP 4.1)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Industrial Revolution: Changes and Challenges

"Views of the Industrial Revolution" (TG, Chapter 4, Additional Activities; AP 4.2)	"The Rise of Capitalism" Core Lesson (TG & SR, Chapter 5)	"Adam Smith" Core Lesson (TG & SR, Chapter 6)	 "Living in the Industrial Era" Core Lesson (TG & SR, Chapter 7; AP 7.2)	"Charles Dickens's <i>Oliver Twist</i> " and " <i>Oliver!</i> : A Musical Version of <i>Oliver Twist</i> " (TG, Chapter 7, Additional Activities; FE 1)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Industrial Revolution: Changes and Challenges

" <i>Oliver!</i> : A Musical Version of <i>Oliver Twist</i> " (continued) (TG, Chapter 7, Additional Activities)	" <i>Oliver!</i> : A Musical Version of <i>Oliver Twist</i> " (continued) (TG, Chapter 7, Additional Activities)	"Protesting Industrialization" and "Domain Vocabulary: Chapters 4–8" Core Lesson (TG & SR, Chapter 8; Additional Activities, AP 8.1)	"Robert Owen" Core Lesson (TG & SR, Chapter 9)	"Looking for a New Economic Order" Core Lesson (TG & SR Chapter 10)
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THE INDUSTRIAL REVOLUTION: CHANGES AND CHALLENGES SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence*

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Industrial Revolution: Changes and Challenges

 "Karl Marx" and "Notes on Karl Marx" Core Lesson (TG & SR, Chapter 11; AP 11.1)	"Review of the Industrial Revolution" (TG, Chapter 11, Additional Activities, AP 11.2)	"In Our Time" Core Lesson (TG & SR, Chapter 12)	"Newspaper Headlines" (TG, Chapter 12, AP 12.1)	Unit Assessment
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THE INDUSTRIAL REVOLUTION: CHANGES AND CHALLENGES PACING GUIDE

_____’s Class

(A total of twenty days has been allocated to the *Industrial Revolution: Changes and Challenges* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series™*.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Industrial Revolution: Changes and Challenges

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Industrial Revolution: Changes and Challenges

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Industrial Revolution: Changes and Challenges

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THE INDUSTRIAL REVOLUTION: CHANGES AND CHALLENGES PACING GUIDE

_____’s Class

(A total of twenty days has been allocated to the *Industrial Revolution: Changes and Challenges* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series™*.)

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Industrial Revolution: Changes and Challenges

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CHAPTER 1

Effects of the Industrial Revolution

The Big Question: How would you describe working conditions in the early part of the Industrial Revolution?

Primary Focus Objectives

- ✓ Recognize the origins of the Industrial Revolution in Great Britain. **(RI.6.2)**
- ✓ Understand the unsafe, oppressive working conditions in mines and mills. **(RI.6.2)**
- ✓ Understand the role of women and children as laborers. **(RI.6.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *loom, Industrial Revolution, industrialization, poorhouse, union, economy, and free market.* **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Effects of the Industrial Revolution”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Map of Europe (AP 1.2)
- Library and/or Internet access
- Paper or note cards

Core Vocabulary (Student Reader page numbers listed below)

loom, n. a machine used to weave threads into cloth **(2)**

Example: The weaver created beautiful cloth on her loom.

Variations: looms

Industrial Revolution, n. a period of history during which the use of machines to produce goods changed society and the economy (4)

Example: Since the Industrial Revolution, more goods have been machine-made than handmade.

industrialization, n. a shift to the widespread use of machines and factories to produce goods (4)

Example: Industrialization led to many changes in the types of jobs available for workers.

poorhouse, n. a place where poor people were sent to live if they were unable to pay their bills (8)

Example: She worried that she would lose her job and be sent to the poorhouse.

Variations: poorhouses

union, n. an organization formed by workers to win and protect workers' rights (9)

Example: The union fought for better pay and safer working conditions for its members.

Variations: unions

economy, n. the way a country manages its money and resources to produce, buy, and sell goods and services (9)

Example: The health of an economy can be measured by employment rates, by prices, or by rates of home ownership.

Variations: economies

free market, n. an economic system based on competition between private businesses, where the government does not control prices (10)

Example: In a free market, prices are set by businesses based on what customers are most likely to buy.

Variations: free markets

THE CORE LESSON 35 MIN

Introduce *The Industrial Revolution: Changes and Challenges* Student Reader

5 MIN

Explain that the Industrial Revolution—which students will study in this unit—began in the 1700s, when many other changes were occurring in Europe and North America. Use the four Introduction Timeline Cards to provide examples of these changes: the American Revolution, the French Revolution, and the Napoleonic Wars; place the Timeline Cards on the classroom timeline, referencing the timeline images on pages 7–9 for guidance on the placement of each card.



AP 1.1

AP 1.2



Use World Map (AP 1.1) and Map of Europe (AP 1.2) to provide geographical context for these events, noting the locations of Europe, North America, France, and Great Britain. Note that the American and French revolutions were partially inspired by new thinking that arose during the Enlightenment. Along with new political and philosophical ideas, the Enlightenment had also encouraged many people to delve into the study of science. This helped lead to the technological innovations at the heart of the Industrial Revolution.

Distribute copies of *The Industrial Revolution: Changes and Challenges* Student Reader, and invite students to browse the cover, Table of Contents, and illustrations in the book. Ask them to share what they notice. Record this information in a list on the board or chart paper. Students will likely mention farmers, factories, and workers.

Introduce “Effects of the Industrial Revolution”

5 MIN

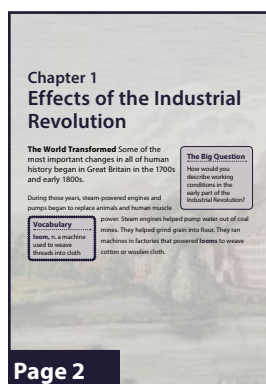
Ask students to name appliances that they use in their kitchens at home. List students’ responses on the board or chart paper. Then have students discuss how the job was performed before the particular machine was invented. For example: dishwasher—people washed and dried dishes by hand. Tell students that in this chapter, they will learn how the invention of new machines changed people’s lives during the Industrial Revolution. Explain that students will be reading about events in Great Britain in the late 1700s into the early 1800s that had a great impact on daily life throughout Europe, and eventually in the United States.

Call students’ attention to the Big Question. Tell students to watch for information about working conditions in the beginning of the Industrial Revolution.

Guided Reading Supports for “Effects of the Industrial Revolution” 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The World Transformed,” Pages 2–5



Scaffold understanding as follows:

Invite a volunteer to read the first two paragraphs of the section on page 2 aloud.

CORE VOCABULARY—Pause to explain the meaning of the word *loom* when it is encountered in the text.

SUPPORT—Draw attention to the image on pages 2–3. Invite a volunteer to read the caption. Make sure students understand that the red building with the smoke coming out of it is a factory.

Invite volunteers to read the first two paragraphs on page 4 aloud.

CORE VOCABULARY—Pause to explain the meaning of the term *Industrial Revolution* when it is encountered in the text.

SUPPORT—Students may think *revolution* refers to a violent rebellion or war, as in the French Revolution or the American Revolution. Explain that not all revolutions involve that kind of fighting or violence. A revolution can also be a major or dramatic change in the way things are done. This was the case during the Industrial Revolution.

Activity Pages



AP 1.1

AP 1.2



SUPPORT—Use World Map (AP 1.1) and Map of Europe (AP 1.2) to illustrate the spread of the Industrial Revolution, as described in the second paragraph on page 4: from Great Britain to Europe and from Great Britain to the United States.

Read the final three paragraphs in the section aloud, on pages 4–5.

CORE VOCABULARY—Pause to explain the meaning of the term *industrialization* when it is encountered in the text.

After you read the text, ask the following questions:

LITERAL—How did the invention of new machines change the way people worked?

- » The new machines could do hard work that used to be done using animals or done by hand by people.

LITERAL—What new kind of power was used during the Industrial Revolution?

- » Steam power was new. Steam made engines and pumps work.

EVALUATIVE—How did the Industrial Revolution help improve people's lives?

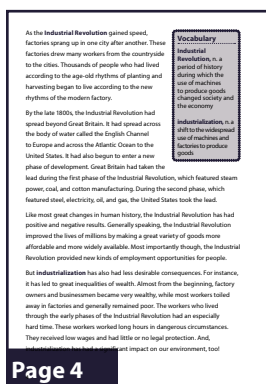
- » Some kinds of work became less physically demanding with the invention of engines that provided power. This made it easier for workers to produce more goods, so there was more available to buy, and the goods were more affordable. Some new kinds of jobs were created.

LITERAL—What are some negative consequences of the Industrial Revolution?

- » There was inequality. While some business owners became very wealthy, many workers were poor. The Industrial Revolution has had some significant impacts on our environment, too.

LITERAL—What difficulties did workers face during the early phases of the Industrial Revolution?

- » They often worked long hours in dangerous conditions, were paid low wages, and had little or no legal rights or protection.



"Patience Kershaw Speaks Out," Pages 5–7

Scaffold understanding as follows:

Have students read the section on pages 5–7 independently.

SUPPORT—Explain to students that in Great Britain, Parliament is the national legislative body, similar to our Congress. A Parliamentary Commission of Inquiry is a group that Parliament asks to study or investigate an issue. Lord Ashley, shown on page 7, was a member of Parliament. In the 1800s, he led a commission looking into labor conditions.

After students read the text, ask the following questions:

LITERAL—Where do Patience and her siblings work?

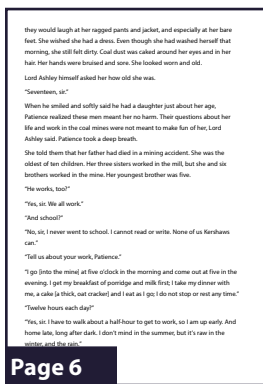
- » Patience and her brothers work at a mine. Her sisters work at a mill.

LITERAL—What is Patience's workday like?

- » She has to walk a half hour to and from work. She starts at 5:00 a.m. and works for twelve hours, with no breaks, eating while she works. She is the only girl who works in the mine and is sometimes beaten if she doesn't work quickly enough.

EVALUATIVE—What does the information about Patience's father show about working at the mine?

- » Her father died in an accident at the mine. This shows the work is dangerous.



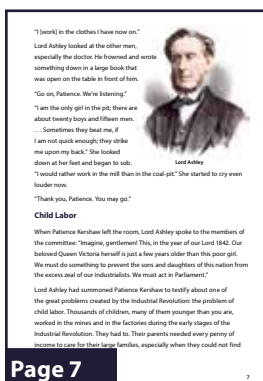
"Child Labor," Pages 7–8

Scaffold understanding as follows:

Have students read the section on pages 7–8 with a partner. Encourage them to refer to the vocabulary box on page 8 as they read.

CORE VOCABULARY—Point out the vocabulary term *poorhouse* and explain its meaning. Note that *poorhouse* is a compound word. Have students identify the word's two parts (*poor* and *house*).

SUPPORT—Draw attention to the image on page 8. Invite a volunteer to read the caption aloud. Explain that the image shows children working in mines. Ask students to describe the type of work children did in mines, based on the image. (Possible response: Children did hard work, like pushing carts or carrying loads.)





After students read the text, ask the following questions:

LITERAL—Why did so many children work in mines and factories at this time?

- » Their families were very poor and needed the income. Sometimes it was easier for children to find work than for adults. Factory and mine owners often preferred to hire children.

LITERAL—Why did orphanages send children to work?

- » This was a way for the orphanages to make money.

“Changes for Everyone,” Pages 8–9



Scaffold understanding as follows:

Invite volunteers to read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *union* when it is encountered in the text.

SUPPORT—Harsh and unsafe working conditions included low wages, long hours, and physically demanding or dangerous work. Workers were pressured to work quickly and intensively. In factories and mines, workers could be beaten or fined by owners and supervisors. Both mines and factories were typically very hot, often very loud, and sometimes damp. Some workers suffered ill health, such as lung diseases and hearing loss.

After volunteers read the text, ask the following questions:

LITERAL—How did some early reformers try to protect children who worked?

- » They passed some laws to protect children and women from unsafe conditions and requiring small children to have two hours of school per day.

LITERAL—What steps did workers in Great Britain and Europe begin to take in order to change things?

- » They called for sweeping reforms, organized unions, and refused to work in bad conditions.

LITERAL—What consequences might workers face when they protested bad conditions by refusing to work?

- » They were sometimes attacked by police and sent to jail.

"The Industrialists," Pages 9–11

expensive or undesirable. If the government interfered too much, it would upset this balance, they argued. For example, if the government stepped in to set conditions for workers' safety or for the quality or amount of goods being produced, the employers' profits would be affected. This, in turn, would affect the price of the goods and the wages paid to the worker. In the end, there would be no free market, and perhaps fewer jobs too! Everyone would be worse off. In their minds, the factory owners were doing the right thing.

Vocabulary
Free market, an economic system based on competition between private businesses, where the government does not control prices.



Industrialists argued that by being forced to make factories and mines safer and healthier, they had reduced workers' wages. Generally though, profits are higher as possible.

Page 10

Of course, many of these industrialists' idea of a "free market" meant that they should be free to make as much money as they could. They saw anyone who argued to the contrary as an enemy of business. Because they were wealthy and had great influence in society, these men often held political power or could influence those who did. Thankfully, there were some outstanding exceptions, such as the determined Lord Ashley. But for the most part, many wealthy industrialists disliked those who sought to change things. They did what they could to strengthen their grasp on their wealth and privilege, or at least to stall any reforms. Meanwhile, the Poor Law Commission and her brothers and sisters of the era suffered.

Page 11

Scaffold understanding as follows:

Read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *economy* and *free market* when they are encountered in the text.

SUPPORT—This section identifies some big economic concepts. Stop after each paragraph to make sure students understand the ideas that were presented, perhaps by inviting volunteers to restate the information in their own words.

After reading the text, ask the following questions:

LITERAL—What did factory and mine owners think about the new laws to protect workers?

- » They thought the government did not have the right to interfere. They believed that because they did not force people to work for them, they should be allowed to offer whatever pay and conditions they wanted to.

EVALUATIVE—What did business owners think would result from the government making rules about work?

- » They thought they would make less money and that prices would go up. They said this could mean a loss of jobs.

LITERAL—Who or what did owners think should be in charge of setting wages and working conditions?

- » They wanted the free market to be in charge. They wanted the opportunity to make as much money as possible.

Timeline

- Show students the Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How would you describe working conditions in the early part of the Industrial Revolution?"
- Post the image cards to the Timeline under the dates referencing the 1700s and 1800s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How would you describe working conditions in the early part of the Industrial Revolution?”
 - » Key points students should cite include: long hours; harsh and dangerous conditions; child labor; lack of protections for workers; most work performed indoors rather than outdoors, especially in factories and mines.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary terms (*loom, Industrial Revolution, industrialization, poorhouse, union, economy, or free market*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

“Before the Committee” (W.6.9, SL.6.6)

45 MIN

Materials Needed: Student Readers

Have partners role-play Lord Ashley and the owner of the mine where Patience Kershaw works. The mine owner has come before Lord Ashley’s committee to testify about working conditions at his mine. Students can use information from the chapter to create likely questions that Lord Ashley would ask and answers the mine owner might give before they begin. Have students perform their scene for the rest of the class.



“Hear, Hear!” (W.6.4, W.6.5, SL.6.4)

45 MIN

Materials Needed: Library and/or Internet access; paper or note cards; pens or pencils



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to research sources may be found:

www.coreknowledge.org/ckhg-online-resources

Have students write a brief speech in which Lord Ashley sums up the findings of the committee and urges Parliament to improve the workers' situation. Encourage students to do further reading about Lord Ashley before writing their speeches. Explain that he was responsible for a law that forbade women and children from working in the mines. Help students refine their first drafts. They can give their speeches in class.



Hannah's Diary: Evaluating Primary Sources (RI.6.2, W.6.2)

45 MIN

Activity Page



AP 1.3

Materials Needed: Sufficient copies of Hannah's Diary: Evaluating Primary Sources (AP 1.3)

Distribute AP 1.3, Hannah's Diary: Evaluating Primary Sources. Have students read the excerpt from a diary written in 1860 by Hannah Cullwick, a maid in London. Then have students write an essay about Hannah's situation and how her life might be different today.

This activity may be assigned for homework.

Before the Industrial Revolution

The Big Question: What was rural life like for ordinary people before the Industrial Revolution?

Primary Focus Objectives

- ✓ Understand the living and working conditions that existed prior to the Industrial Revolution. **(RI.6.2)**
- ✓ Recognize the challenges that poor people faced in pre-industrial times. **(RI.6.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *serfdom*, *serf*, *landlord*, *yeoman*, *gentry*, *poach*, and *malnutrition*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “Before the Industrial Revolution”:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

serfdom, n. an agricultural system in which people (serfs) were not free, but were required to stay and work for a landowner as the owner demanded **(14)**

Example: Serfdom was common throughout Europe during the Middle Ages.

serf, n. a peasant who is not free; a person living on a feudal estate who was required to work for the lord of the manor **(14)**

Example: As a serf, Robert worked hard and obeyed the noble who owned the land.

Variations: serfs

landlord, n. a person who owns property that other people pay to use or live in **(14)**

Example: The landlord came once a month to collect the rent.

Variations: landlords

yeoman, n. a person who owns and works on a small farm (14)

Example: The yeoman was glad for the good weather, which helped ensure a good harvest.

Variations: yeomen

gentry, n. people who own land and have high social standing but no titles of nobility (14)

Example: As a member of the gentry, Mr. Smith owned a large estate and was well respected in town.

poach, v. to hunt or fish illegally (16)

Example: The landowner did not want others to poach the deer on his property.

Variations: poaches, poaching, poached

malnutrition, n. a state of poor health due to not having enough healthy food (17)

Example: Failed harvests meant malnutrition for poor farmers.

THE CORE LESSON 35 MIN

Introduce “Before the Industrial Revolution”

5 MIN

Review the Introduction and Chapter 1 Timeline Cards as a review of Chapter 1 content. Tell students that in order to fully understand how the Industrial Revolution changed people’s lives, one must first understand that before the Industrial Revolution, life in England for most people was very much an agricultural or farming-based life.

Call students’ attention to the Big Question. Tell students to look for information about the lives of ordinary people in rural areas prior to the Industrial Revolution.

Guided Reading Supports for “Before the Industrial Revolution” 30 MIN

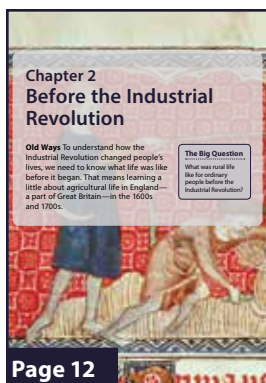
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Old Ways,” Pages 12–14

Scaffold understanding as follows:

Read the section on pages 12–14 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *serfdom*, *serf*, *landlord*, *yeoman*, and *gentry* when they are encountered in the text.



Note: Students in Core Knowledge schools may recall the terms *serfdom* and *serf* from the Grade 4 unit *Medieval Europe* or the Grade 5 unit *Early Russia*. They may recall the word *gentry* from the Grade 5 unit *England in the Golden Age*.

SUPPORT—You may wish to illustrate the social distinctions made in the paragraph at the top of page 14 by drawing, on the board or chart paper, a diagram similar to the one shown here:

gentry (owned land, more prosperous, higher social standing, but not noble)



yeoman (owned and worked own farm)



villager (rented land; free to move somewhere else)



serf (not free; could not leave the manor or choose other work)

After you read the text, ask the following questions:

LITERAL—How did life change for ordinary (non-noble) people in England after serfdom disappeared?

- » Ordinary people lived in villages. They were not tied to a lord's land. They could rent land to farm on. Some people, yeomen, owned their own farmland. A few of these landowners became gentry—they belonged to a higher social class, but were not nobles and did not have titles.

LITERAL—What was life like for most people in rural England during this time?

- » Most were very poor. They often did the work on farms owned by other people. Sometimes they rented small plots of land to raise their own vegetables. Most worked hard, for long hours. Everyone had to think about producing enough food.

"A Hard Life," Pages 14–15

Scaffold understanding as follows:

Have students read the section independently.

SUPPORT—Note the phrase "distant ancestors" in the first sentence of the section. Explain that a distant ancestor is a relative from long ago. Patience Kershaw's distant ancestors were relatives who lived hundreds or even thousands of years before Patience was born.

Serfdom disappeared from England during the 1400s. Serfs became villagers. These villagers were no longer tied to the land in the way that serfs had been. They rented land and were free to move if another landlord offered them better terms. Some villagers even became prosperous yeoman farmers. Some of them hired other villagers as farm workers, and a few were even accepted as gentry—members of the landowning elite. But most rural English people were very poor. Sometimes groups of people moved about searching for work. If they were lucky, they either found work as hired farm workers or rented humble cottages and garden plots.

A Hard Life

Patience Kershaw's distant ancestors, like almost all English people of that earlier time, needed to survive to survive in fields near their village or town. They used windmills and waterwheels to help them grind grain or pump water out of flooded fields; they used oxen in the fields. Poorer people, however, had to use their own muscle power. Everyone faced the same problems producing enough food to survive. A lot depended on the weather. The rest depended on everyone's hard work.

When the weather was good, farmers grew wheat, rye, barley, and oats. They took these grains to nearby mills to be ground into flour. They baked the flour into bread or ate it as a mush or porridge. If there was enough grain, they had their livestock.

Page 14

Flooded villages were usually surrounded by a ditch and a wall. There might also be a large house belonging to a rich or a lord's family. There were usually a few nearby shops.

Patience Kershaw's ancestors also grew vegetables and herbs in their gardens. They might get eggs from their chickens, ducks, or geese. Some were lucky enough to have apple or pear trees or to find wild berries. Others might catch fish in a nearby pond or river. Yeoman farmers might make cheese from their goats' or cows' milk or yarn from their sheep's wool. Whatever was extra could be sold or traded at the market.

Every village and town had at least one market every week or so during the warmer months. Villagers could get items they needed or wanted but might not be able to produce themselves: salt, spices, perhaps a mirror or a bit of fancy cloth, or a comb carved from tortoise shell. Having something special, then, is now made people feel happy.

Page 15

SUPPORT—Note the description of the market in the final paragraph of the section. Help students notice the similarities of these markets with the farmers' markets that are common today in some areas of the United States.

After students have read the text, ask the following questions:

LITERAL—What tools and resources did people use for farming and producing food in England during the time period before the Industrial Revolution?

- » They used windmills and waterwheels. They also used animal power, such as oxen, and human muscle to get work done.

LITERAL—What food and other goods did people in rural England typically produce or make during the time period before the Industrial Revolution?

- » They produced crops like wheat, rye, barley, and oats, and vegetables. They gathered eggs from chickens, ducks, or geese and got milk from cows or goats. They used the grain they produced to make bread; they made cheese from their animals' milk, and yarn from sheep's wool.

LITERAL—How did villagers buy and sell goods?

- » They traded, bought, or sold goods at a weekly market.

"The Seasons," Page 16

The Seasons

In winter, poor villagers would have to slaughter their pigs, chickens, ducks, geese, and chickens rather than try to feed them until the next year's grain could be harvested. Come spring, they would probably trade something they made—perhaps a knit sweater, a woven basket, or a carved wooden spoon—for a piglet or a lamb, or baby ducks, geese, and chicks.

Each spring, farm workers had to plow and smooth the fields. If the fields were too wet, the wooden plow might get stuck. If the fields were too dry, the plow might break. If there was no team of oxen or horses or even a cow, the farmers had to push or pull the plow down the field themselves. Even small children had to help in the fields and at home.

Seed was precious. If the spring rains didn't come at just the right time, the seedlings died in the fields. Crows were constant pests—rice and rats, too. Foxes preyed on the geese, ducks, and chickens. To make matters worse, villagers were not allowed to hunt the deer or rabbits that ate their crops. The lord reserved his pasture for himself and his family. Many a villager was punished harshly for poaching the lord's game.

Page 16

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

SUPPORT—At the end of the second paragraph, note that child labor was an important part of farm life. That is one reason why hiring children to work in factories or coal mines later during the Industrial Age was not considered an outrageous proposition.

SUPPORT—Note the word *precious* in the first sentence of the third paragraph of the section. Make sure students understand that in this instance, *precious* means valuable or expensive. Seed was costly, so it was important for farmers not to waste it.

CORE VOCABULARY—Pause to explain the vocabulary term *poach* and the phrase "poaching the lord's game" when they are encountered in the text. Be sure that students understand that in this context, *game* refers to the deer and rabbits that the lord was permitted to hunt, but that the villagers were not allowed to hunt.

After volunteers read the text, ask the following questions:

EVALUATIVE—Why was winter a common time to slaughter animals?

- » There might not be enough grain to feed livestock throughout the winter. People could eat the meat, rather than use up grain to feed the animals.

LITERAL—What were some ways the weather could affect people?

- » Too much rain, or not enough rain, could make it hard to plow. After planting, farmers needed rain, or seedlings would not grow.

INFERENTIAL—Why might farmers and villagers hunt game, even though this was not allowed?

- » Farmers might want to hunt the animals that ate their crops. People without enough food might poach game because they didn't have other sources of food.

"The Harvest," Pages 17–18



Scaffold understanding as follows:

Have students read the section on pages 17–18 independently. Encourage them to refer to the vocabulary box on page 17 as they read.

CORE VOCABULARY—Point out the vocabulary term *malnutrition* and explain its meaning. Note the base word *nutrition* and the prefix *mal-*. Explain that *mal-* means bad, so *malnutrition* literally means bad nutrition.

After students read the text, ask the following questions:

LITERAL—How did people harvest grain in England at this time?

- » They harvested grain by hand, using a sickle or scythe.

LITERAL—What work remained to be done with the grain after it was harvested?

- » The grain had to be bundled and left to dry. Then, farmers had to thresh the grain by separating out the edible part of the grain. To use the grain to make bread, the grain had to be milled (crushed up until it was turned into flour).

LITERAL—Why was the harvest so important?

- » A good harvest meant enough food. If weather or animals led to a small harvest, people faced malnutrition and the possibility of becoming sick from often fatal diseases.

"Daily Life Before Modern Times," Page 18

Scaffold understanding as follows:

Have students read the section on page 18 independently.

opened the door to sickness and disease. Diseases that we no longer consider deadly, such as measles, whooping cough, and chicken pox, were often fatal. Medical practice depended on home remedies based on herbs and prayers. Life may have been predictable, but it was rarely easy.

Daily Life Before Modern Times

Most village houses had one large room with a low ceiling and a dirt floor. An open hole in the roof let out the smoke from the fireplace but let in the rain and snow. There was very little furniture. Most homes probably had a rough table and a few benches, made by the residents themselves. Beds were little more than sacks of straw. The whole family often slept together to stay warm. The toilet was usually a hole in the ground outside. A barrel near the hut might collect rainwater, but more often than not, several families in the village used a common well or a nearby stream or pond to get water.

There were no schools or hospitals. Almost no one could read or write. The priest was usually the only educated person in the village. The largest building in the village or town was usually a church. Roads were often mere muddy ruts.

The local lord or yeoman farmer hired villagers as dayworkers to help him build his manor house, tend his gardens and orchards, or mend his roads and walls. Women often worked in the lord's or farmer's house. They did laundry or other household chores. Children might be put in charge of herding flocks of geese or chasing crows from gardens and fields.

Poor folks took work where they could find it to earn a bit of money to pay their rent or buy something in the market. Poor people were grateful to find work. What other choice did they have? They could hope for a better life for their children. But being born poor usually meant dying poor.

Page 18

After students read the text, ask the following questions:

INFERENTIAL—Why do you think village houses were so simple and bare at this time?

- » The people had to make almost everything themselves. They worked hard to produce enough food, so they didn't have much time left to build more complex homes or furniture. Most people were poor, so they couldn't buy many goods, or materials to build with.

LITERAL—What was life like for most children?

- » They helped with farm work. They did not go to school.

"The Powerless Poor," Page 19

Scaffold understanding as follows:

Read the section on page 19 aloud.

After you read the text, ask the following questions:

LITERAL—What made it hard for poor people to change their lives at this time?

- » The poor had no say in government. Authorities usually responded to any protests with great force.

LITERAL—When did developments in technology begin to cause big changes for ordinary people in England?

- » Big changes started happening in the 1600s and 1700s.



Timeline

- Show students the Chapter 2 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What was rural life like for ordinary people before the Industrial Revolution?"
- Ask a volunteer to post the image cards to the Timeline under the date referencing the 1700s. Note that the images refer to typical rural life in the 1600s and 1700s, before the Industrial Revolution. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What was rural life like for ordinary people before the Industrial Revolution?”
 - » Key points students should cite include: new roles and identities for non-nobles, including as villagers, yeomen, and gentry; focus on having sufficient food to eat all year long, either by farming and/or trading at village markets; the impact of the seasons and the weather; the threat of malnutrition and illness; the hard work and simple living conditions that characterized rural life; poor people’s lack of power to change their living conditions.
- Note:** You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.
- Choose one of the Core Vocabulary words (*serfdom*, *serf*, *landlord*, *yeomen*, *gentry*, *poach*, or *malnutrition*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 3

Moving Toward the Industrial Age

The Big Question: In what ways did the inventions of the Industrial Revolution impact people's lives?

Primary Focus Objectives

- ✓ Understand the role of James Watt's steam engine in the Industrial Revolution. **(RI.6.2)**
- ✓ Identify developments in transportation, including new highways, canals, and railroads. **(RI.6.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *waterwheel*, *productivity*, and *shaft*; and of the phrase "draft animal." **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "Moving Toward the Industrial Age":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

- Internet access
- "Steam Engine Drives a Revolution" video segment
- Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.1)

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video segment may be found:

www.coreknowledge.org/ckhg-online-resources

Note: This chapter is somewhat shorter than usual and may not require the entire instructional period to read and discuss. If class time remains, we suggest that you have students start Domain Vocabulary: Chapters 1–3 (AP 3.1), which can be completed for homework.

Core Vocabulary (Student Reader page numbers listed below)

“draft animal,” (phrase) an animal used for pulling heavy loads (22)

Example: Farmers used draft animals, such as oxen, to pull plows.

Variations: draft animals

waterwheel, n. a wheel that is turned by flowing water and used to power machinery (22)

Example: The waterwheel provided power to the machine that ground the wheat.

Variations: waterwheels

productivity, n. the rate at which goods are made or work is completed (22)

Example: Workers can often increase their productivity by working together.

shaft, n. a deep, narrow tunnel that gives access to a mine (23)

Example: Smaller people could enter the shaft more easily.

Variations: shafts

THE CORE LESSON 35 MIN

Introduce “Moving Toward the Industrial Age”

5 MIN

Use the Chapter 2 Timeline Image Cards to review life before the Industrial Revolution. Then use the Introduction Timeline Image Cards to review what else was happening in Europe and North America when the Industrial Revolution began. Finally, use the Chapter 1 Timeline Image Cards to review the changes that the Industrial Revolution brought. Explain that in this chapter, students will read about the beginnings of the Industrial Revolution—when the changes described in Chapter 1 began.

Call students’ attention to the Big Question. Tell students to look for information about how new inventions changed people’s lives.

Guided Reading Supports for “Moving Toward the Industrial Age” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“New Ways of Farming,” Pages 20–22

Scaffold understanding as follows:

Have students read the section on pages 20–22 independently.

CORE VOCABULARY—Point out the phrase “draft animal” and the vocabulary words *waterwheel* and *productivity*, and explain their meanings.

SUPPORT—Use the image on page 22 to illustrate the term *waterwheel*.

After students read the text, ask the following questions:

LITERAL—Why were many people better fed in the 1700s in England?

- » They had developed new, more efficient ways to raise food. There were better tools and farming techniques. Livestock were larger.

LITERAL—What improvements made transportation of goods and people easier?

- » Improved roads and new canals made transportation easier.

Chapter 3
Moving Toward the Industrial Age

New Ways of Farming If an English family living in, say, the 1300s could travel forward in time to the 1700s, they would notice that many things were still the same. But some important changes were happening.

The Big Question In what ways did the inventions of the Industrial Revolution impact people's lives?

Before the Industrial Revolution, most people still worked on the land, struggling to get enough food on their table to keep from starving. Over the years, however, inventive people discovered new and more efficient ways to do their work. And foods, not known before, were brought across the Atlantic from the Americas. Potatoes grew well in moist, sunny English soil. Corn grew well, too, but most farmers thought it was only fit for farm animals! Most families probably never tasted chocolate; many never saw anyone smoking tobacco. These were expensive items and were only sampled by the wealthy. Cows, cows, horses, sheep, goats, and pigs were larger now, thanks to better feed and breeding practices. For many families, there was meat on the table more than just once or twice a year. Better-fed people were healthier and even noticeably taller than their ancestors. More sheep also meant more wool for clothing and blankets.

of new crops were the many new tools and stronger and heavier, and had metal blades.

Page 20



These plows allowed the plowman to loosen and turn over deeper, richer soil. Goodings had better root systems and were less likely to dry out if there was little rain. New methods of harnessing draft animals made better use of their strength. Larger teams or horses pulled these heavier plows more efficiently.

Vocabulary “draft animal,” a trained animal used for pulling heavy loads. *waterwheel*, a wheel that is turned by flowing water and used to power machinery. *productivity*, the rate at which goods are made or work is completed.

Agriculture was beginning to bring profits to the lords and some of the most enterprising villagers. Improved roads and newly dug canals made it easier for farmers to bring grain to the mill. Flour was more easily brought to markets in nearby towns, too. *Waterwheels* were improved so mills could grind more flour. There was an enthusiasm for change, especially if it meant increased productivity and increased profit.

making water into a form of energy that could power towns and farms for this reason.

Page 22

“The Enclosure Movement,” Page 23

Scaffold understanding as follows:

Read the section aloud.

After reading the text, ask the following questions:

LITERAL—How did the enclosure movement make farming more profitable for landowners?

- » Small, separate fields were joined together to make a larger field. Fewer workers were needed for each field, and harvests were bigger. Spending less money to pay workers and having more crops to sell helped landowners make a bigger profit.

The Enclosure Movement

The English landscape began to change. Land where villagers had once grown crops was taken over by gentry landlords and “enclosed”—fenced in and turned into pasture for the sheep whose wool was in great demand for cloth. Meadows and woods that lords and villagers had shared were also enclosed. Previously the land was divided into many small plots. By the 1600s, larger, more efficient farms were emerging.

As the “enclosure movement” lumped together many small fields, the cost of producing crops fell. Fewer farm workers were needed. With bigger harvests and lower costs, the larger landlords reaped more profits and grew wealthier. But many villagers found themselves without work. Some hired themselves out as day laborers. Many rural families scraped together a modest living by doing weaving in their cottages. Desperate for work, hundreds of thousands of villagers had to leave the countryside, flocking to cities, to nearby mines, or to the American colonies. Eventually, these displaced people and certainly their descendants, would become a large part of the labor force as the Industrial Age took hold.

New Ways of Mining and Making Metal Tools

By 1700, timber and firewood were scarce in England, and coal became an important source of energy. Coal could burn hot enough to smelt iron. Iron was used to make new, stronger farm tools. It could also be used for strong bridges, and for machinery that would help dig canals and deepen harbors. Many wealthy English landowners began investing some of their profits in coal and iron mines.

Soon, the easy-to-mine coal and iron deposits that were close to the surface of the ground were used up. Miners dug shafts down underground after they could. Quite a few groundwaters.

Vocabulary *shaft*, a deep, narrow tunnel that goes down into the ground.

Page 23

LITERAL—How did the enclosure movement impact poorer villagers who were not landowners?

- » There were fewer steady jobs as farm laborers. Some people found other types of work; some moved to cities or to the American colonies.

“New Ways of Mining and Making Metal Tools,” Pages 23–25

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 23 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *shaft* when it is encountered in the text.

Have students read the remainder of the section with a partner.

SUPPORT—Briefly review what the text says about James Watt’s steam engine in the second paragraph on page 24. Then, if Internet access is available, show students the three-minute video, “Steam Engine Drives a Revolution.”

After students read the text, ask the following questions:

LITERAL—Why was coal such an important fuel in England at this time?

- » There was not much wood available to burn as fuel. Coal was also valuable because it got hot enough to soften iron, allowing people to make tools, machines, and structures.

LITERAL—How is steam used to power machines?

- » Steam creates pressure—a force that pushes. This pressure can be used to cause machine parts to move.

LITERAL—What improvements did James Watt make to earlier versions of steam engines?

- » Watt created a steam engine that was smaller and more powerful. It could be moved more easily.

LITERAL—How were the new, improved steam engines used?

- » They were used to move systems of gears, pulleys, and belts, to pump water out of mines, and to pull wagons. Later, they were used to pull trains—a new kind of transportation.

LITERAL—What were two resources that were at the core of the Industrial Revolution?

- » Coal and iron were very important. Coal was used to melt iron. Then, iron could be used to build modern structures and machines.



Timeline

- Show students the Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “In what ways did the inventions of the Industrial Revolution impact people’s lives?”
- Have a student post the image cards to the Timeline under the dates referencing the 1700s and 1800s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “In what ways did the inventions of the Industrial Revolution impact people’s lives?”
 - » Key points students should cite include: new tools and machines helped workers be faster and more efficient; work that had been done by people or animals was now done by machines; more people began to work in mines, and the mines were deeper and more dangerous than before; trains were a new method of transportation.
- Note:** You may want to suggest that students devote a separate section of their notebook to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.
- Choose one of the Core Vocabulary words (*waterwheel*, *productivity*, or *shaft*) or the phrase “draft animal,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–3 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.1)

Distribute AP 3.1, Domain Vocabulary: Chapters 1–3, and direct students to complete the sentences using the vocabulary terms they have learned in their reading about *The Industrial Revolution: Changes and Challenges*.

This activity may be assigned for homework.

CHAPTER 4

From Farms to Factories and Cities

The Big Question: What developments in the manufacturing of cloth caused mass migration to industrial towns and cities?

Primary Focus Objectives

- ✓ Understand the development of the early factory system. **(RI.6.2)**
- ✓ Understand the revolution in cloth-making spurred by new inventions, such as the spinning jenny and the cotton gin. **(RI.6.3)**
- ✓ Recognize why people migrated from farm villages to cities at this time. **(RI.6.3)**
- ✓ Understand the difficult conditions faced by workers in cities, including low wages, poverty, poor housing and sanitation, and disease. **(RI.6.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *plague, migration, barge, sanitation, slum, and nutrition*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “From Farms to Factories and Cities”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 4.1

AP 4.2

- Display copy of World Map (AP 1.1).
- Individual student copies of Notes on From Farms to Factories and Cities (AP 4.1)
- Individual student copies of Views of the Industrial Revolution (AP 4.2)

Core Vocabulary (Student Reader page numbers listed below)

plague, n. a highly contagious, usually fatal, disease that affects large numbers of people **(28)**

Example: Many people died during the plague of 1347.

Variations: plagues

migration, n. the act of moving from one place to another to live (29)

Example: Job opportunities prompted a wave of migration to cities.

barge, n. a boat with a flat bottom, usually used for carrying goods (29)

Example: The barge carried farm goods down the river to sell in the city.

Variations: barges

sanitation, n. the system of keeping a place clean and free of disease (35)

Example: Good sanitation includes garbage collection and access to clean drinking water.

slum, n. a crowded city neighborhood where buildings are in bad condition; often used to refer to areas where poor people live (35)

Example: The factory owner lived in a beautiful neighborhood, but the workers were crowded into a slum.

Variations: slums

nutrition, n. the process of eating the right kinds of food to be healthy (35)

Example: A balanced diet provides proper nutrition.

THE CORE LESSON 35 MIN

Introduce “From Farms to Factories and Cities”

5 MIN

Use the Chapter 3 Timeline Image Cards to review what students read previously about the beginnings of the Industrial Revolution.

Ask students what they think of when they hear the word *city*. What qualities do they associate with modern cities? Record their answers in a word web on the board or chart paper. Tell students that in this lesson, they will read about how the Industrial Revolution helped shape the modern city.

Call students’ attention to the Big Question. Tell students to look for information about how the process of cloth manufacturing changed and how these developments encouraged many people to migrate to cities.

Independent Reading of “From Farms to Factories and Cities” 30 MIN

Activity Page



AP 4.1

Distribute Notes on From Farms to Factories and Cities (AP 4.1), and direct students to read the entire chapter independently, completing the activity page as they read.

Tell students that if they finish reading the chapter before their classmates, they should begin to write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce and then briefly

explain each word: *manufacturing, plague, population, migration, machinery, and sanitation*. Have students repeat the pronunciation of each word.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

Guided Reading Supports for “From Farms to Factories and Cities” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Modern Urban Culture,” Pages 26–27

Scaffold understanding as follows:

Read the section on page 26 aloud.

 **SUPPORT**—Draw attention to the image on pages 26–27, and invite a volunteer to read the caption aloud. Use World Map (AP 1.1) to show the approximate location of New York City (about the halfway point on the eastern coast of the United States). Make sure students understand that the image shows an American city, but the description of modern urban culture applies to cities in North America, Europe, and elsewhere.

After you read the text, ask the following questions:

LITERAL—What are some characteristics of modern big cities?

- » Big cities are usually very busy, filled with noise and traffic. There are many buildings close together; often there are factories, shops, restaurants, and theaters. Millions of people live there.

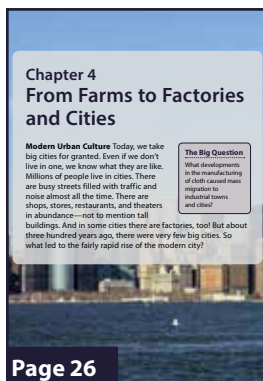
LITERAL—Describe the growth of cities.

- » They rose rapidly. About three hundred years ago, there were not many big cities.

Activity Page



AP 1.1



“More People Than Ever Before,” Pages 28–29

More People Than Ever Before

Between 1100 and 1300, Europe's population grew. Then, over the next two hundred years, it seems to have declined. Although many people were born, more were dying. War, shortages of food, and disease were facts of life. During the plagues of the 1300s, as many as one third of all Europeans may have died.

After 1300, however, the population began to grow again—although at times unevenly due to war and outbreaks of diseases. We cannot be sure why, but it probably had to do with improved farming methods and more food. It also might have been because those who lived through the plague years developed some resistance to disease. And it might have been due to improved hygiene, or ways of keeping healthy and preventing disease.

Then, around 1700, Europe entered a phase of more rapid population growth. For example, over the next hundred years, Great Britain increased its population from five million to eight million. France grew at about the same pace. Other

Vocabulary
plague, n. a highly contagious, usually fatal, disease that affects large numbers of people



in the 1700s, more and more people moved to towns and cities in search of jobs. The towns and cities became crowded, and at times, unsanitary places to live.

Page 28

Scaffold understanding as follows:

Invite volunteers to read the section on pages 28–29 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *plague* and *migration* when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the word *plague* from the Grade 6 unit *Ancient Greece and Rome*.

After volunteers read the text, ask the following questions:

LITERAL—How did the population of Europe change between 1100 and 1700?

- » The population grew between 1100 and 1300, but there was a time from 1300 to 1500 when the population got smaller because of war, plagues, and food shortages. After 1500 the population started growing again. Around 1700 the population started growing quickly.

EVALUATIVE—In the early 1700s, what made many European villagers move away from the country and into cities?

- » There were more people, but also fewer jobs on farms, because machines made it possible to do farm work with fewer people. This meant that there were a lot of people in the country who didn't have work. They moved to cities to find work.

“It Started in England” and “Changes in Cloth,” Pages 29–30

Europeans living in North America increased even more dramatically from an estimated 275,000 in 1700 to nearly four million in 1790. Native Americans, however, tragically continued to decline in numbers, due to warfare and exposure to diseases brought across the Atlantic Ocean by Europeans.

We don't know exactly why the population of Europe began to grow quite so rapidly in the early 1700s. Whatever the causes may have been, at the same time, there were fewer jobs and therefore less work in the countryside. As agriculture became mechanized and more efficient, fewer people were needed for farming. The combination of more people and less need for farm workers drove many people out of the villages and into the cities. This massive migration from villages to cities is one of the most important historical events of the last millennium. It accounts for the growth of the modern industrial city.

It Started in England

Back in the year 1700, Patience Kershaw's great-great-grandfather might have gone from his village into the town of Manchester once or twice a year. At the market, he could trade one of his pigs for a woolen blanket or maybe an iron pot. At that time, Manchester was a rather large town, with about ten thousand inhabitants. Just 100 years later, around the time Patience was testifying to Lord Ashby's commission, more than three hundred thousand people lived and worked in Manchester.

Vocabulary
migration, n. the act of moving from one place to another in large numbers
barge, n. a boat with a flat bottom, usually used for carrying goods

The city had grown wildly, absorbing nearby villages and farms. It had become a hub of factories and commercial activities. Barges on a canal brought coal and iron to the city. In 1820, a railway linked it with Liverpool, one of the busiest harbors on England's Atlantic coast. From there, ships took Manchester's cloth to markets all around the world.

Page 29

Scaffold understanding as follows:

Have students read the section “It Started in England” on page 29 and the section “Changes in Cloth” on page 30 independently. Encourage students to refer to the vocabulary box as they read.

CORE VOCABULARY—Point out the vocabulary term *barge* and explain its meaning.

Note: Students in Core Knowledge schools may recall the word *barge* from the Grade 3 unit *Ancient Rome*.

 **SUPPORT**—Explain that Manchester is a town in northern England, about forty miles inland from the ocean. Point out its location on the map on page 34 of the Student Reader.

After students read the text, ask the following questions:

LITERAL—How fast did the city of Manchester grow between 1700 and 1850?

» It grew from ten thousand people to three hundred thousand people.

LITERAL—What types of transportation were important to the industry that developed in Manchester at this time?

» Barges, a railway, and ships were important.

LITERAL—Describe how cloth was produced in Manchester before the Industrial Revolution. What is this kind of system called?

» People in Manchester worked at home to spin, weave, and dye cloth by hand. Manchester had a cloth-making industry. But because people produced the cloth at home (in their cottages), it was called a cottage industry.

“The Spinning Jenny,” Pages 30–31

Changes in Cloth

Manchester was actually first known as a place where fine woollen cloth was woven. Later, it became the production center for a new kind of cloth, *fustian* (fuh'Shun). Fustian was a blend of linen and cotton or wool. Fustian was sturdy and did not shrink as much as wool when it was washed. Before the industrial era, cloth making—from spinning, to dyeing, to weaving—was largely done by hand in the workers' homes.

The Spinning Jenny

The industrial revolution changed all of this—not only for Manchester, but for other places, too. In the 1730s, John Kay invented the flying shuttle, which doubled the amount of cotton cloth that could be woven in any given day. The problem now was producing enough thread to keep up with the weavers. This led to the invention of a machine known as a spinning jenny by James Hargreaves. Instead of one thread at a time, a jenny could spin several at once. However, this machine-spun thread was considered inferior to hand-spun thread.

Page 30



Scaffold understanding as follows:

Invite volunteers to read the section on pages 30–31 aloud.

SUPPORT—Remind students that waterwheels and watermills had been used for centuries to make machines move. Arkwright's water frame used the idea of a waterwheel.

SUPPORT—Students may wonder why James Hargreaves called his invention a “jenny.” Explain that Hargreaves named his invention after his wife.

SUPPORT—Point out the reference to Samuel Crompton's mule in the second paragraph. Explain that Crompton gave his invention this name not because it looked like the animal (it didn't), but because it combined two different machines, similar to the way the animal, the mule, combines features of the donkey and the horse.

After volunteers read the text, ask the following questions:

LITERAL—How did the invention of the flying shuttle change cloth-making?

» It made weaving faster. Weavers could make double the cloth that they had before.

LITERAL—What problem did the spinning jenny solve?

» It made spinning thread faster. Weavers needed more thread produced faster, because they could now spin the thread into cloth much faster.

LITERAL—How did the invention of the water frame improve thread?

- » It made stronger thread.

LITERAL—What was a mule?

- » A mule was a steam-driven machine that combined a spinning jenny and a water frame. It could produce thread ten times faster than the older process.

EVALUATIVE—How did these new inventions lead to an increase in the demand for cotton?

- » Cotton was used to make cloth. The ability to make much more cloth meant that producers needed much more cotton.

“The Cotton Gin,” Pages 31–33

Scaffold understanding as follows:

Read the section on pages 31–33 aloud.

SUPPORT—Reread the last sentence of the section. Make sure students understand that enslaved labor in the American South provided cotton not only for American factories, but for British factories as well.

After you read the text, ask the following questions:

LITERAL—How did Eli Whitney’s cotton gin make producing cotton cloth easier?

- » It is hard to separate cotton seeds from the fibers needed to make cloth. The cotton gin made the process much quicker and easier.

LITERAL—How did the cotton gin impact the United States?

- » The cotton gin led to an increase in slavery. Cotton grew in the South, where slavery was widespread. Because plantation owners could get rich from the demand for cotton, they wanted more and more enslaved people to work on the plantations.



“Factories Instead of Cottages,” Pages 33–35

Scaffold understanding as follows:

Have students read the section on pages 33–35 independently. Encourage students to refer to the vocabulary box on page 35 as they read.

And sadly, because growing cotton was big business, Whitney's invention made slavery in America much less likely to disappear. Now there was enough cotton to keep the new factories—whether in Great Britain, or in the northern United States—working at full capacity.

Factories Instead of Cottages

There wasn't much difference between factories in Great Britain and those in the northern United States. Manufacturing techniques were very valuable. Workers had to cover and sell how the machinery worked. Sales tried to steal the secrets or broke workers into revealing them. Most factory owners cared more for their profits than for their workers. To produce even more finished cloth, factories kept running after dark, with laborers working in shifts, by candle or lantern light.

Inside the factory, the owner and his overseers controlled the entire production process. Workers were under constant supervision and at the factory owner's mercy. He could pay a low wage, because so many people were looking for work. He would fine those who were uncooperative or unproductive. Children were especially cheap labor. Because they were small and quick, they could work in dangerous spots around the machinery.

And in Manchester, England, people soon said that the city was "black as midnight." In 1830, it had ninety-nine cotton-spinning mills that worked from dawn to dark, making cotton cloth that found its way all around the world. Cloth made in a factory was superior in many ways, and it cost less than cloth made the old-fashioned way. By 1850, there were only 50,000 hand weavers in Britain, down from 250,000 just thirty years before. Parts of the quiet British countryside seemed to change almost overnight into huge, smoky, sooty, overcrowded cities.

Page 33

Mining Areas in Great Britain

Page 34

Families of workers flocked to these cities by the thousands. All hoped for a chance to earn a living and be better able to feed and clothe themselves than they had been back in their villages and small towns. Before moving to cities, they may not have known or been concerned about housing shortages, poor sanitation, and worse food. Once in the city, however, there wasn't much they could do, except take work wherever they could find it.

Often, the owner of the factory or mine wanted out cheap slum housing. He might also control the bank. He might even own the shops and taverns. If the owner thought a worker was a troublemaker, he could see to it that no other factory would hire anyone from that worker's family.

An increase in population led to the creation of police forces and the building of more jails. More law enforcement meant that more people were picked up by the police.

Life was hard for the working poor. Overcrowding, bad sanitation, pollution, and poor nutrition became more of a problem. So too did disease. When disease struck, rich and poor alike were at risk. The rich moved out of the city. The poor moved out of the city and

Vocabulary

sanitation, is the system of keeping a place clean and free of disease

slum, is a crowded city neighborhood where buildings are in bad condition; often used to refer to areas where poor people live

malnutrition, is the process of eating the right kinds of food to be healthy

Page 35

CORE VOCABULARY—Point out the vocabulary terms *sanitation*, *slum*, and *nutrition*, and explain their meanings.

SUPPORT—Remind students of the Core Vocabulary term *malnutrition* in Chapter 2, and help them make the connection between the words *nutrition* and *malnutrition*.

 **SUPPORT**—Direct students to the map on page 34. Ask students what the green areas are (*coal fields*) and what the gray squares represent (*iron ore deposits*). Explain that coal and iron ore are mined. Ask students where, based on the map, most mining jobs in Great Britain were likely located (*northern and central England, southern Wales, southern Scotland*). Note that these areas were also where factories were built and large industrial cities developed.

After students read the text, ask the following questions:

EVALUATIVE—Why were factories kept running after dark?

- » This increased the production of cloth, which increased profits for the factory owners.

LITERAL—Why could factory owners treat workers badly?

- » Many people were looking for work. Owners could offer low wages. They could fire workers and easily replace them.

LITERAL—How was the new, factory-made cloth different from cloth produced by hand?

- » It was better quality and it cost less.

LITERAL—What were some challenges faced by people who moved to the growing cities looking for work?

- » There was a shortage of housing. Many workers had to live in slums. There was poor sanitation and food could be scarce. Sometimes disease hit the cities, and poor workers could not afford to leave to get away from the disease.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What developments in the manufacturing of cloth caused mass migration to industrial towns and cities?”

- Have a student post the image cards to the Timeline under the dates referencing the 1700s and 1800s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What developments in the manufacturing of cloth caused mass migration to industrial towns and cities?”
 - » Key points students should cite include: inventions that make cloth and thread production faster (the flying shuttle, the spinning jenny, the water frame, the mule); the cotton gin; the increased population and reduced need for agricultural workers; faster transportation, allowing movement of raw materials and goods; the increased job opportunities in cities, as factories were built to take advantage of new production techniques.
- Choose one of the Core Vocabulary words (*plague, migration, barge, sanitation, slum, or nutrition*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Be sure to check students’ written responses to Notes on From Farms to Factories (AP 4.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

Views on the Industrial Revolution (RI.6.7)

45 MINUTES

Activity Page



AP 4.2

Materials Needed: Internet access; sufficient copies of Views on the Industrial Revolution (AP 4.2)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to four short videos may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute Views on the Industrial Revolution (AP 4.2), and tell students that they will be viewing several videos that describe the impact of the Industrial Revolution from different perspectives. Encourage them to take brief notes as they watch each video, so they will be able to discuss both the positive and negative effects of the Industrial Revolution.

Show students these four short videos. The first video, “The Industrial Revolution: The Spinning Machine,” reviews the invention of the spinning machine/water frame by Richard Arkwright and how this invention impacted the development of manufacturing (3 minutes). The second video, “How Inventions Change History: The Cotton Gin,” highlights the invention of the cotton gin and how it increased the demand for even more enslaved workers on Southern plantations in the United States. The third video, “Factories and Machines,” highlights the development of factories to house the new machines of the Industrial Revolution and the resulting shift from a cottage industry culture to a factory/manufacturing culture (7 minutes). The last video, “Life in the Slums,” (6 minutes) describes the impact of factories on the surrounding environment and the wretched living conditions of the slums.

After viewing all videos, divide the students into small groups to briefly discuss how technology and the changes of the Industrial Revolution were both positive and negative. Reconvene the entire class and encourage each group to share their thoughts.

The Rise of Capitalism

The Big Question: What was mercantilism?

Primary Focus Objectives

- ✓ Understand the role of mercantilism in the period before the Industrial Revolution. **(RI.6.2)**
- ✓ Identify features of mercantilism and capitalism. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *capitalism, capitalist, mercantilism, import, export, raw material, and commerce*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Rise of Capitalism”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

capitalism, n. an economic system in which resources and businesses are privately owned and prices are not controlled by the government **(38)**

Example: The U.S. economy is based on the principles of capitalism.

capitalist, n. a person who participates in capitalism; a person who sells goods, services, or who invests money in a business **(38)**

Example: The capitalist’s goal was to make money from his business investments.

Variations: capitalists

mercantilism, n. an economic system that aims to increase a country’s wealth and power by controlling trade and people **(39)**

Example: European countries used mercantilism to govern the economies of their colonies.

export, v. to send goods to sell in another country **(40)**

Example: Southern plantation owners wanted to export their cotton to Great Britain.

Variations: exports, exported, exporting, export (noun)

import, v. to bring goods into one country from another country **(40)**

Example: The English textile factory wanted to import cotton from the American South.

Variations: imports, imported, importing, import (noun)

raw material, n. something that can be used to make or create a product; for example, cotton is a raw material used to make fabric (41)

Example: Iron ore is a raw material that is used to make steel, a metal that can be used in buildings and railroads.

Variations: raw materials

commerce, n. the buying and selling of goods and services; trade (43)

Example: Commerce is an important part of a nation's economy.

THE CORE LESSON 35 MIN

Introduce “The Rise of Capitalism”

5 MIN

Use the Chapter 3 and 4 Timeline Image Cards to review what students have learned about the changes brought by the Industrial Revolution. Explain that in this chapter, they will learn about another set of changes brought about by the Industrial Revolution—changes in economic ideas and practices.

Write the word *capital* on the board. Explain that capital is money—but not a few coins and bills in your pocket, or even a few hundred dollars in a savings account. Capital is a large amount of money that can be used to make more money. For example, a wealthy person might spend capital to build a factory to make bicycles. He plans to sell the bikes for more than it cost to make them, and thus make a profit. The money he spent to open the factory is different from the money you spend to buy one of his bikes. In that case, you give him money and you immediately get something in return—the bike. The money he spent to build the factory is called a capital investment. He doesn't get anything back right away, and maybe he won't get anything back ever, if his bike business doesn't make a profit. So a capital investment is money spent in the hope of making more money at some future time. (Of course, capital actually could be the few bills in your pocket if you just want to open up a lemonade stand on your street. The capital is still an investment, though, because after you buy the lemons, sugar, and cups, people may not buy your lemonade.)

Explain that this is the basis of the economic system called capitalism. People with capital are free to start any legal business, with the goal of making a profit. Tell students that in this lesson, they will learn about capitalism and why most of the world began using this economic system during the Industrial Revolution.

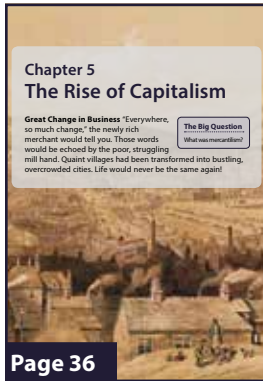
Call students' attention to the Big Question. Tell students to look for information about mercantilism and how it relates to capitalism.

Guided Reading Supports for “The Rise of Capitalism”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Great Change in Business," Pages 36–38



Scaffold understanding as follows:

Invite volunteers to read the section on pages 36–38 aloud.

CORE VOCABULARY—Pause to review the meaning of the term *capitalism* when it is encountered in the text.

After volunteers read the text, ask the following questions:

LITERAL—What were some of the changes that characterized this period?

- » Some people became rich. Many villages grew into busy cities. Large, noisy machines changed country life, and many smokestacks sent coal smoke into the air. Many people moved.

LITERAL—What is one cause of these changes?

- » The development of capitalism is one reason for these changes.

"What Is Capitalism?," Pages 38–39



Scaffold understanding as follows:

Read the section on pages 38–39 aloud.

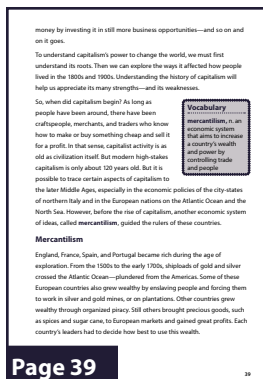
CORE VOCABULARY—Pause to explain the vocabulary terms *capitalist* and *mercantilism* when they are encountered in the text.

SUPPORT—Pause at the end of each paragraph to check student understanding of the economic principles being described. Encourage volunteers to restate the information in their own words. Refer back to the example of the bicycle factory in the Teacher Guide chapter introduction on page 51 as needed to clarify misunderstandings.

SUPPORT—Point out the phrase “high-stakes” in the last paragraph of the section. Explain that “high stakes” means there is a risk of losing a lot of money. Modern capitalism is high stakes because countries and businesses can make or lose millions or billions—sometimes even trillions—of dollars.



SUPPORT—Tell students that the U.S. economy is built on capitalism. Citizens are free to start their own businesses, as well as to invest in the businesses of others. The economic goal is to make money. While the U.S. government does regulate businesses for the purposes of safety and



consumer fairness, businesses are largely free to determine their own business practices, such as setting prices.

After you read the text, ask the following questions:

LITERAL—What is capital?

- » Capital is money that people invest in the creation of a business.

LITERAL—How does capitalism work?

- » One or more people come up with an idea for a business, either selling something or providing a service, that they think will be profitable. The individual or individuals invest capital to start and run their business.

“Mercantilism,” Pages 39–41



Scaffold understanding as follows:

Have students read the section on pages 39–41 with a partner. Encourage students to refer to the vocabulary box on page 40 as they read.

CORE VOCABULARY—Point out the vocabulary terms *import* and *export*, and explain their meanings.

Note: Students in Core Knowledge schools may recall learning the adjective *imported* in the Grade 4 unit *The American Revolution* and the verb *export* in the Grade 5 unit *The Age of Exploration*.

After students read the text, ask the following questions:

LITERAL—How did many different European countries grow wealthy from the 1500s to the 1700s?

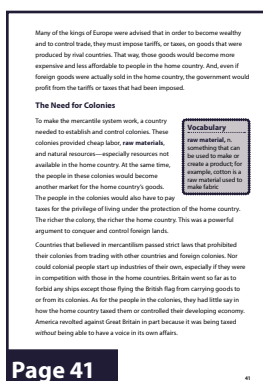
- » Explorers from some countries went to the Americas and brought back gold and silver. In other cases, countries became wealthy through the trade of enslaved people, and some got wealthy through piracy. Others brought highly desired goods back to Europe and sold them.

LITERAL—What were the main ideas of mercantilism?

- » Under mercantilism, each country wanted to control its trade with other countries in order to become wealthy. Each country tried to sell or export more goods than they bought or imported from other countries.

LITERAL—What are some investments that a wealthy country might make to become stronger and more powerful?

- » Countries could invest in building and improving roads, bridges, harbors, mines, agriculture, and the military.



LITERAL—Why did kings of mercantilist countries put tariffs on goods produced in other countries?

- » A tariff is a tax on a good that is imported into a country. A tariff makes the good more expensive, so fewer people will buy it. Mercantilist countries wanted to make foreign, imported goods more expensive so people would prefer to buy their own home country's goods.

"The Need for Colonies," Pages 41–43

Scaffold understanding as follows:

Invite volunteers read the section on pages 41–43 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *raw materials* and *commerce* when they are encountered in the text.

 **SUPPORT**—Draw attention to the map on page 42. Remind students that mercantilism was most effective if a country controlled colonies. In a mercantilist economy, the purpose of colonies was to make the mother country rich by providing resources and markets. Have students study the map and identify the European country that controlled the most colonies. (*Great Britain*) Guide students to notice that Great Britain controlled colonies on almost every continent and in almost every hemisphere. For that reason, it was said that “the sun never set on the British empire.” Guide students to understand that this vast empire provided resources and markets that fueled the Industrial Revolution in Britain. For example, British textile factories got cotton not only from the American South, but also from Egypt.

After volunteers read the text, ask the following questions:

LITERAL—What was the role of colonies in the mercantile system?

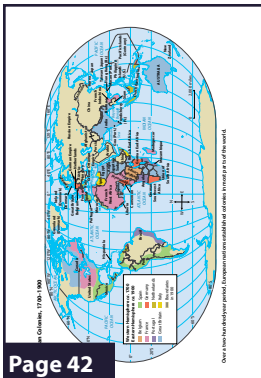
- » Countries could establish colonies in lands that had valuable raw materials, so these resources could be sent back to the home country. The colonies also became a market for the home country to sell its goods and a source of income through taxes.

LITERAL—How did mercantilism influence the kinds of laws that countries made for their colonies?

- » Mercantilist countries did not let colonies trade with foreign countries or colonies. They did not let colonists have businesses that competed with the ruling country. They did not let colonists have a say in the colony's economy.

LITERAL—What did ruling countries do to encourage industry and commerce?

- » They supported new industries and created systems to make commerce easier, like standard forms of currency, and standard ways to weigh and measure things.



Page 42



Page 43

Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What was mercantilism?”
- Have a student post the image card to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What was mercantilism?”
 - » Key points students should cite include: an emphasis on controlling trade; the goal of restricting imports while increasing exports; the goal of amassing gold and silver; the need for colonies; the tendency of rulers to support the country’s industry and commerce.
- Choose one of the Core Vocabulary terms (*capitalism, capitalist, mercantilism, import, export, raw material, or commerce*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 6

Adam Smith

The Big Question: What were Adam Smith's basic economic beliefs?

Primary Focus Objectives

- ✓ Understand Adam Smith's ideas about capitalism. (RI.6.3)
- ✓ Understand the concept of laissez-faire. (RI.6.2)
- ✓ Understand the law of supply and demand. (RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *civil rights*, *economics*, *supply and demand*, *laissez-faire*, and *division of labor*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "Adam Smith":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Sheets of paper for folding paper airplanes
- Board or chart paper to draw chart, shown on page 58

Core Vocabulary (Student Reader page numbers listed below)

civil rights, n. the rights that all citizens are supposed to have (46)

Example: Many organizations work to defend civil rights.

Variations: civil right

economics, n. the study of the management of money and resources to produce, buy, and sell goods and services (46)

Example: Students of economics learn about ideas such as investment, profit, and unemployment.

supply and demand, n. the amount of goods and services available to buy compared with the amount that people want to buy (47)

Example: According to the law of supply and demand, prices go up when demand for a product grows but supply of the product remains the same.

laissez-faire, n. a philosophy that calls for very little or no government involvement in the economy (47)

Example: A laissez-faire approach gives a lot of power to business owners.

division of labor, n. the breakdown of work into specific tasks performed by different people; often considered a way to make workers more efficient **(48)**

Example: Through the division of labor, many people work together to build products such as cars.

THE CORE LESSON 35 MIN

Introduce “Adam Smith”

5 MIN

Review what students read about mercantilism and capitalism in Chapter 5. Explain to students that in this chapter they will read about the emergence of a new kind of capitalism, known as industrial capitalism, which differed from mercantilism.

Call students’ attention to the Big Question. Tell students to look for information on Adam Smith’s ideas about different parts of the economy and his beliefs about how to best manage the economy.

Guided Reading Supports for “Adam Smith”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“New Economic Ideas,” Pages 44–45

Chapter 6
Adam Smith

New Economic Ideas Gradually, a new kind of capitalism emerged—industrial capitalism. Industrial capitalists differed from mercantilism. Industrial capitalists made their money by investing in factories, not in trade. And, as industrial capitalists grew wealthy, they wanted to gain political power to match their growing wealth. They found their spokesperson in Scottish-born Adam Smith.

The Big Question
What were Adam Smith’s basic economic beliefs?

Adam Smith was both a student of capitalism and a supporter of it. He gave people ideas and terms that would help them understand the changes that were transforming their lives, and he is remembered today as capitalism’s first great champion.

Page 44

Scaffold understanding as follows:

Invite a volunteer to read the section on page 44.

After the volunteer reads the text, ask the following questions:

LITERAL—How did industrial capitalists make money?

» They made money by investing in factories.

LITERAL—How was this different from mercantilism?

» Under mercantilism, people made money through trade.



“Adam Smith and Modern Capitalism,” Page 46



Scaffold understanding as follows:

Invite volunteers to read the section on page 46 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *civil rights* and *economics* when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the term *civil rights* from the Grade 5 unit *The Civil War*.

SUPPORT—Remind students of the Core Vocabulary word *economy*, which students encountered in Chapter 1. Help students connect the word *economics* to the word *economy*. (Economics is the study of economies and how they work.)

After volunteers read the text, ask the following questions:

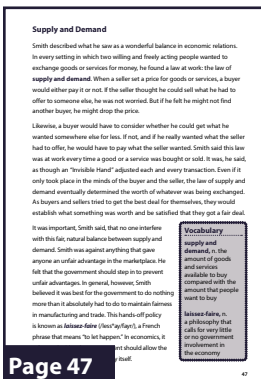
LITERAL—What ideas about people’s lives did Smith write about?

- » Smith wrote about how people earn a living, get the things they need, and exchange services.

LITERAL—What types of questions does the study of economics address?

- » Economics involves questions about money and resources.

“Supply and Demand,” Page 47



Scaffold understanding as follows:

Read the first two paragraphs of the section, on page 47, aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *supply and demand* when it is encountered in the text.

SUPPORT—On the board or chart paper, draw a chart similar to the one shown. Use the chart to review the concept of supply and demand as it is described in the text. The up arrows indicate an increase; the down arrows indicate a decrease. Make sure students understand that demand indicates consumer interest in a product and supply indicates the product amount manufacturers are willing and able to provide.

Demand	Supply	Price
↑	unchanged	↑
↓	unchanged	↓
unchanged	↑	↓
unchanged	↓	↑

Read the last two paragraphs of the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *laissez-faire* when it is encountered in the text.

After you read the text, ask the following questions:

LITERAL—What is the law of supply and demand?

- » It is the economic law that determines the price of goods. It is based on the amount of goods available to buy and the amount of those same goods that people want to buy.

LITERAL—Why was Smith against anything that would affect the natural balance of supply and demand?

- » He thought that interference would give some people an unfair advantage.

LITERAL—What does the laissez-faire approach encourage government to do?

- » Laissez-faire encourages the government to stay out of the marketplace and let the law of supply and demand guide the free market.

“Division of Labor,” Pages 48–49

Division of Labor

Adam Smith also wrote about the *division of labor*. Imagine, Smith said, that one person alone was trying to make pins to sell. He would have to do everything: smelting the metal, drawing the wire, cutting it, and sharpening it, then packaging a bunch of pins, taking them to market, dealing with customers, and so on. It would be a dreadfully slow and costly process. There had to be a better, more efficient way.

What if several people all worked together under one roof in a pin factory? Each person would specialize in a different step in the process. Each person would be an expert for one part of the process of making pins. This would be a *division of labor*.

Smith saw how workers in a pin factory could produce many more pins much faster than a single pin-maker could all alone in a little shop. Factory pins would cost much less. They might even be better pins. The consumer would benefit. And so would the capitalist who owned the factory. In fact, he probably would make a handsome profit.

What should the capitalist do with this profit? Smith argued that the profit should be used to make more profits. A pin factory owner, for example, might use his profit to build up a supply of metal, or buy some new tools to improve production. Or maybe he would expand his business and begin to produce needles. Or maybe he would invest in a coal mine or steam engine—anything that seemed to be a good way to gain even more profit. It seemed that the sky was the limit!

Vocabulary

division of labor, n. the breakdown of work into specific tasks performed by different people, often considered a way to make workers more efficient

Page 48



Workers in this shoe factory concentrated on separate, specific tasks.

Smith marveled at how a healthy and fair economy not only adjusts or manages itself but also provides for its own growth and improvement. By stressing the importance of a free market and showing how greater efficiency of production would produce a higher standard of living, Adam Smith became a great supporter of widespread industrialization and the spread of capitalism. Thanks in part to him, our world has never been the same since.

Page 49

Scaffold understanding as follows:

Have students read the section independently or with a partner. Encourage students to refer to the vocabulary box at the top of page 48 as they read.

CORE VOCABULARY—Point out the vocabulary term *division of labor* and explain its meaning.

SUPPORT—To illustrate the concept of division of labor, you may wish to create paper airplane assembly lines in your classroom. Organize students into groups. (If students sit at tables or in rows, each table or row can be one group.) Using a sheet of paper, model how to fold a paper airplane. Then give each group a small stack of paper, and have them fold paper airplanes, with each member making only one fold. To simulate factory life, you may wish to start and stop student work with a whistle and time students for thirty seconds to a minute.

After students read the text, ask the following questions:

LITERAL—Why is division of labor an efficient approach to making goods?

- » There can be many steps and different kinds of work involved in making and selling something. Division of labor allows each worker to specialize in a certain task, making each part of the process faster.

LITERAL—What economic benefits did Smith note about the division of labor?

- » Goods can be produced faster. This makes goods cost less (because there is less labor to produce each item). Consumers benefit from lower prices. Factory owners benefit because they make more profit.

LITERAL—What did Smith recommend that owners do with the profit they make?

- » He said profit should be invested in order to make more money. Owners can invest money in more tools or materials, or in new types of business. By doing this, they will eventually make even more money.

EVALUATIVE—How did Smith's views fit in with the spread of industrialization?

- » Industrialization allowed for the increased division of labor. It helped make work more efficient. Smith's views were that division of labor and efficiency helped workers, owners, and consumers.

Timeline

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What were Adam Smith's basic economic beliefs?"
- Have a student post the image card to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What were Adam Smith's basic economic beliefs?"
 - » Key points students should cite include: Smith supported capitalism; he described how the law of supply and demand provides a natural balance in the marketplace; he believed it was important not to interfere with this balance; he thought the government should prevent unfair advantages; he thought the government should generally stay out of the marketplace, using a *laissez-faire* approach; he thought division of labor was the best approach to manufacturing; he argued that profit should be invested in order to make more money.
- Choose one of the Core Vocabulary terms (*civil rights*, *economics*, *supply and demand*, *laissez-faire*, or *division of labor*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 7

Living in the Industrial Era

The Big Question: What were the advantages and disadvantages of the industrial era?

Primary Focus Objectives

- ✓ Recognize the growth of the gap between the rich and the poor during the Industrial Revolution. **(RI.6.2)**
- ✓ Describe the lives of the upper class, the middle class, and the working poor in Britain in the 1800s. **(RI.6.2)**
- ✓ Explain Disraeli's image of "two nations." **(RI.6.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *prime minister* and *politics*; and of the phrase "debtors' prison." **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "Living in the Industrial Era":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 7.1

- Individual student copies of Notes on Living in the Industrial Era (AP 7.1)
- Internet Access
- Individual student copies of *From Oliver Twist* by Charles Dickens (FE 1)

Use this link to download the CKHG Online Resources for this unit, where the specific links to the fiction excerpt and the film of the musical *Oliver!* may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

"debtors' prison," (phrase) a jail for people who could not pay money that they owed **(50)**

Example: The man could not pay his rent, so the judge sent him to a debtors' prison.

Variations: debtors' prisons

prime minister, n. the head of government in some countries (53)

Example: In Britain, Canada, and Australia, the political leader of the country is the prime minister.

Variations: prime ministers

politics, n. the activities of leaders running a government (55)

Example: People might enter politics in order to gain personal power, to solve a problem, or try to improve people's lives.

THE CORE LESSON 35 MIN

Introduce “Living in the Industrial Era”

5 MIN

Use the Timeline Image Cards for Chapters 4, 5, and 6 to review what students have learned about the Industrial Revolution so far. Tell students that in this chapter, they will read about how the changes brought by industrialization affected the way people of all classes lived.

Call students' attention to the Big Question. Tell students to watch for information about the benefits and drawbacks of life in the industrial era.

Independent Reading of “Living in the Industrial Era”

30 MIN

Activity Page



AP 7.1

Distribute Notes on Living in the Industrial Era (AP 7.1) and direct students to read the entire chapter independently, completing the activity page as they read.

Tell students that if they finish reading the chapter before their classmates, they should begin to write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

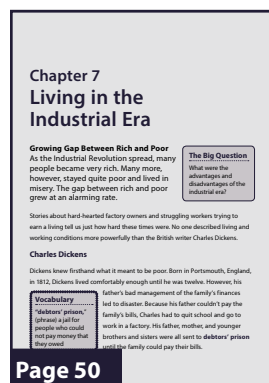
SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce and then briefly explain each word: *debtor's prison*, *orphan*, *Disraeli*, and *prime minister*. Have students repeat the pronunciation of each word.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Growing Gap Between Rich and Poor,” Page 50



Scaffold understanding as follows:

Read the first section on page 50 aloud.

SUPPORT—Note the word *gap* in the section title and first paragraph. Make sure students understand that a gap is the distance between two things.

After you read the text, ask the following questions:

EVALUATIVE—Why did the gap grow between the rich and the poor?

- » Some people became very rich, but most people were very poor. There was an increasingly greater difference between these two groups

LITERAL—What do stories like those written by Dickens help us understand about this era?

- » These were very hard times for working people.

“Charles Dickens,” Pages 50–53



Scaffold understanding as follows:

Have students read the section on pages 50–53 independently. Encourage students to refer to the vocabulary box on page 50 as they read.

CORE VOCABULARY—Point out the vocabulary phrase “debtors’ prison,” and explain its meaning.

SUPPORT—Remind students that they read about families in Britain being sent to the poorhouse. A debtors’ prison is a similar concept. Note also that they read about social problems, such as homelessness and begging, that arose with the mass migration of workers into cities.

After students read the text, ask the following questions:

LITERAL—What hard times did Charles Dickens go through when he was young?

- » His family lived comfortably at first. But when his father couldn’t pay the bills, the rest of the family was sent to debtors’ prison, and Charles had to go work in a factory.

Young Charles wasn't used to the rough, hard life of London's streets. He was stunned by what he saw every day and night. He spent the rest of his life writing novels about the hardships of being poor, especially of being a poor child.

Dickens was a marvelous author. His stories are sometimes funny and sometimes sad. Although they may exaggerate, or stretch, what he saw around him, they are always sensitive and sympathetic to the suffering. Dickens witnessed as a boy. One of Dickens's most vivid novels is *Hard Times*. It tells the story of rich and poor people living in "Coketown," a sooty, cramped industrial English city where poor workers and their children were mistreated and abused. It is based on an actual English city of the 1850s.

Another of Dickens's novels, *Oliver Twist*, tells the story of a young orphan forced to live in London's streets among criminals and gangs. Although Dickens made up the characters, they too, were based on real life.

You may know Dickens's most famous story, *A Christmas Carol*. It has a happy ending: poor little Tiny Tim and his family have a merry Christmas after all, even stingy old Scrooge learns how important it is to share his wealth. Dickens hoped his readers would learn this lesson—and not just at Christmas.

In the novel *Oliver Twist*, Oliver finds himself in the workhouse. One of the most famous scenes is the one in which Oliver, who is feeling very hungry, asks for more food. This scene is shown here.



Page 52

EVALUATIVE—What types of people did Dickens write about?

- » He wrote about poor people, poor workers and children who were mistreated, and orphans.

LITERAL—How did Charles Dickens's writing impact British society?

- » His writing was one of the things that encouraged reformers to try to improve conditions for poor people.

"Benjamin Disraeli," Page 53

Even people who didn't read Charles Dickens's stories could see them performed as plays on the stage. Thanks in part to the writings of Dickens, social reformers began working to improve living and working conditions for the poor.

Benjamin Disraeli

One such reformer went on to become one of the most important political leaders of the 1850s. Benjamin Disraeli (diz-ee-ray) was twice elected prime minister of Great Britain. As the leader of the Conservative Party and Queen Victoria's favorite politician, Disraeli helped pass many laws that benefited the working classes.

As a young man, Disraeli wrote novels. Although not as popular a writer as Dickens, Disraeli also brought attention to the poor in the Industrial Revolution. His novel, *Sir John*, or *The Two Nations*, written in 1842, describes the gap between the rich and poor. It was, he wrote, as though there were:

Two nations: between whom there is no [communication] and no sympathy; who are as ignorant of each other's habits, thoughts, and feelings, as if they were dwellers in different zones or inhabitants of different planets; who are formed by a different breeding, are fed by a different food, are ordered by different manners, and are not governed by the same laws.

Disraeli worried about how the rich and poor would get along in such a divided nation. He and many others at the time worried about violent conflicts between rich and poor. Day-to-day stress was as much a product of the Industrial Revolution as iron, cloth, and budding business.



Page 53

Scaffold understanding as follows:

Invite volunteers to read the section on page 53 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *prime minister* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *prime minister* from the Grade 4 unit *The American Revolution*.

After volunteers read the text, ask the following questions:

LITERAL—What were some ideas that Disraeli expressed in his writing?

- » He wrote about the gap between rich and poor. He said it was as though there were two different nations. The two groups lived in totally different ways and had nothing to do with each other.

LITERAL—What were some of Disraeli's worries about the big division between the rich and the poor?

- » He worried about how the two groups could possibly get along with each other. He thought there was potential for violence between the two groups.

"The Upper Class," Pages 54–55

Scaffold understanding as follows:

Have students read the section on pages 54–55 independently. Encourage students to refer to the vocabulary box on page 55 as they read.

CORE VOCABULARY—Point out the vocabulary term *politics* and explain its meaning.



Note: Students in Core Knowledge schools may recall the word *politics* from the Grade 4 unit *The United States Constitution*.

SUPPORT—Note the word *aristocracy* in the second paragraph of the section. Students in Core Knowledge schools may recall learning the word in an earlier unit, such as *Ancient Greece and Rome* or *The French Revolution and Romanticism*. Remind students that the aristocracy is the upper or noble class whose members' status is usually inherited. Make sure students understand that while the aristocracy was part of the upper class in England during the Industrial Revolution, they were not the only members of the upper class. Wealthy capitalists were also considered upper-class.

After students read the text, ask the following questions:

EVALUATIVE—What groups belonged to the upper class in England at this time?

- » The aristocracy and rich capitalists made up the upper class.

LITERAL—What kinds of lives did successful capitalists have?

- » They likely worked hard to manage their business and money, but lived comfortably, and might own a few luxury items.

“The Middle Class,” Pages 55–56



Scaffold understanding as follows:

Have students read pages 55–56 independently.

After students read the text, ask the following questions:

LITERAL—What were some middle-class professions at this time?

- » Shop owners, lawyers, doctors, and skilled workers, such as clockmakers and tailors, belonged to the middle class.

LITERAL—What were the lives of middle-class workers like at this time?

- » Middle-class workers worked for themselves. They had some leisure time for hobbies or reading. They had enough money to have candles and coal, to have light and warmth in the evening. They sometimes traveled. They often had a social life based on being part of a social club.

"The Working Poor," Pages 56–58

Scaffold understanding as follows:

Have students read the section on pages 56–58 in pairs.

SUPPORT—Remind students how rural villagers typically lived before the Industrial Revolution. Remind students that these villagers usually had long working days and that children worked and did not go to school.

After students read the text, ask the following questions:

LITERAL—In the 1800s, about how much of the population in industrialized countries belonged to the working poor?

» The working poor made up about 80 percent of the population.

LITERAL—At this time, what law did Britain have about children attending school?

» The law required children ages seven to fourteen to attend school.

LITERAL—Why were some poor families against laws requiring children to go to school?

» Poor families had to put a lot of effort into earning money for food and housing. They needed their children to work to help bring in income to survive.

LITERAL—What were some of the common leisure and social activities for the working poor at this time?

» The working poor could sometimes enjoy music, cards, entertainment at the circus or zoos, fairs, public parks, and sports. Churches were an important part of many communities.

If you were a good, hardworking, and diligent lawyer or doctor with wealthy patients, you might earn a comfortable living. If you had a shop or were a skilled craftsman, say, a shoemaker or a fine baker, you had to serve your customers' needs. You would be working with your hands but not under the same pressures or hardships as some factory workers. You would probably be your own boss. In your leisure time, you might be able to pursue a hobby or read. Unlike poorer folk, you could afford the candles and the coal that would keep your room lit and warm in the evenings.

When you could, you might travel by train to the coast or take long walks in the country. Perhaps you would take an interest in the history of your town. You might even become an amateur astronomer with a small telescope you made yourself. You certainly would meet regularly with your friends in a social club or at a local tavern or inn.

The Working Poor

Only about 20 percent of all the people in the 1800s were upper class or middle class. What about the other 80 percent? How did they spend their leisure time? Did they even have leisure time?

Certainly, the poor did not have much leisure time. The poorer you were, the more you worried about putting food on the table and a roof over your head. You had precious little time for amusements or distractions. And if you were out of work with nothing to do, how could you afford anything, even the barest recreation? Even if the state required children between the ages of seven and fourteen to go to school, parents often were against it. They tried to avoid any law that prevented their children from working. Poor families needed whatever children could add to their pitiful income.

Despite the hardships suffered by the working poor, they did on occasion find time to enjoy life. Music, and games, the circus, the zoo, fairs, and public parks offered forms of relaxation and entertainment. Team sports—especially popular in Britain. In America during this

Page 56



Page 57

the lives of the rich and the poor in Britain in the 1800s.

"Crime, Punishment, and Migration," Pages 58–59

Scaffold understanding as follows:

Invite volunteers to read the section on pages 58–59 aloud.

After volunteers read the text, ask the following questions:

LITERAL—Why was migration risky for the poor?

» Migration cost a lot of money, and there was no guarantee of finding work. Migration meant leaving the support provided by family at home.

Churches and other places of worship offered a source of comfort and companionship. Many people took comfort from their faith when life was particularly difficult. A place of worship was often the focal point, or center, for small communities.

Crime, Punishment, and Migration

Modern police forces as we know them date from this period. They were created, in part, as a response to having such large populations of people living in cities. With an increased population, and a larger police force, crimes like begging, cheating, and drunkenness were more commonly reported.

Sometimes poor workers packed up and went in search of a better life. A worker might hear from a friend or a family member about work and better conditions in another city or town. The biggest gamble was leaving for another country, especially one far away from home and family. The trip cost years of savings. There was no certainty of finding work, just a vague promise in an advertisement or a rumor. And just millions of people migrated to foreign lands, especially to North America, during the Industrial Revolution. Some of them might even have been your ancestors.

For some people, the world was changing a little too fast for their liking. Most tried to find their place in the developing industrial world. But there were those who fought against the age of the machine.

Page 58



LITERAL—Why did so many people migrate at this time, despite the risks?

- » Some workers were desperate. Some may have found it exciting to try a new opportunity. The world was changing quickly, so going somewhere new might not feel that different from staying at home.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Timeline

- Show students the Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the advantages and disadvantages of the industrial era?”
- Have a student post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 5 introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the advantages and disadvantages of the industrial era?”
 - » Key points students should cite include: some people were able to grow very wealthy; more products were available to buy; people who made enough money could live comfortably and might own a few luxury items; more people traveled; some new forms of leisure were developed, including team sports; new types of building (such as using lots of glass to construct a building like the Crystal Palace) were possible; there was a huge divide between a small group of wealthy and middle-class people and a big group of poor people; workers and poor people were often treated very badly; poor workers often struggled or were desperate, leading to illegal activities or social problems.
- Choose one of the Core Vocabulary terms (*prime minister* or *politics*) or the phrase “debtors’ prison,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Note: Be sure to check students’ written responses to Notes on Living in the Industrial Era (AP 7.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

An Industrial City (RL.6.1, RL. 6.2)

30 MIN

Activity Page



AP 7.2

Materials Needed: Sufficient copies of An Industrial City (AP 7.2)

Distribute An Industrial City (AP 7.2). Explain that the activity page includes an excerpt from Charles Dickens's novel *Hard Times* that describes life in the fictional city of Coketown. Explain that even though Coketown is fictional, it is based on the real-world city of Manchester and many of the details that Dickens included are accurate.

Invite volunteers to read the excerpt aloud. Then have students work with a partner to answer the questions. Use students' answers to generate a class discussion.

This activity may also be assigned for homework.

Charles Dickens's *Oliver Twist* (RL.6.1, RL. 6.2)

30 MIN

Materials Needed: Sufficient copies of the fiction excerpt From *Oliver Twist* by Charles Dickens (FE 1)



Background for Teachers: After Dickens's five-year stint working in a factory, he became a court stenographer, and later he reported on Parliament for the *Morning Chronicle* newspaper. His literary career began in 1833, when at the age of twenty-one, his sketches of London life started to appear in magazines. These were published in a book, *Sketches by Boz*, and Dickens was suddenly a literary success. Readers clamored for his books, many of which were based on his own experience, including *The Pickwick Papers*, *Oliver Twist*, *Nicholas Nickleby*, *The Old Curiosity Shop*, *Barnaby Rudge*, *A Christmas Carol*, *David Copperfield* (his own favorite), *Bleak House*, *Great Expectations*, *A Tale of Two Cities*, *Hard Times*, *Little Dorritt*, and *Our Mutual Friend*. At his death, in 1870, he was at work on *The Mystery of Edwin Drood*, which he left unfinished. Dickens wrote to entertain readers but also to publicize and attack social injustice. He was married, with ten children.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Read the introduction to the excerpt aloud, noting that at the time it was common for authors to publish novels in chunks, printed in magazines. People looked forward to new "episodes" of a novel, much as we look forward to the next episode of a television show. Explain that the characters in the excerpt eat gruel, which is like a thin soup or porridge. The "copper" in the excerpt is a large, heated copper pot. Read the excerpt aloud as students read along silently.

Materials Needed: Internet access or *Oliver!* on DVD or Blu-ray, a TV, and a DVD or Blu-ray player.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the movie musical may be found:

www.coreknowledge.org/ckhg-online-resources

If you do not have Internet access, you may be able to rent *Oliver!* from a local public library.

If students read the excerpt From *Oliver Twist* by Charles Dickens (FE 1), explain that the excerpt told only part of Oliver's story. The story of *Oliver Twist* is so popular that it has been made into movies and a musical. Tell students that they will be watching the musical version of the story. Show students the musical *Oliver!* through time code 15:24 on the first day. (This portion of the film roughly corresponds to the scene described in the fiction excerpt. Show the remainder of the film over the next two class periods, i.e., approximately 90 additional minutes.

After viewing the film, discuss with students what they liked best and what the film shows about life during the Industrial Revolution.

CHAPTER 8

Protesting Industrialization

The Big Question: Why did workers begin to organize themselves into groups?

Primary Focus Objectives

- ✓ Describe the Luddites and their concerns. **(RI.6.2)**
- ✓ Describe attempts by workers to organize groups to address the challenges they faced. **(RI.6.3)**
- ✓ Understand the concept of a strike and explain reactions to strikes during this period. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Luddite*, *industrialism*, *dues*, and *strike*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “Protesting Industrialization”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 8.1

- Individual student copies of Domain Vocabulary: Chapters 4–8 (AP 8.1)

Note: This chapter is somewhat shorter than usual and may not require the entire instructional period to read and discuss. If class time remains, we suggest that you have students start Domain Vocabulary: Chapters 4–8 (AP 8.1), which can be completed for homework.

Core Vocabulary (Student Reader page numbers listed below)

Luddite, n. in the early 1800s, a person who protested against industrialization by destroying machines and factories; today, the word refers to someone who is opposed to new ideas or technologies **(60)**

Example: The Luddites feared that technology would destroy their lives.

Variations: Luddites

industrialism, n. the organization of society around an economy based on the use of machines and factories **(62)**

Example: Industrialism brought benefits and drawbacks to people’s lives.

dues, n. money paid to an organization to become a member of that organization (64)

Example: Workers pay dues from their paychecks when they join a union.

strike, n. a temporary work stoppage organized by workers as a protest (65)

Example: The workers went on strike to protest unsafe working conditions.

Variations: strikes

THE CORE LESSON 35 MIN

Introduce “Protesting Industrialization”

5 MIN

Use the Timeline Image Cards to review what students read in Chapters 4–7. Remind students how industrialization affected workers. Explain that in this chapter, they will read about how some workers reacted to these changes.

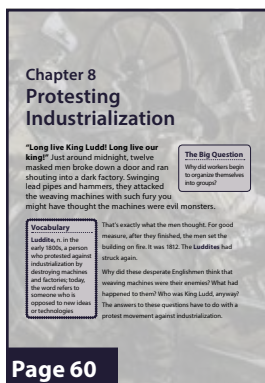
Call students’ attention to the Big Question. Tell students to look for information about why workers began forming unions at this time.

Guided Reading Supports for “Protesting Industrialization”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Long live King Ludd! Long live our king!,” Pages 60–61



Scaffold understanding as follows:

Invite volunteers to read the section on page 60 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *Luddite* when it is encountered in the text.

SUPPORT—Draw attention to the image on pages 60–61. Ask students to describe what is happening in the image. Then invite a volunteer to read the caption aloud.



After volunteers read the text, ask the following questions:

LITERAL—What did the Luddites do when they broke into the weaving factory?

» They smashed machines and set the building on fire.

LITERAL—Why did the Luddites destroy the machines and factory?

» They were protesting the new technology and the process of industrialization.

“Stopping ‘Progress,’” Pages 62–63



Scaffold understanding as follows:

Have students read the section on pages 62–63 independently. Encourage students to refer to the vocabulary box on page 62 as they read.

CORE VOCABULARY—Point out the vocabulary term *industrialism* and explain its meaning.

SUPPORT—Help students understand the distinction between *industrialization* and *industrialism*. Industrialization is a change in how goods were made. Industrialism is the effects of those changes on society at large.

SUPPORT—Note the word *idle* in the last paragraph of the section. Explain that *idle* means not working. Help students use the sentence as a context clue: the word *while* implies contrast between the men and their wives and daughters. The wives and daughters were working; the men were not.

After students read the text, ask the following questions:

LITERAL—Why were some unskilled workers upset about the spread of industrialism?

» Some were replaced by machines. Others had to work in difficult and dangerous conditions.

LITERAL—What challenge did some skilled workers face?

» Some skilled workers were no longer needed. They could not find jobs.

"The Luddites," Page 63

Although many families who farmed the land had wanted to stay in their ancestral villages, it made more sense for the poorer ones to go to larger towns and cities where they might find work. Those who found work in factories and mines were often women and children. This work did not require much skill. The pay was small, but it was something.

Often, skilled workers were not wanted—or needed. Men in particular had great trouble adjusting to the new conditions. Their pride was wounded when their wives and daughters found work while they stayed idle. In their minds, the new machines made them less important.

The Luddites

Some discontented workers formed secret societies and tried to stop the Industrial Revolution. One group was called the Luddites. They were active in the weaving districts of Britain between 1801 and 1816.

The Luddites claimed they were following "Ned Ludd," but historians have no record of him. Ludd was probably a mythical figure. Or maybe the name was an alias for the Luddites' real leader.

Adapting the mythical figure of Ludd as their king, the men sent demanding messages to the owners of textile factories. Some demanded that the new weaving machines be removed, or, if not removed, reduced in number. When the owners refused, some Luddites attacked.

Elsewhere in Europe over the next several decades, the authorities crushed similar movements among weavers and other colleagues. In hard times, however, uprisings among workers would appear again.

Workers' Associations

While factories and mines brought many workers together in the new industrial cities, some workers saw an advantage in organizing themselves. They hoped, they felt, if they were going to maintain their beginnings to these efforts.

Page 63

Scaffold understanding as follows:

Read the section aloud.

After you read the text, ask the following questions:

LITERAL—When and where were the Luddites active?

- » The Luddites were active early in the 1800s in Britain, in weaving districts.

LITERAL—What was the reaction of authorities to the Luddites' and other workers' protests in Europe?

- » Authorities crushed these movements.

"Workingmen's Associations," Pages 63–64

At first, workingmen's associations used membership **dues** (often only a penny or two per month) to help cover the funeral costs of a member who had died on the job. They also helped struggling widows and orphans. Sometimes the associations would support community projects or organize a summer picnic. They might sponsor a sports team or a marching band.

Strikes

Gradually, these associations began voicing concerns about their working conditions and pay to their employers and even to the government. They reasoned that they would be stronger if they stuck together to voice their common complaints and demands. It was a risky business. The owners fired many workers who were thought to be organizers or troublemakers. Often, a worker's name was passed around to other owners, and the person would never be hired again.

Page 64

Scaffold understanding as follows:

Have students read the section independently or with a partner. Encourage them to refer to the vocabulary box on page 64 as they read.

CORE VOCABULARY—Point out the vocabulary term *dues* and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What led workers to form associations?

- » They saw that the best way to improve things was to organize themselves.

LITERAL—How did early workingmen's associations use their dues to support workers?

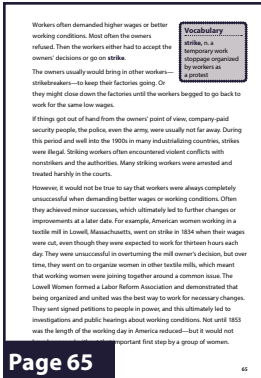
- » They paid for funeral costs, helped widows and orphans, and supported community projects.

"Strikes," Pages 64–65

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *strike* when it is encountered in the text.



After students read the text, ask the following questions:

LITERAL—Why was it risky for workers to voice concerns or demand better conditions?

- » They could be fired. Owners often fired workers they thought might be organizing other workers.

LITERAL—What did workers do when they “went on strike”?

- » They stopped working temporarily as a form of protest.

LITERAL—How were striking workers often treated?

- » Security forces were often called in. Striking was illegal and strikers were often arrested and treated harshly.

LITERAL—What important step did the Lowell Women take?

- » After their unsuccessful strike, they went on to organize women at other textile mills. This group of coordinated workers worked together, eventually leading to investigations and hearings about working conditions.

Timeline

- Show students the Chapter 8 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did workers begin to organize themselves into groups?”
- Have a student post the image card to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why did workers begin to organize themselves into groups?”
 - » Key points students should cite include: loss of jobs to technology; difficult and dangerous working conditions; unhappiness with industrial era lives; a way to help each other; a recognition that being organized was their best chance to get changes.
- Choose one of the Core Vocabulary words (*Luddite*, *industrialism*, *dues*, or *strike*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–8 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 8.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 4–8 (AP 8.1)

Distribute AP 8.1, Domain Vocabulary: Chapters 4–8, and direct students to match terms and definitions for core vocabulary in *The Industrial Revolution: Changes and Challenges*.

This activity may be assigned for homework.

CHAPTER 9

Robert Owen

The Big Question: What did Robert Owen do to achieve better living and working conditions for people?

Primary Focus Objectives

- ✓ Explain the issues workers faced in the 1800s. **(RI.6.3)**
- ✓ Describe the concept of socialism that arose at this time. **(RI.6.2)**
- ✓ Summarize Robert Owen's contributions to social and political reforms. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *socialism, regulate, utopian, and social democracy*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "Robert Owen":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display copy of Map of Europe (AP 1.2)
- Chart drawn on board or chart paper, as shown on page 79
- Internet Access
- "New Lanark UNESCO World Heritage Site" or "The Story of Robert Owen"

Use this link to download the CKHG Online Resources for this unit, where the specific links to the video segments may be found:

www.coreknowledge.org/ckhg-online-resources

Note: This chapter is somewhat shorter than usual and may not require the entire instructional period to read and discuss. If class time remains, we suggest that you show students one of the above video segments.

Core Vocabulary (Student Reader page numbers listed below)

socialism, n. an economic system in which major industries are owned or regulated by the government, rather than by private businesses **(69)**

Example: In the 1800s, socialism developed as a way to try to protect people from some of the drawbacks of capitalism.

regulate, v. to control or place limits on (70)

Example: The government makes laws that regulate businesses to protect consumers.

Variations: regulated

utopian, adj. idealistic; usually describes beliefs about the perfect society (70)

Example: Reformers imagined a utopian community where everyone could live well and happily.

social democracy, n. a system of representative government that uses elements of capitalism and socialism to govern the economy (70)

Example: Many European countries practice social democracy.

Variations: social democracies

THE CORE LESSON 35 MIN

Introduce “Robert Owen”

5 MIN

Use the Chapter 8 Timeline Image Card to review what students read about protests against industrialization. Explain that in this chapter, students will read about another response to the negative consequences of industrialization.

Call students’ attention to the Big Question. Tell students to look for information about what Owen did to try to improve the lives of working people.

Guided Reading Supports for “Robert Owen”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Changes,” Pages 66–67

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

Activity Page



AP 1.2

 **SUPPORT**—Display Map of Europe (AP 1.2) and point out the locations of Wales, England, and Scotland. Note that the three countries share the island of Britain. Together with Northern Ireland, the countries make up the United Kingdom. Manchester, as students should recall, is a city in northern England. New Lanark is a city in southern Scotland. Today, it is a world heritage site, meaning it has been designated by the United Nations as a place of special historical, cultural, or geographical significance.

Chapter 9
Robert Owen

Changes Some factory owners were fair and kind toward their workers. One of the fairest and kindest was Robert Owen, perhaps because he worked for a kind cloth seller as a boy. Owen was born in Newtown, Wales, in 1771. Although he only went to school until he was ten, he loved to read. Often, young Robert was found in his employer's private library.

The Big Question
What did Robert Owen do to achieve better living and working conditions for people?

By the age of nineteen, Robert Owen was superintendent of a large cotton mill in Manchester. The mill prospered when he used a fine grade of American cotton and introduced other improvements. Soon, he became a manager and then a partner in the mill.

Owen urged his partners to buy another mill in New Lanark, Scotland. The town displayed the worst of the new industrial world: pollution, crime, bad housing, and despair among the people.

Page 66



After volunteers read the text, ask the following questions:

LITERAL—What kind of factory owner was Robert Owen?

» He was among the fairest and kindest of factory owners.

LITERAL—Why did the mill Owen supervised in Manchester prosper?

» He had the mill use good quality cotton from America, and he made other improvements.

“Improved Conditions,” Pages 68–69

Improved Conditions

Owen changed all that by investing in better living and working conditions. In 1800, the first day care center for small children opened. Workers could buy certain things at very low prices. He managed the sale of alcohol. The workers' spirits improved, and the mill prospered. Thanks to Owen, New Lanark became a happier place to live and work.

Robert Owen began to write about his experiences and ideas for reform. In 1813, he published *A New View of Society* or *Essay on the Principle of the Formation of the Human Character*. In this and other writings, he argued for improved schooling. Just as important, he argued that machines should not dominate men. Instead, Owen argued, through kindness and respect for workers, society could find harmony and peace. Owen devised elaborate plans for a perfect community, including many of the reforms he introduced at New Lanark. He envisioned such working and living communities all over the world.

Page 68

ask. Of course, it did not look exactly like this— even much better than in other industrial towns.

Scaffold understanding as follows:

Have students read the section on pages 68–69 independently.

SUPPORT—Draw attention to the image of the plan for New Harmony, Indiana, on page 69. Tell students that the town of New Harmony still exists. It was originally founded by immigrants from Germany. They sold the town to Robert Owen. Today, the town is a state historical site, honoring its German founders and Owen's community.

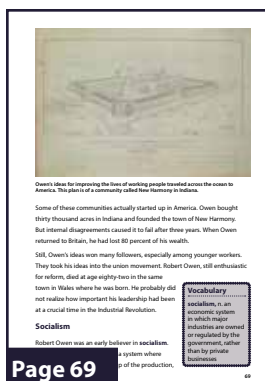
After students read the text, ask the following questions:

LITERAL—What were some improvements Owen made for workers at the mill in Scotland?

» He opened a day care, gave workers access to low prices, and managed the sale of alcohol.

LITERAL—What did Owen call for or suggest in his writing?

» He called for better schooling, not letting machines dominate human beings, creating a peaceful society through kindness and respect for workers.



LITERAL—What did Owen try to accomplish with the town of New Harmony in Indiana?

» He wanted to create a town based on his ideas.

LITERAL—Why was New Harmony unsuccessful?

» People in the town disagreed with each other about various things.

LITERAL—How were Owen's ideas carried on by others?

» Workers took his ideas and included them in the union movement.

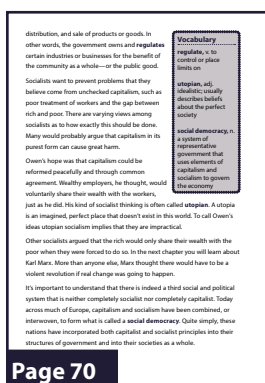
"Socialism," Pages 69–71

Scaffold understanding as follows:

Read the first paragraph of the section on pages 69–70 aloud.

CORE VOCABULARY—Pause to explain the words *socialism* and *regulate* when they are encountered in the text.

SUPPORT—Review the fundamentals of socialism as described in the paragraph. Help students distinguish between socialism and capitalism. Students should be able to recognize that socialism requires government involvement in the economy, while capitalism minimizes such involvement. You may wish to draw the following chart on the board or chart paper:



	Capitalism	Socialism
Businesses/Industries	owned by private individuals or groups	important industries owned or regulated by the government
Government	little or no involvement in the economy	very involved in the economy
Prices	set by the law of supply and demand	regulated by the government

Invite volunteers to read the next three paragraphs in the section on page 70 aloud.

CORE VOCABULARY—Pause to explain the word *utopian* when it is encountered in the text.

Read the last paragraph in the section on page 70 aloud.

CORE VOCABULARY—Pause to explain the term *social democracy* when it is encountered in the text.

SUPPORT—Explain that social democracies are also sometimes referred to as mixed economies, because they mix elements of capitalism and socialism.

After you read the text, ask the following questions:

LITERAL—What did socialists want to accomplish?

- » Socialists wanted to prevent problems that occurred because of industrialism and capitalism, such as poor treatment of workers and a big gap between the rich and the poor.

LITERAL—Why did socialists want to regulate business and industry?

- » They wanted to protect workers and have business and industry benefit everyone in the society.

LITERAL—What approach did Owen want to take to reform?

- » He wanted to fix problems that came out of capitalism, but he wanted peaceful reforms that happened because people agreed to them. He thought owners would want to make these reforms.

EVALUATIVE—Where do social democracies exist today?

- » Many European countries today are social democracies.

Note: Some examples of modern-day social democracies include Ireland, Belgium, Denmark, and Sweden.

Timeline

- Show students the Chapter 9 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What did Robert Owen do to achieve better living and working conditions for people?”
- Have a student post the image card to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What did Robert Owen do to achieve better living and working conditions for people?”
 - » Key points students should cite include: improvements for workers in New Lanark, which became a model for others; proposals to reform

labor laws; writings and projects (such as New Harmony) that inspired followers, especially workers who went on to develop the union movement; working to spread the ideas of socialism, calling for laws that would benefit all people.

- Choose one of the Core Vocabulary terms (*socialism, regulate, utopian, or social democracy*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

New Lanark and Robert Owen (RI.6.7)

15 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the video segments may be found:

www.coreknowledge.org/ckhg-online-resources

Depending on the time available, show students one of the following short video clips and discuss—"New Lanark UNESCO World Heritage Site" (stop at 4:54) or "The Story of Robert Owen" (7½ minutes). Please note that the second video clip is narrated by two young Scottish students with distinct accents.

CHAPTER 10

Looking for a New Economic Order

The Big Question: What factors within the capitalist system caused a degree of unpredictability in relation to the well-being of the workers?

Primary Focus Objectives

- ✓ Describe business cycles. (RI.6.2)
- ✓ Understand the issues leading up to European revolutions in 1848. (RI.6.3)
- ✓ Explain ideas in *The Communist Manifesto*. (RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *investor*, *inflation*, *impersonal*, *communist*, and *proletarian*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Looking for a New Economic Order”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Dollar bill
- Diagram drawn on board or chart paper, as shown on page 85

Core Vocabulary (Student Reader page numbers listed below)

investor, n. a person who puts money into a business with the goal of later making a profit (74)

Example: She wanted to find an investor to help her company grow.

Variations: investors

inflation, n. a rise in prices and a fall in the purchasing value of money (74)

Example: The government tried to combat inflation.

impersonal, adj. having no connection to people; lacking feeling (75)

Example: The city felt cold and impersonal.

communist, adj. relating to communism, an economic system based on community ownership of property and industry (76)

Example: A communist group protested the government’s plan to let landowners keep their property.

proletarian, n. a worker (76)

Example: Marx thought proletarians would rebel against their capitalist governments.

Variations: proletarians

THE CORE LESSON 35 MIN

Introduce “Looking for a New Economic Order”

5 MIN

Use the Timeline Image Cards to review what students read in Chapters 5–9. Explain that while many believed socialism would help address the negative consequences of industrialism, some people believed socialism did not go far enough.

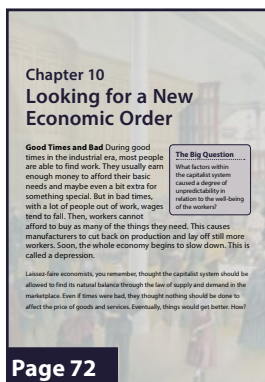
Call students’ attention to the Big Question. Tell students to look for information about how capitalism could impact the well-being of workers.

Guided Reading Supports for “Looking for a New Economic Order”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Good Times and Bad,” Pages 72–75



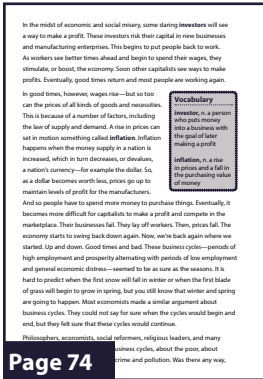
Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 72 aloud.

SUPPORT—Note the phrase “laissez-faire economists” in the second paragraph. Explain that an economist is someone who studies economics. Remind students that they learned about the idea of laissez-faire when reading about Adam Smith. Ask students to explain the main idea of laissez-faire economics. (*the government should not get involved in the economy*)



Page 73



Page 74

Invite a volunteer to read the first paragraph on page 74 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *investor* when it is encountered in the text.

SUPPORT—Students should recall learning the word *capitalist* earlier in the unit. Explain that an investor is a type of capitalist. A capitalist seeks to make money by investing money in a business and/or selling goods or services. A capitalist who invests money in a business is an investor.

Read the second paragraph on page 74 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *inflation* when it is encountered in the text.

SUPPORT—Students might struggle to understand the concept of inflation, especially as it relates to the devaluing of currency. Show students a dollar bill. Explain that the bill is always worth one dollar. However, inflation means that the dollar will buy less than it did before. For example, an orange might cost twenty-five cents today. That dollar bill would buy four oranges (assuming there is no sales tax). With inflation, the price of oranges would go up, and that same dollar bill might buy only two oranges.

Invite a volunteer to read the last paragraph in the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *impersonal* when it is encountered in the text.

After the volunteer reads the text, ask the following questions:

LITERAL—What is a depression?

- » A depression is when the whole economy slows down significantly. Large numbers of people don't have work, so they can't buy things. Production slows down, because people aren't purchasing goods.

EVALUATIVE—Why is an investor taking a risk when he or she puts money into a business?

- » Investors put money into a business because they want to earn a profit. But there is no guarantee the business will succeed. If the business does not make a profit, the investor will not make a profit either. If the business fails, the investor loses the money he or she put into it.

LITERAL—How do inflation and business cycles work?

- » Inflation happens when the money supply in a nation is increased, which in turn devalues or decreases the nation's currency. To earn a profit, manufacturers raise prices. People have to spend more to get the same things. It becomes harder for businesses to make a profit. Workers may be laid off. Businesses may fail. Then prices fall, and the economy begins to improve. These "ups" and "downs" in the economy are called business cycles.

"Hoping for a Revolution," Pages 75–76



Scaffold understanding as follows:

Have students read the section independently.

SUPPORT—Draw attention to the image on page 75. Invite a volunteer to read the caption aloud.

After students read the text, ask the following questions:

LITERAL—What kinds of protests were widespread in Europe in the 1840s?

» Factory workers protested by threatening to strike. Farmers protested the low prices for their crops.

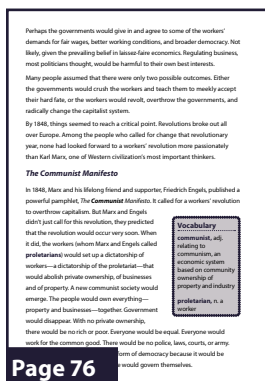
LITERAL—How did governments react to these protests?

» Governments wanted to stop the protests. They used the police and the army to stop public protests.

LITERAL—What did many people see as the two major outcomes that were the most likely to happen?

» Many people thought that either the governments would crush the protestors, and workers would accept bad conditions, or that there would be a revolt by the workers and governments and their capitalist economies would be overthrown.

"The Communist Manifesto," Pages 76–77

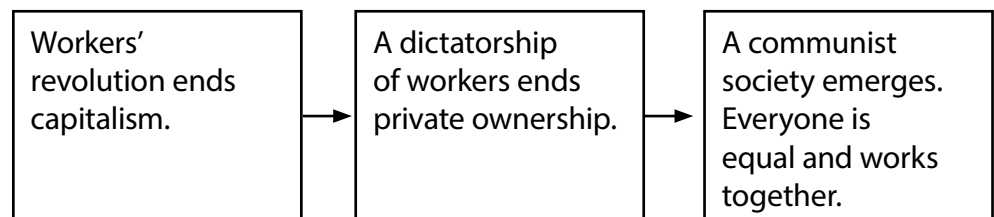


Scaffold understanding as follows:

Invite volunteers to read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *communist* and *proletarian* when they are encountered in the text.

SUPPORT—Help students understand Marx's predicted flow of events by drawing the following diagram on the board or chart paper:



SUPPORT—On the board or chart paper, write the words *community* and *communist*. Explain that both words come from the same root, a Latin word that means common or shared by all. Note that in communism,

everything—property, businesses, resources—is owned by the community, is owned in common and shared by all.

After volunteers read the text, ask the following questions:

LITERAL—What did Marx and Engels think would happen?

- » They thought a revolution would take place. Workers would set up a new kind of government, and there would be no private property.

LITERAL—How did Marx and Engels imagine communism?

- » They thought everyone would work together to build a good society. They thought communism would be the purest form of democracy, because it would be based on equality.

LITERAL—What did Marx and Engels urge workers to do?

- » They urged workers around the world to unite and rise up in revolution.

“Stopping the Revolution,” Page 77

Scaffold understanding as follows:

Have students read the section independently.

After students read the text, ask the following questions:

LITERAL—Did the revolution of the proletarians that Marx and Engels called for in 1848 occur as they envisioned?

- » No. While there were strikes and revolutionary movements, they were put down with force by the police and military forces.

LITERAL—What did Marx do?

- » He fled his native Germany to live in London. He studied and wrote about capitalism, and helped organize an international movement of workers. The full impact of his work was not realized during his lifetime.

Of course, said Marx and Engels, capitalists would never voluntarily give up their profits. Therefore, the workers must rise up in revolution. The pamphlet concludes with a famous rallying cry:

The proletarians have nothing to lose but their chains. They have a world to win. Workers of all countries, unite!

Stopping the Revolution

Marx and Engels were too optimistic. All across Europe the strikes and revolutionary movements that peaked in 1848 failed. Police and armed forces killed hundreds of workers. Thousands more were arrested and sent to jail. Many emigrated to the United States. Marx himself fled certain arrest in his native Germany. He settled in London. Engels later joined him. The two men worked hard to organize an international movement of communist revolutionaries. But the revolution that Marx prophesied never happened.

Disappointed, but still confident that someday he would be proven correct, Marx studied and wrote about capitalism. His life's work, *Capital* (or *Das Kapital*), a study of capitalism, earned him a reputation as a powerful economic thinker. When he died in 1883 in London, however, only a few people attended his funeral. Communist revolutions in some countries in the 1900s claimed Marx as a guiding light, but the societies they created were very different from what Marx had envisioned. You will see this in the next chapter.

Page 77



Karl Marx

Friedrich Engels

Timeline

- Show students the Chapter 10 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What factors within the capitalist system caused a degree of unpredictability in relation to the well-being of the workers?”

- Have a student post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What factors within the capitalist system caused a degree of unpredictability in relation to the well-being of the workers?”
 - » Key points students should cite include: business cycles, including unemployment and inflation; concern for profit over a concern for working conditions or fair prices.
- Choose one of the Core Vocabulary words (*investor*, *inflation*, *impersonal*, *communist*, or *proletarian*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 11

Karl Marx

The Big Question: What were the basic differences between the beliefs of Robert Owen and those of Karl Marx?

Primary Focus Objectives

- ✓ Describe Marx's idea of class struggle. **(RI.6.2)**
- ✓ Understand Marx's notion of the bourgeoisie and the proletariat. **(RI.6.2)**
- ✓ Understand Marx's concepts of socialism and communism. **(RI.6.2)**
- ✓ Explain why communism opposes all forms of private property. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *bourgeoisie*, *propaganda*, *confiscate*, and *totalitarian*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "Karl Marx":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 11.1
AP 11.2

- Display copy of Map of Europe (AP 1.2)
- Individual student copies of Notes on Karl Marx (AP 11.1)
- Individual student copies of Review of the Industrial Revolution (AP 11.2)
- Two-column chart on board or chart paper

Core Vocabulary (Student Reader page numbers listed below)

bourgeoisie, n. the upper or wealthy middle class; the people who owned the means of production, or what Karl Marx called "the haves" **(80)**

Example: The bourgeoisie have power in society and the economy.

propaganda, n. false or exaggerated information that is spread to encourage belief in a certain person or idea **(81)**

Example: Propaganda is meant to influence what people think and do.

confiscate, v. to take away; to seize (82)

Example: Marx thought that revolutionaries would confiscate people's property.

Variations: confiscates, confiscated

totalitarian, adj. controlling all aspects of life (84)

Example: A totalitarian nation does not allow people to make political, economic, and personal choices.

THE CORE LESSON 35 MIN

Introduce “Karl Marx”

5 MIN

Use the Timeline Image Cards to review what students read in Chapters 9 and 10. Ask students what they remember about Karl Marx from their reading in Chapter 10. (*Possible responses: He wrote The Communist Manifesto. He believed workers would rebel and create their own government. He believed in a communist society in which everyone was equal and no one owned private property.*)

Call students' attention to the Big Question. Tell students to look for more details about Marx's beliefs in this chapter.

Independent Reading of “Karl Marx”

30 MIN

Activity Page



AP 11.1

Distribute Notes on Karl Marx (AP 11.1). Direct students to read the entire chapter independently, completing the activity page as they read.

Tell students that if they finish reading the chapter before their classmates, they should begin to write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce and then briefly explain each word: *bourgeoisie*, *propaganda*, *confiscate*, *proletarians*, and *totalitarian*. Have students repeat the pronunciation of each word.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

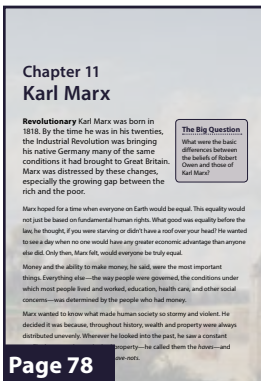
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Revolutionary,” Pages 78–79

Activity Page



AP 1.2



Scaffold understanding as follows:

Have students read the section on page 78 independently.

 **SUPPORT**—Display Map of Europe (AP 1.2), and have students locate Marx’s home country of Germany. Then have students find Great Britain.

After students read the text, ask the following questions:

LITERAL—What problem did Marx see with the way that people understood equality?

- » The idea of equality was that everyone had the same rights. People should be treated equally by the law. Marx said that kind of equality did not help people who were poor or starving.

LITERAL—Why did Marx say that money and the ability to make money were the most important part of life?

- » People with money determined how everything else was done, including government, working conditions, education, and health care.

LITERAL—Why did Marx think that human society has so much conflict and violence?

- » He thought it was because wealth and property were not distributed equally. There is conflict between the people who have these things and people who do not.

“Class Struggle,” Page 80

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

SUPPORT—Note Marx’s claim that each historical period experienced the class struggle between the haves and have-nots. Ask students to give examples of these struggles from their studies. (*Students may identify the struggle of the Third Estate against the First and Second Estates during France’s ancien régime or the struggle of villagers against the local lords, gentry, and yeomen in the years before the Industrial Revolution.*)



SUPPORT—Note the references to Charles Darwin and Isaac Newton in the final paragraph of the section. Students in Core Knowledge schools may recall Isaac Newton from the unit *The Enlightenment*. Remind students that Isaac Newton discovered laws of gravitation and motion. Explain that Charles Darwin discovered laws of natural selection, which explain how different species develop.

After students read the text ask the following questions:

LITERAL—What did Marx think about the haves?

» The haves always use force to keep what they have.

LITERAL—What did Marx say about the have-nots?

» The have-nots use force to try to get the property and wealth of the haves.

LITERAL—What theme did Marx see in history?

» There is a struggle between the haves and have-nots in every era.

"The Coming Revolution," Pages 80–81



Scaffold understanding as follows:

Have students read the text on page 80–81 independently.

CORE VOCABULARY—Point out the vocabulary terms *bourgeoisie* and *propaganda*, and explain their meanings.

SUPPORT—Students in Core Knowledge schools may recall learning the related term *bourgeois* in Unit 4, *The French Revolution and Romanticism*. Make sure students understand that the definition used by Marx for *bourgeoisie* differs somewhat from the term *bourgeois* as it applied to pre-revolutionary France; the French *bourgeois* were the wealthy members of the Third Estate and were middle class.

After students read the text, ask the following questions:

LITERAL—Why did Marx think that class struggle had reached a critical new phase?

» He said that the wealthy and middle classes had come together into a class he called the bourgeoisie. This new class was extremely powerful and controlled everything.

LITERAL—What did Marx identify as ways the bourgeoisie prevented the proletariat from coming together and gaining power?

» The bourgeoisie used laws, force, schools, newspapers, and religion to stop the proletariat from joining together and getting power.

“Marx and Capitalism,” Pages 81–83



Scaffold understanding as follows:

Have students read the section with a partner. Encourage them to refer to the vocabulary box on page 82 as they read.

CORE VOCABULARY—Point out the vocabulary term *confiscate* and explain its meaning.

SUPPORT—Call students’ attention to the phrase “seeds of its own destruction” in the third paragraph, and discuss the meaning of this phrase (*capitalism will eventually destroy itself*).

After students read the text, ask the following questions:

LITERAL—What benefits did Marx believe that capitalism offered?

- » He saw that capitalism increased productivity and that people can benefit from this.

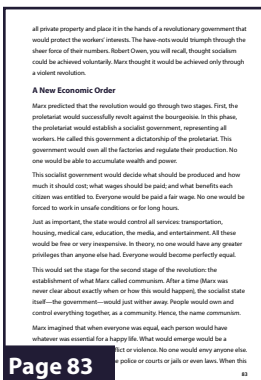
LITERAL—Why did Marx think capitalism would destroy itself?

- » He thought capitalism would make society so unequal that it would intensify the class struggle.

LITERAL—What did Marx think workers would do because of the great inequality caused by capitalism?

- » He thought workers would unite and fight back against the haves. They would claim all the property and form a government to protect workers.

“A New Economic Order,” Pages 83–84



Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section aloud.

SUPPORT—Draw a two-column chart on the board or chart paper. Title the chart “Marx’s Revolution.” Label the first column “Phase I” and the second column “Phase II.” Ask students to provide details from the first three paragraphs of the section to fill in the first column. (*proletariat revolts and establishes socialist government—dictatorship of the proletariat; government owns all factories and controls all services; no one accumulates wealth or power*)

Invite volunteers to read next two paragraphs of the section aloud.

SUPPORT—Ask students to provide details from these paragraphs to fill in the second column. (*communism established; government ends; people own and control everything together; everyone is equal, classless society; everyone has what they need for a happy life*)

point was reached, there would be no need for government itself. There would be no government anywhere in the world.

With worldwide equality among peoples, there would be no need for national pride or ambitions. With no rivalries among nations, there would be no need for war. You can see how Marx's ideas would attract many people—especially the poor and those who felt the pain of economic depression.

Marx seemed to believe that the people in control of the socialist state, the dictatorship of the proletariat, would not use their power to gain benefits for themselves and their followers. Nor did he imagine that they would ever act unfairly toward anyone who opposed them. He sincerely believed they would willingly give up their power to achieve the communist ideal.

Marx seems to have underestimated the degree to which ambition, desire, and a thirst for competition drive human beings to raise themselves above others. Although they have caused serious problems in history, these urges have also inspired marvelous creativity. These urges are at the heart of our civilization.

Marx's Legacy

Karl Marx got many people thinking about socialism. His promise of a better future for the working classes inspired millions. His thinking has also motivated countless people to criticize him. As they have done so, they have clarified their own thinking about past, present, and future relationships between economics and politics.

Since the 1900s, a few nations have called themselves communist or "people's democracies." Most of these countries, however, have been led by dictators and have brought neither equality nor democracy. They are more accurately called **totalitarian** socialist nations, because the government controls not only

Vocabulary
totalitarian, adj.
controlling all aspects of life

erty. People in control of these states bend policies and their followers. Workers generally

Page 84

Invite volunteers to read the remainder of the section aloud.

After volunteers read the text, ask the following questions:

LITERAL—How did Marx imagine the first stage of the revolution?

- » He thought the proletariat would revolt against the bourgeoisie. It would form a government that would own all factories and decide costs and wages. It would also provide all services. Everyone would be equal and have the same things.

LITERAL—What did Marx think the next stage would look like?

- » He imagined that everyone would own everything, together. There would not be a government. Instead, a community of people would control everything, working together. He called this idea *communism*.

LITERAL—Why did Marx think it was so important for everyone to be equal and have exactly the same things in life?

- » He believed that this type of equality would give everyone what they needed for a good life. There would not be a class struggle, so there would not be conflict or violence.

LITERAL—Why did Marx think the world he envisioned would have no war between nations?

- » Nations would not be rivals, because all people would be equal and would believe that everyone was equal to them.

“Marx’s Legacy,” Pages 84–85

have less freedom in these systems than they would under capitalism. In many ways, these countries are the opposite of Marx's communist ideal.

Many people believe that a communist revolution is not necessary. Instead, they place their hope in democratic reforms, protection of civil liberties, and laws that require capitalists to abide by strict rules. These measures, they argue, will protect the worker, the consumer, and the environment from the excesses of capitalism.



Page 85

pages with Karl Marx, others continue to find it gives us a greater understanding of the times and society.

Scaffold understanding as follows:

Read the section aloud.

CORE VOCABULARY—Pause to explain the word *totalitarian* when it is encountered in the text.

SUPPORT—Point out the base word *total* in *totalitarian*. Help students use it as a clue to understanding the meaning of the vocabulary term.

After you read the text, ask the following questions:

LITERAL—How did people react to Marx’s ideas?

- » Many people were inspired because he promised a better future for workers. Many others criticized his ideas.

LITERAL—Did the countries that identified themselves as communist countries in the 1900s reflect Marx’s beliefs?

- » They did not. These countries became totalitarian dictatorships, not communities in which everyone was equal.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Timeline

- Show students the Chapter 11 Timeline Image Card. Read and discuss the caption.
- Review and discuss the Big Question: “What were the basic differences between the beliefs of Robert Owen and those of Karl Marx?”
- Have a student post the image card to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the basic differences between the beliefs of Robert Owen and those of Karl Marx?”
 - » Key points students should cite include: Owen thought people would cooperate and work together to improve society; Marx believed change would only come through a revolution; Owen thought that powerful people could make changes to improve people’s lives; Marx thought the haves would always use force against the have-nots, in order to keep their power, wealth, or property.
- Choose one of the Core Vocabulary words (*bourgeoisie*, *propaganda*, *confiscate*, or *totalitarian*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Be sure to check students’ written responses to Notes on Karl Marx (AP 11.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

Video: *Capitalism and Socialism* (RI.6.7)

20 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, *Capitalism and Socialism: Crash Course World History*, may be found:

www.coreknowledge.org/ckhg-online-resources

Show the video. Tell students they will hear about some concepts they have previously studied and some additional details about capitalism and socialism. After viewing, ask students what details they noted. Students may note the idea that socialism is in opposition to capitalism; that there is an ongoing debate about how and whether the principles of socialism should be used to regulate capitalism; that capitalism suggests that it is human nature to participate in markets, while Marx argued that capitalism is not consistent with human nature.

Review of the Industrial Revolution (RI.6.1, RI.6.2)

45 MIN

Activity Page



AP 11.2

Materials Needed: sufficient copies of Review of the Industrial Revolution (AP 11.2)

Organize the class into four groups. Distribute copies of AP 11.2 to each group, and assign each group three questions from the activity page.

Give the groups about thirty minutes to work together to answer their assigned questions. Then bring the class back together, and have groups share their questions and answers. Correct any misunderstandings or misconceptions.

CHAPTER 12

In Our Time

The Big Question: How would you describe the changes taking place in the Information Age in comparison to the first and second stages of the Industrial Revolution?

Primary Focus Objectives

- ✓ Define the stages of the Industrial Revolution. **(RI.6.2)**
- ✓ Compare the earlier stages of the Industrial Revolution to the current stage. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *atomic energy*, *biotechnology*, *monopoly*, and *Social Security*; and of the phrases “shares of stock” and “welfare system.” **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “In Our Time”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 12.1

- Recent copies of daily newspapers
- Individual student copies of Newspaper Headlines (AP 12.1)

Core Vocabulary (Student Reader page numbers listed below)

atomic energy, n. energy that is created by splitting an atom; also called nuclear energy **(86)**

Example: Atomic energy is an efficient way to produce energy, but can also be risky.

biotechnology, n. the use of living things, such as cells and bacteria, to make useful products **(90)**

Example: Advances in biotechnology have helped treat and cure many diseases.

“shares of stock,” (phrase) a small piece of a company; when investors buy shares (parts) of stock, they own a part of the company **(91)**

Example: People who bought shares of stock in the company later made a huge profit.

Variations: share of stock

monopoly, n. complete ownership or control of a resource or industry **(93)**

Example: If one company has a monopoly, there is no competition.

Variations: monopolies

“welfare system,” (phrase) a series of government programs that help poor or unemployed people meet their basic needs, such as food and housing **(93)**

Example: A welfare system provides a safety net, so people have some support during hard times.

Variations: welfare systems.

Social Security, n. a U.S. government program that provides income to people who are retired or disabled **(93)**

Example: In the United States, workers contribute to the Social Security system and then have some income when they retire.

THE CORE LESSON 35 MIN

Introduce “In Our Time”

5 MIN

Review key points of capitalism and socialism, including: capital, profit, investment, business cycles, poor treatment of workers, gap between rich and poor, regulation of business and industry, systems that focus on benefits to all people versus systems that are guided by profit and supply and demand.

Give students recent daily newspapers (they do not all have to be the same issue). Have students look at the headlines and some of the ads. Ask which articles or ads describe an aspect of capitalism—free enterprise—and which describe an aspect of socialism—government helping people. (A new restaurant is an example of capitalism at work; reforms in the welfare system or raising the minimum wage are more “socialist.”) Ask students whether they see more articles about one or the other. Tell students that in this lesson they will learn about how capitalism works in the United States today and how it has been modified to include some ideas of socialist thinkers of the past.

Call students’ attention to the Big Question. Tell students to look for information about changes occurring today and how they are similar to or different from changes that took place during the Industrial Revolution.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Patience in Our Time,” Pages 86–88

Scaffold understanding as follows:

Invite volunteers to read the section on pages 86–88 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *atomic energy* when it is encountered in the text.

SUPPORT—Remind students that they met Patience Kershaw in Chapter 1. She was a young worker in a coal mine who testified before Lord Ashley’s Parliamentary Committee of Inquiry about working conditions.

After volunteers read the text, ask the following questions:

LITERAL—What are some major differences between life in the United States today and life in Patience Kershaw’s time?

- » Cities are even bigger; buildings are taller and made of different materials; cars, trucks, and airplanes are used for transportation; oil is used as a major source of fuel; communication and entertainment are based on phones, computers, and televisions; clothing is different.

LITERAL—What are some materials that are common today, that were not used in Patience’s day?

- » Plastic and steel would be new to Patience. Glass is also used in greater quantities.

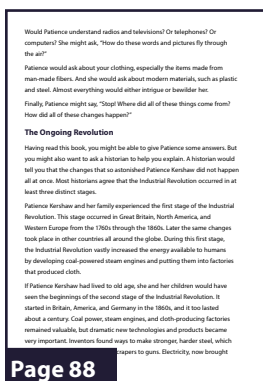
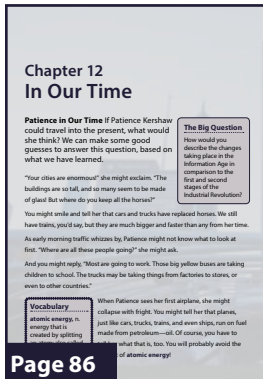
“The Ongoing Revolution,” Pages 88–90

Scaffold understanding as follows:

Have students read the section on pages 88–90 independently. Encourage students to refer to the vocabulary box on page 90 as they read.

SUPPORT—Point out the word *historian* in the first paragraph of the section. Explain that a historian is someone who is an expert in history.

CORE VOCABULARY—Point out the vocabulary term *biotechnology* and explain its meaning. Note that the word gives a clue to its meaning: the prefix *bio-* means life and the base word *technology* means the use of science to invent a tool or solve a problem.





After students read the text, ask the following questions:

LITERAL—How many stages of the Industrial Revolution do historians identify?

» Historians usually identify three main stages.

LITERAL—What characterized the first stage of the Industrial Revolution?

» New inventions vastly increased the amount of energy (power) that people could use to help them do work. Coal and steam were the major sources of power.

LITERAL—What characterized the second stage of the Industrial Revolution?

» Coal and steam remained important, but more new technologies and products were developed. Steel and electricity were introduced and became widespread; petroleum became a key resource; automobiles and planes were developed and became common.

LITERAL—What is the third stage of the Industrial Revolution?

» The third stage is happening today. It is also called the "Information Age" because communication technology, including satellites, phones, and computers, is so important.

"The Role of Capitalism," Pages 91–92



Scaffold understanding as follows:

Have students read the section independently. Encourage them to refer to the vocabulary box on page 91 as they read.

CORE VOCABULARY—Point out the vocabulary phrase "shares of stock," and explain its meaning.

After students read the text, ask the following questions:

LITERAL—How has capitalism contributed to the Industrial Revolution?

» Investors provide money to open factories and businesses, to develop technology, and to try new ideas and products.

LITERAL—What role does competition play?

» Under capitalism, people compete to offer the best products and services for the lowest price. Consumers (customers) benefit from this competition.

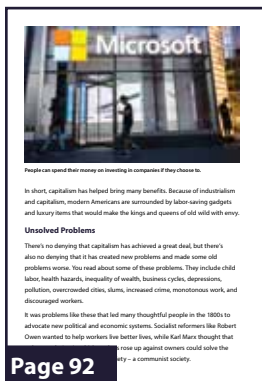
LITERAL—Why are so many people investors today?

- » One reason is that today people can buy shares of stock, hoping to sell the shares later at a profit. You don't have to be involved with the company to buy a share of stock.

EVALUATIVE—How have industrialism and capitalism improved life for many people today?

- » We have many things that make life easier, such as fast transportation, labor-saving devices, strong materials, and many luxury items.

“Unsolved Problems,” Pages 92–93



Scaffold understanding as follows:

Invite volunteers to read the section aloud.

After volunteers read the text, ask the following questions:

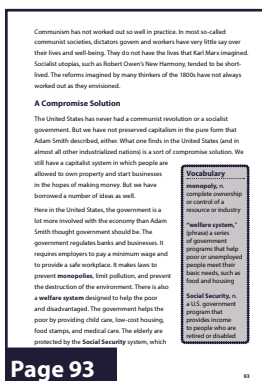
LITERAL—What are some problems that are linked to capitalism and industrialism?

- » Problems that continue today to varying degrees in different countries include child labor, inequality, pollution, health hazards, overcrowding, repetitive work, and discouraged workers.

EVALUATIVE—What factors made it difficult for Marx's and Owen's visions to become reality?

- » Countries that tried to adopt communism created totalitarian regimes headed by dictators. Communities based on equality, cooperation, and the common good have not always worked out, because people continued to disagree about various issues.

“A Compromise Solution,” Pages 93–95



Scaffold understanding as follows:

Read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *monopoly*, “welfare system,” and *Social Security* when they are encountered in the text.

SUPPORT—Note the word *pension* in the last paragraph on page 93. Explain that a pension is a set amount of money paid by a company or the government to a person who is retired, or no longer working.



After students read the text, ask the following questions:



LITERAL—How does the U.S. government regulate the economy today?

- » It regulates banks and businesses. There are laws about wages and working conditions. It can prevent the formation of powerful monopolies. It can make laws to combat pollution and protect the environment.

LITERAL—What are some ideas from socialism that are part of life in the United States today?

- » Workers have some protections and rights. There is a welfare system to support poor and disadvantaged people. The government helps provide child care, education, transportation, housing, and medical care. The Social Security system helps protect retired people from poverty.

LITERAL—What are some debates about capitalism and socialism in the United States today?

- » Some people think we have the right balance. Some say we provide too much welfare and the government does too much. They think we should move more toward pure capitalism. Some people say we need more limits on capitalism and need to do more to support people who are poor or disadvantaged.



LITERAL—How can citizens influence a government's decisions about the economy?

- » Citizens can vote, write to government leaders, participate in protests or demonstrations, join organizations, or run for office.

LITERAL—How are questions about the environment linked to the Industrial Revolution?

- » Industrialism caused an increase in pollution and damaged the environment, vastly reducing forests and impacting the land through mining.

Timeline

- Show students the Chapter 12 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How would you describe the changes taking place in the Information Age in comparison to the first and second stages of the Industrial Revolution?"
- Post the image cards to the Timeline under the dates referencing the 1800s and 1900s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How would you describe the changes taking place in the Information Age in comparison to the first and second stages of the Industrial Revolution?”
 - » Key points students should cite include: the Information Age relies on communication technology like computers and satellites; the earlier stages of the revolution focused on how goods were made and transported, with the invention of factories, the steam engine, and steel.
- Choose one of the Core Vocabulary terms (*atomic energy*, *biotechnology*, *monopoly*, or *Social Security*) or phrases (“shares of stock” or “welfare system”), and write a sentence using the term or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Newspaper Headlines (RI.6.2, RI.6.7)

45 MIN

Activity Page



AP 12.1

Materials Needed: Sufficient copies of Newspaper Headlines (AP 12.1)

Distribute Newspaper Headlines (AP 12.1). Have students create headlines for each idea, either working independently or with a partner.

If time permits, ask students to share examples of their headlines with one another.

This activity may also be assigned as homework.

Teacher Resources

Unit Assessment: *The Industrial Revolution: Changes and Challenges* 104

Performance Task: *The Industrial Revolution: Changes and Challenges* 109

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Answer Key: *The Industrial Revolution: Changes and Challenges*—Unit Assessment and Activity Pages 129

The following fiction excerpt can be downloaded at:

www.coreknowledge.org/ckhg-online-resources

- **From *Oliver Twist* by Charles Dickens (FE 1)**

Unit Assessment: *The Industrial Revolution: Changes and Challenges*

A. Circle the letter of the best answer.

1. Why did early factories hire children?
 - a) They could be paid less than adults.
 - b) They were easy to replace.
 - c) They did dangerous work that adults refused to do.
 - d) all of the above
2. What is a free market?
 - a) a store where goods are free
 - b) an economy controlled by the government
 - c) a system based on competition between privately owned businesses offering a similar product or service
 - d) factories that do not have to pay rent
3. From which group of people did most factory workers come?
 - a) artisans
 - b) peasants
 - c) bourgeoisie
 - d) landowners
4. What happened during the enclosure movement?
 - a) People worked indoors in factories.
 - b) Monks had to stay in their monasteries.
 - c) Farmers built greenhouses to enclose their crops.
 - d) Small fields were combined to make larger farms.
5. Which was an important new source of energy in the 1700s?
 - a) coal
 - b) wood
 - c) oil
 - d) natural gas
6. Who perfected the steam engine?
 - a) Eli Whitney
 - b) James Watt
 - c) Lord Ashley
 - d) James Hargreaves

7. After 1500, Europe's population
 - a) stayed the same.
 - b) declined.
 - c) grew.
 - d) moved from the city to the country.
8. Which invention(s) helped people make cloth faster and more easily?
 - a) spinning jenny
 - b) water frame
 - c) cotton gin
 - d) all of the above
9. Which was *not* a problem for factory workers living in cities?
 - a) crime
 - b) disease
 - c) too much money to spend
 - d) poverty
10. What is capital?
 - a) money invested to make more money
 - b) small change saved for a rainy day
 - c) the portion of a worker's income used for groceries and rent
 - d) wages
11. Which statement describes mercantilism?
 - a) To each according to his needs.
 - b) A country can grow rich by controlling trade.
 - c) The government should not try control the market.
 - d) Workers of the world, unite.
12. Which is *not* an idea that interested Adam Smith?
 - a) supply and demand
 - b) division of labor
 - c) communism
 - d) free markets
13. During the Industrial Revolution, the gap between rich and poor
 - a) disappeared.
 - b) decreased.
 - c) became unimportant.
 - d) increased.

14. Who wrote novels describing the hard life of many people in England in the 1800s?

- a) Jane Austen
- b) William Shakespeare
- c) Friedrich Engels
- d) Charles Dickens

15. What was an achievement of Benjamin Disraeli?

- a) He wrote the *Communist Manifesto*.
- b) He passed laws to help working people.
- c) He abolished private property.
- d) He created New Harmony.

16. What were the Luddites most famous for?

- a) establishing a perfect community
- b) ending feudalism in Europe
- c) destroying factories and machines
- d) supporting the free market

17. What did Robert Owen try to establish?

- a) a perfect community
- b) world communism
- c) public libraries in Scotland
- d) the Church of England

18. Which statement describes an important aim of socialism?

- a) Government should control the economy to benefit all citizens.
- b) Government should leave people alone to do whatever they want.
- c) Government should be abolished altogether.
- d) Government should be elected only by the wealthy.

19. What is a strike?

- a) a product that sells well on the free market
- b) a protest in which workers agree to stop working
- c) a socialist community
- d) a special kind of factory

20. Who wrote the *Communist Manifesto*?

- a) Robert Owen and Lord Ashley
- b) Charles Dickens and Benjamin Disraeli
- c) James Watt and James Hargreaves
- d) Karl Marx and Friedrich Engels

- 21.** Communism aimed to abolish
- a)** factories.
 - b)** workers.
 - c)** private property.
 - d)** free public education.
- 22.** What was Karl Marx's goal?
- a)** a state religion
 - b)** absolute equality
 - c)** martial law
 - d)** mercantilism
- 23.** Karl Marx was the author of which book?
- a)** *Das Kapital*
 - b)** *The Origin of Species*
 - c)** *The Wealth of Nations*
 - d)** *A New View of Society*
- 24.** The United States today is
- a)** communist.
 - b)** Marxist.
 - c)** capitalist.
 - d)** both a and c
- 25.** Which is a socialist idea that has been adopted by American capitalist society?
- a)** welfare
 - b)** Social Security
 - c)** biotechnology
 - d)** both a and b

B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

Terms

_____ **26.** capitalism

_____ **27.** free market

_____ **28.** union

_____ **29.** bourgeoisie

_____ **30.** socialism

_____ **31.** supply and demand

_____ **32.** laissez-faire

_____ **33.** regulate

_____ **34.** investor

_____ **35.** social democracy

Definitions

a) a person who puts money into a business with the goal of later making a profit

b) a system of representative government that uses elements of capitalism and socialism to govern the economy

c) an economic system based on competition between private businesses, where the government does not control prices

d) an economic system in which resources and businesses are privately owned and prices are not controlled by the government

e) to control or place limits on

f) the amount of goods and services available to buy compared with the amount that people want to buy

g) an economic system in which major industries are owned or regulated by the government, rather than by private businesses

h) the upper or wealthy middle class; the people who owned the means of production, or what Karl Marx called "the haves"

i) a philosophy that calls for very little or no government involvement in the economy

j) an organization formed by workers to win and protect workers' rights

Performance Task: *The Industrial Revolution: Changes and Challenges*

Teacher Directions: The first stage of the Industrial Revolution brought huge changes in technology, which affected how people worked and lived.

Ask students to write a script using historical figures and fictional characters from the Industrial Revolution. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided. You may wish to have students read or perform their scripts for the class.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide several specific examples of changes that impacted people in different ways, and the ideas people had about how to react to the changes.

Patience Kershaw	Child labor; no education; hunger; bad working conditions
Lord Ashley	A politician who asked questions, thought about what laws could be made to protect workers and children
Adam Smith	Supply and demand is a natural force; best approach to the economy is laissez-faire
Robert Owen	Introduced big reforms at his mill to improve the lives of workers; wanted to build ideal communities; thought the wealthy should work to improve others' lives
Karl Marx	Equality before the law was not enough; the haves and have-nots always struggle; predicted that the have-nots would revolt and establish a new system in which everything was shared; true equality
Worker who migrates to a city to find work	Less opportunity for work in agricultural settings; uses machines to work in a factory or mill; may live in a crowded area with poor sanitation
Labor union leader/member	Believes that by joining together, workers can persuade or pressure employers or government to give better wages, conditions, or protections
Investor/capitalist/industrialist	Wants to create or expand business; wants to use money to invest, and make more money

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their script using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

Above Average	Script incorporates a wide spectrum of characters; dialogue expresses ideas accurately and completely, incorporating several important details. Writing is focused and clear, free of errors.
Average	Script incorporates multiple characters; dialogue expresses ideas accurately and completely, and includes some key details. Writing demonstrates control of conventions; some minor errors may be present.
Adequate	Script uses characters to discuss key ideas. Script is mostly accurate but lacks detail. It demonstrates awareness of unit content, but references few details from the text. The writing may exhibit issues with organization, focus, or control of standard English grammar.
Inadequate	Script is incomplete or demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the Industrial Revolution. The writing may exhibit major issues with organization, focus, or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *The Industrial Revolution: Changes and Challenges*

What would people like Adam Smith, Patience Kershaw, Lord Ashley, Robert Owen, Karl Marx, and others have talked about if they could have all talked together? Write a script using several of these figures as characters, as well as ordinary people who lived during the first phase of the Industrial Revolution, such as workers, factory owners, or farmers. Have your characters talk about the inventions and changes of the day.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The Industrial Revolution: Changes and Challenges*.

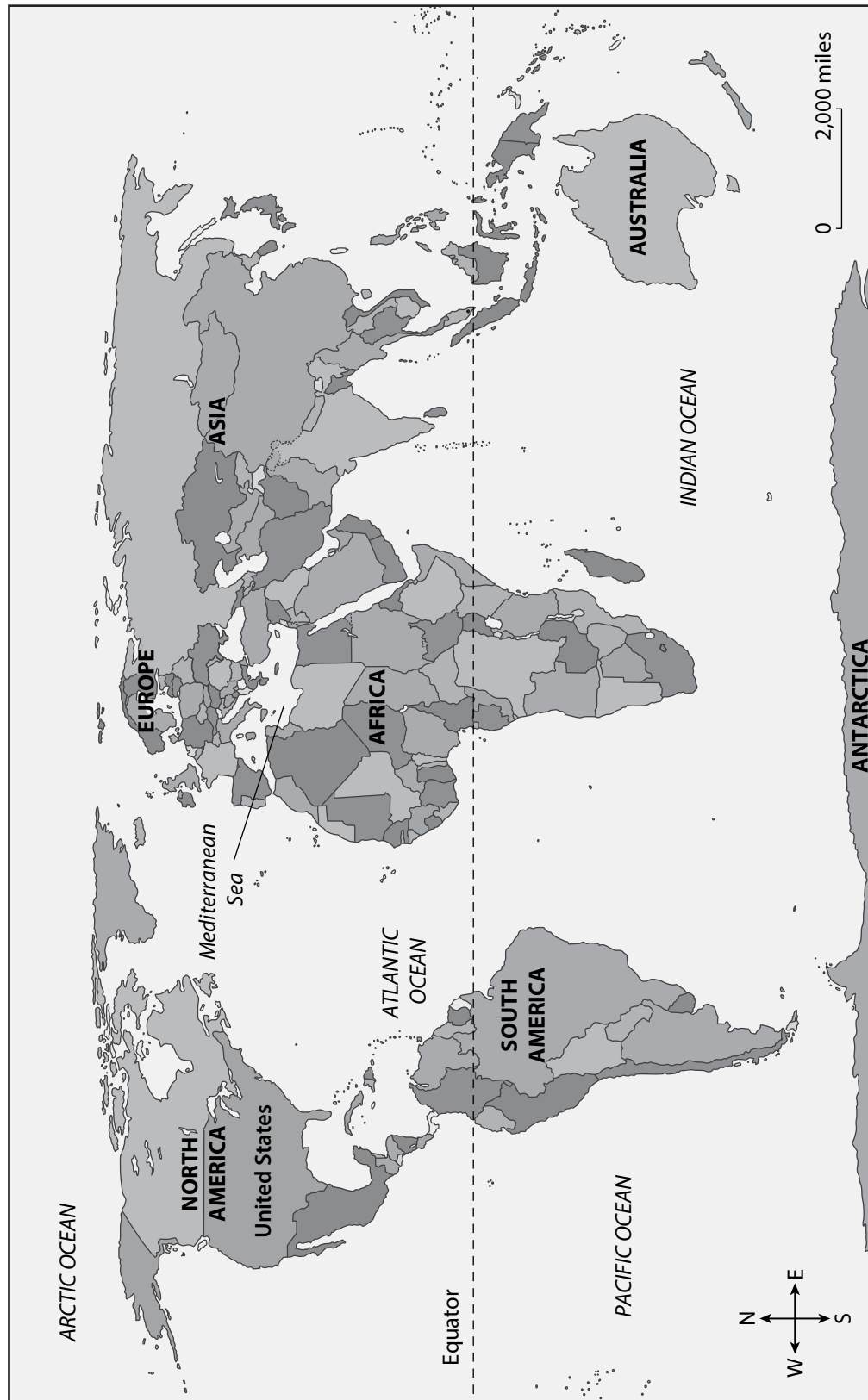
[illegible]

The Industrial Revolution: Changes and Challenges Performance Task
Notes Table

Use the table below to help organize your thoughts about the changes and challenges people experienced during the first stage of the Industrial Revolution. You do not need to complete the entire table to write your script, but you should try to include several characters and to have several specific examples of changes that influenced people in different ways, the ideas people had about the changes, and how they reacted to them.

Character	Notes about the Character
Patience Kershaw	Poor family; child laborer; no other choice; no education; hunger; bad working conditions
Labor union leader/member	Believes that by joining together, workers can persuade or pressure employers or government to give better wages, conditions, or protections
Karl Marx	Equality before the law is not enough; the haves and have-nots always struggle; predicts that the have-nots will revolt and establish a new system in which everything is shared; true equality

Name _____ Date _____

World Map

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1, 9, 11

Map of Europe



Name _____

Date _____

Activity Page 1.3

Use with Chapter 1

Hannah's Diary: Evaluating Primary Sources

A primary source is an eyewitness account or a record that comes from the historical period being studied. Primary sources are valuable because they are records of what people did, thought, and felt in the past. Primary sources for the 1990s and 2000s might include videotapes and email messages. Primary sources from the 1800s include diary entries, letters, photographs, and court testimony like that of Patience Kershaw.

Hannah Cullwick was a maid in a big house in London. This entry from her diary describes the work she did one Saturday in the summer of 1860. The details of her day show that she was expected to do most of the hardest chores of the household.

Opened the shutters & lighted the kitchen fire. Shook my sooty things in the dusthole & emptied the soot there. Swept & dusted the rooms & the hall. Laid the hearth & got breakfast up. Clean'd 2 pairs of boots. Made the beds & emptied the slops [body wastes in chamber pots]. Clean'd & wash'd the breakfast things up. Clean'd the plate; clean'd the knives & got dinner up. Clean'd away. Clean'd the kitchen up; unpack'd a hamper. Took two chickens to Mrs. Brewer's & brought the message back. Made a tart & pick'd & gutted two ducks & roasted them. Clean'd the steps & flags [flagstones; the path from the sidewalk to the house] on my knees. Blacklead^{*} the scraper in front of the house; * clean'd the street flags too on my knees. Wash'd up in the scullery. Clean'd the pantry on my knees & scour'd the tables. Scrubbed the flags around the house & clean'd the window sills. Got tea at 9 for the master & Mrs. Warwick in my dirt, but Ann carried it up. Clean'd the privy [outside shed containing the toilet] & passage & scullery [room off the kitchen for doing messy work] floor on my knees. Washed the dog & clean'd the sinks down. Put the supper ready for Ann to take up, for I was too dirty & tired to go upstairs. Wash'd in a bath & to bed.

*Outside most houses was a metal scraper so people could clean the mud off their shoes before going indoors. It was "painted" with a mixture called blacklead. The blacklead surface would wear off from use and need to be redone.

Use a dictionary to look up any words you don't understand. Then write an essay about some ways Hannah's situation was caused by urbanization or industrialization. Suggest some ways that Hannah's life would be different if she lived in the United States today.

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Use the terms in the word bank to complete the sentences.

draft animals	industrialization	poorhouse	union	economy	landlord	
productivity	waterwheel	free market	loom	serf	yeoman	gentry
malnutrition	serfdom	Industrial Revolution	poach	shaft		

1. _____ is a measure of how fast goods are made or work is done.
2. The shift to widespread use of machines to manufacture goods is called _____.
3. The _____ was an era of great technological and social change.
4. In England, people who could not pay their rent were sent to a _____.
5. In a _____, the government does not set prices or wages.
6. A _____ is used to weave cloth.
7. An _____ is a system for the buying, selling, and trading of goods and the exchange of money in a country or community.
8. To _____ is to hunt or fish on private land without permission.
9. _____, such as oxen, can be used to pull heavy loads.
10. _____ was an agricultural system in which people were not free, but were required to stay and work for a landowner as the owner demanded.
11. A person who owned a prosperous small farm in pre-industrial England was called a _____.
12. A _____ fights to gain or keep rights for workers.
13. A _____ used water to provide power to machines.
14. The _____ were a social class in England, designating people who owned land and were considered upper class, but who were not nobles.
15. A _____ was a peasant who was not free, who was required to work for a lord.
16. A _____ owns property that other people pay to use or live in.
17. _____ is a state of poor health that results from not having enough healthy food.
18. A _____ is a narrow tunnel made to give access to a deep mine.

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Notes on From Farms to Factories and Cities

Write down the important ideas and details in each section as you read.

Section	Important Ideas and Details
Modern Urban Culture	
More People Than Ever Before	
It Started in England	
Changes in Cloth	
The Spinning Jenny	
The Cotton Gin	
Factories Instead of Cottages	

Views of the Industrial Revolution

List the positive and negative effects of the Industrial Revolution that are discussed in each video.

	Positive Effects	Negative Effects
"The Industrial Revolution: The Spinning Machine"		
"How Inventions Change History: The Cotton Gin"		
"Factories and Machines"		
"Life in the Slums"		

Name _____

Date _____

Activity Page 7.1**Use with Chapter 7****Notes on Living in the Industrial Era**

For each person or group, write details about their role or experiences during the Industrial Revolution.

Person or Group	Role or Experiences
Charles Dickens	
Benjamin Disraeli	
The Upper Class	
The Middle Class	
The Working Poor	
The Police	

Activity Page 7.2

Use with Chapter 7

An Industrial City

Novels can be a powerful tool for social reform. The novels of Charles Dickens exposed the horrors of British charity schools and helped bring about change. Dickens was a keen observer of social conditions. Here he writes about Coketown, the fictional city that was the setting for the novel *Hard Times*. Coketown is based on Manchester, an industrial city in northern England.

Read this excerpt from *Hard Times*, looking up any words that confuse you, and answer the questions that follow.

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black like the painted face of a savage.* It was a town of machinery and tall chimneys, out of which interminable [constant; unending] serpents of smoke trailed themselves forever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of buildings full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next. . . .

You saw nothing in Coketown but what was severely workful [dedicated to work]. If the members of a religious persuasion [denomination] built a chapel there—as the members of eighteen religious persuasions had done—they made it a pious warehouse of red brick. . . .

The perplexing mystery of the place was, Who belonged to the eighteen denominations? Because, whoever did, the labouring people did not. It was very strange to walk through the streets on a Sunday morning and note how few of *them* the barbarous jangling of bells that was driving the sick and nervous mad called away from their own quarter [neighborhood], from their own close rooms, from the corners of their own streets, where they lounged listlessly [without energy], gazing at all the church- and chapel-going, as at a thing with which they had no manner of concern. . . . Then came the Teetotal [antiliquor] Society, who complained that these same people *would* get drunk. . . . Then came the chemist and druggist, with other tabular [in a list] statements, showing that when they didn't get drunk they took opium. Then came the experienced chaplain of the jail, with more tabular statements, outdoing all the previous tabular statements, and showing that the same people *would* resort to low haunts [dirty, lawless places], hidden from the public eye, where they heard low singing and saw low dancing, and mayhap [maybe; perhaps] joined in it.

* Please let students know that while Dickens's use of the word *savage* was common when he wrote the novel, this is not considered an appropriate usage today.

Name _____

Date _____

Activity Page 7.2 (Continued)

Use with Chapter 7

An Industrial City

- 1.** Is Coketown a pleasant place to live? Why or why not?

- 2.** How is Coketown like a modern city you have visited? How is it different?

- 3.** Why do you think so few of the workers attended church or chapel?

- 4.** Reread the final three sentences of the excerpt. Why was Charles Dickens better suited to write about the workers of Coketown than a member of the upper class was?

- 5.** What is the purpose of Dickens's vivid descriptions of the lives of the workers in Coketown?

Activity Page 8.1

Use with Chapter 8

Domain Vocabulary: Chapters 4–8

For each word, write the letter of the definition.

- | | |
|-----------------------------|---|
| _____ 1. capitalism | a) to send goods to sell in another country |
| _____ 2. civil rights | b) in the early 1800s, a person who protested against industrialization by destroying machines and factories; today, the word refers to someone who is opposed to new ideas or technologies |
| _____ 3. strike | c) a jail for people who could not pay money they owed |
| _____ 4. dues | d) a person who participates in capitalism; a person who sells goods and services or invests money in a business |
| _____ 5. mercantilism | e) an economic system that aims to increase a country's wealth and power by controlling trade and people |
| _____ 6. economics | f) the breakdown of work into specific tasks performed by different people |
| _____ 7. division of labor | g) the rights that all citizens are supposed to have |
| _____ 8. commerce | h) a philosophy that calls for very little or no government involvement in the economy |
| _____ 9. laissez-faire | i) an economic system in which resources and businesses are privately owned and prices are not controlled by the government |
| _____ 10. prime minister | j) money paid to an organization to become a member of that organization |
| _____ 11. supply and demand | k) the amount of goods and services available to buy compared with the amount that people want to buy |
| _____ 12. debtors' prison | l) the buying and selling of goods and services; trade |
| _____ 13. Luddite | m) the head of government in some countries |
| _____ 14. capitalist | n) something that can be used to make or create a product; for example, the cotton that is used to make fabric |
| _____ 15. raw material | o) the activities of leaders running a government |
| _____ 16. industrialism | p) the organization of society around an economy based on the use of machines and factories |
| _____ 17. import | q) the study of the management of money and resources to produce, buy, and sell goods and services |

Name _____

Date _____

Activity Page 8.1 (Continued)

Use with Chapter 8

Domain Vocabulary: Chapters 4–8

- | | |
|-----------------------------|--|
| _____ 18. export | r) to bring goods into one country from another country |
| _____ 19. politics | s) an temporary work stoppage organized by workers as a protest |
| _____ 20. plague | t) the system of keeping a place clean and free of disease |
| _____ 21. barge | u) a flat-bottomed boat used for carrying goods |
| _____ 22. slum | v) a highly contagious, usually fatal, disease that affects many people |
| _____ 23. migration | w) the act of moving from one place to another to live |
| _____ 24. nutrition | x) a crowded city neighborhood where buildings are in bad condition |
| _____ 25. sanitation | y) the process of eating the rights kinds of food to be healthy |

Name _____

Date _____

Activity Page 11.1

Use with Chapter 11

Notes on Karl Marx

Use this page to note important ideas for each section of the chapter.

Revolutionary _____

Class Struggle _____

The Coming Revolution _____

Marx and Capitalism _____

A New Economic Order _____

Marx’s Legacy _____

Name _____

Date _____

Activity Page 11.2

Use with Chapter 11

Review of the Industrial Revolution

Use what you learned in Chapters 1–10 to answer the questions.

- 1.** What are three ways the Industrial Revolution changed the world?

- 2.** How did the enclosure movement help cause the growth of cities and factories?

- 3.** How did the steam engine change society and the economy?

- 4.** How was factory work different from cottage industry work?

- 5.** How does capitalism work?

Name _____

Date _____

Activity Page 11.2 (Continued)

Use with Chapter 11

Review of the Industrial Revolution

6. What were some of Adam Smith’s economic ideas?

7. Identify and briefly describe the social classes in Great Britain during the Industrial Revolution.

8. How did Luddites react to the spread of industrialization?

9. How did workers fight for better pay and working conditions?

10. How did Robert Owen try to reform the factory system?

Name _____

Date _____

Activity Page 11.2 (*Continued*)

Use with Chapter 11

Review of the Industrial Revolution

11. What is socialism?

12. Who wrote the *Communist Manifesto*? What did it say?

Name _____

Date _____

Activity Page 12.1

Use with Chapter 12

Newspaper Headlines

Write a headline that might have appeared in a newspaper or magazine of the period for each of the following topics.

- 1.** Lord Ashley's commission

- 2.** Steam engine

- 3.** Factories

- 4.** Luddites

- 5.** *The Wealth of Nations*

- 6.** Robert Owen

- 7.** Karl Marx

- 8.** Social Security

Answer Key: *The Industrial Revolution: Changes and Challenges*

Unit Assessment (pages 104–108)

- A. 1. d 2. c 3. b 4. d 5. a 6. b 7. c 8. d 9. c 10. a 11. b
12. c 13. d 14. d 15. b 16. c 17. a 18. a 19. b 20. d
21. c 22. b 23. a 24. c 25. d
- B. 26. d 27. c 28. j 29. h 30. g 31. f 32. i 33. e 34. a
35. b

Activity Pages

Hannah's Diary: Evaluating Primary Sources (AP 1.3) (page 115)

Students' essays should mention that before urbanization, Hannah probably would have lived in the country, on a farm. She would have worked hard there too, but she probably would have been working alongside her own family and doing work that helped all of them, rather than working for strangers. She would not have received wages. One result of industrialization was an increasing gap between the rich and the poor. Now there were people who could afford to pay

someone else to do unpleasant and hard work for them. Students may note that Hannah would likely have shorter working hours today, have her rights as a worker better protected, and have better appliances and tools to help her clean or cook.

Domain Vocabulary: Chapters 1–3 (AP 3.1) (page 116)

- | | |
|--------------------------|------------------|
| 1. productivity | 10. serfdom |
| 2. industrialization | 11. yeoman |
| 3. Industrial Revolution | 12. union |
| 4. poorhouse | 13. waterwheel |
| 5. free market | 14. gentry |
| 6. loom | 15. serf |
| 7. economy | 16. landlord |
| 8. poach | 17. malnutrition |
| 9. draft animals | 18. shaft |

Notes on From Farms to Factories and Cities (AP 4.1) (page 117)

Section	Important Ideas and Details
Modern Urban Culture	Three hundred years ago, there were very few big cities.
More People Than Ever Before	Populations in Europe and North America grew rapidly in the 1700s. Fewer jobs were available in the countryside. Agriculture became mechanized, so fewer workers were needed. People left their villages and moved to cities.
It Started in England	Manchester grew wildly over a period of 150 years. It became a hub of factories and trade. Railway link to Liverpool allowed Manchester cloth to be transported around the world.
Changes in Cloth	Cloth making moved from homes to factories. Fustian was a new type of cloth. It was sturdier than wool.
The Spinning Jenny	John Kay invented the flying shuttle, which doubled the amount of cotton that could be woven in a day. James Hargreaves invented the spinning jenny, which could spin several threads at once. Richard Arkwright invented the water frame, which stretched thread before spinning it. Samuel Crompton combined the jenny and the water frame to make the mule, which increased thread production by ten times.
The Cotton Gin	The cotton gin was designed by Eli Whitney. It separated cotton seeds from the fiber. It increased demand for enslaved workers on southern plantations, which produced cotton for factories in England and the northern United States.
Factories Instead of Cottages	Owners and overseers controlled factories and their workers. Children were cheap labor. The working poor in cities lived in crowded, unsanitary, difficult circumstances.

Views of the Industrial Revolution (AP 4.2) (page 118)

	Positive Effects	Negative Effects
"The Industrial Revolution: The Spinning Machine"	more fabric available greater access to goods inexpensive goods more jobs advances in health, social mobility, and literacy	crowded tenements dirty, dangerous factories
"How Inventions Change History: The Cotton Gin"	increased cotton production	increased slavery in the American South
"Factories and Machines"	year-round employment	six-day work weeks long work days (14–16 hours) cramped, unsafe, unhealthy working conditions in factories child labor
"Life in the Slums"	Progressive Era reforms such as minimum wage	low pay crowded, unhealthy living conditions for workers air and water pollution

Notes on Living in the Industrial Era (AP 7.1) (page 121)

Person or Group	Role or Experiences
Charles Dickens	author; experienced poverty; wrote about living and working conditions, especially of the poor
Benjamin Disraeli	prime minister of Great Britain; helped pass laws that benefited the working class; wrote of the rich and poor as being two nations
The Upper Class	landowning aristocracy: had many servants, hired financial managers, had a lot of leisure time capitalists: worked hard to manage and earn money; lived comfortably; might have gone into politics
The Middle Class	worked regular hours; might have a few servants; could earn a comfortable living; easier lives than factory workers; had some leisure time
The Working Poor	80 percent of the population; did not have much leisure time; hardships; enjoyed sports, parks, zoos, music, etc.; found comfort in churches; sometimes left to find work or a better life elsewhere
The Police	start of modern police forces; increase in population meant more crimes reported

The Industrial City (AP 7.2) (pages 120–121)

1. It is ugly, noisy, and dirty. The river is black with pollution; the air is brown with smog. All the streets and houses look alike. The factory machinery makes noise constantly. Even the church bells jangle in a way that drives people mad.
2. Similarities: constant noise, houses and streets that all look alike. Differences: Most modern cities have worked hard to clean up water and air pollution. Modern cities have many beautiful public buildings and even some quiet parks.
3. Possible answers: The workers were too tired and the churches had nothing to do with their lives.
5. The last three sentences show how the wealthier people of the town did not understand how hard the worker's lives were and thought they were lazy or on drugs. Dickens knew about the difficulties of the workers' lives because he had experienced them.
6. Dickens's purpose was to highlight the plight of the workers.

Domain Vocabulary: Chapters 4–8 (AP 8.1) (pages 122–123)

- | | | |
|------|-------|-------|
| 1. i | 10. m | 19. o |
| 2. g | 11. k | 20. v |
| 3. s | 12. c | 21. u |
| 4. j | 13. b | 22. x |
| 5. e | 14. d | 23. w |
| 6. q | 15. n | 24. y |
| 7. f | 16. p | 25. t |
| 8. l | 17. r | |
| 9. h | 18. a | |

Notes on Karl Marx (AP 11.1) (page 125)

Revolutionary: Marx born in Germany. Bothered by changes of Industrial Revolution, especially gap between rich (haves) and poor (have-nots). Hoped for a time when everyone would be equal. Money was most important thing.

Class Struggle: Haves versus have-nots. Wealth as most important force in history. Struggle between haves and have-nots would result in more efficient system.

The Coming Revolution: In industrial era, the bourgeoisie controlled everything. Workers, called proletarians, were the have-nots. Proletarians would be stronger than bourgeoisie if they joined together.

Marx and Capitalism: Marx believed machines were good but should not be more important than workers. Also believed capitalism was progress but contained the seeds of its own destruction—the unequal distribution of wealth. Workers would rise up in violent revolution and overthrow capitalists.

A New Economic Order: Revolution would be in two stages. In first stage, proletarians would revolt against bourgeoisie and set up socialist government. This was called dictatorship of the proletariat. Government would control everything so everyone would be treated equally. The second stage of the revolution was communism. The socialist government would disappear. People would own everything together and society would be classless.

Marx's Legacy: A few nations have called themselves communist, but they were dictatorships and totalitarian socialist—not what Marx envisioned. Many people believe communist revolution unnecessary because of the rule of law.

Review of the Industrial Revolution (AP 11.2) (pages 125–127)

1. Possible answers: Huge factories were built to produce goods cheaply. People were forced to work in unsafe, unfair conditions. Women and children were hired before men. Machines improved the speed and efficiency of manufacturing.
2. Fewer people were needed to work the large farms. Many rural people turned to factories in cities for work.
3. The steam engine was a mechanical source of power. It made factories more efficient. It pumped water out of mines, allowing workers to put in more hours underground. It made mechanical transportation, such as locomotives and steamboats, possible.
4. Working at home, weavers and spinners could work at their own pace and set their own hours. They could stop for meals and take time out for farm chores or family. Factory workers worked on a set schedule and were watched all day long. They were often punished.

5. Capitalists use money to make more money. They invest money in a business that they think will make a profit.
6. Possible answers: The law of supply and demand says that if demand is high, prices will be high; if demand is low, prices will fall. A division of labor means that many people will work together to produce goods; this is more efficient and means higher profits. Laissez-faire means that the government should not impose controls on the economy.
7. The upper class was wealthy. People owned and managed large estates. People in the middle class were professionals or business owners. They worked hard and were able to support their families. The poor worked the longest hours. Their working conditions were miserable, and their wages were very low. They were often unable to support themselves.
8. They destroyed machines and burned factories.
9. They went on strike and formed unions.
10. Owen invested in better living and working conditions for his employees. He treated them with kindness and respect. He opened a day-care center for small children. He made sure his workers could buy good products at low prices. He managed the sale of alcohol.
11. Socialism is an economic system in which major industries are owned or regulated by the government, rather than by private businesses. It was believed that government involvement would prevent the problems that came from capitalism.

12. Karl Marx and Friedrich Engels wrote *The Communist Manifesto*. It said that workers would rebel and overthrow capitalism. They would set up a dictatorship of workers that would get rid of private ownership of businesses and property. That would create a new communist society, in which everyone would own everything together. There would be no more government and no more rich or poor. Everyone would be equal.

**Newspaper Headlines (AP 12.1)
(page 128)**

1. Answer should stress the need for child labor laws.
2. Possible answers: general effect on industrialization; effect on specific industries, such as mining or textiles.
3. Possible answers: use of machines, end of cottage industries, working conditions.
4. Answer should stress workers' reaction to industrialization.
5. Possible answers: industrial capitalism, law of supply and demand, laissez-faire policy; division of labor.
6. Possible answers: good treatment of workers, New Lanark, New Harmony, socialism.
7. Possible answers: *The Communist Manifesto*; no private property, class struggle.
8. Answer should stress that the elderly receive pensions when they retire.



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Carding, drawing and roving cotton. Carding engine (left) delivers cotton in a single sliver. Factory operated by shafts & belting. Could be powered by water or steam. Engraving c1830./Universal History Archive/UiG/ Bridgeman Images: 72

Child and woman labour in the coal mines prior to 1843, drawn from contemporary prints, illustration from 'The Church of England: A History for the People' by H.D.M. Spence-Jones, pub. c.1910 (litho) (later colouration), English School, (19th century) (after)/Private Collection/The Stapleton Collection/Bridgeman Images: Cover C, 8q, 25

Coal Riddling workshop, at the mines of Blanzay, c.1860 (w/c), Bonhomme, Ignace Francois (1809–81)/CNAM, Conservatoire National des Arts et Metiers, Paris/Archives Charmet/Bridgeman Images: i, iii, 24

Cotton factory floor, showing workers mule spinning, engraved by James Tingle (fl.1830–60) c.1830 (litho), Allom, Thomas (1804–72) (after)/Private Collection/Photo © Ken Welsh/Bridgeman Images: 8b, 46

DeAgostini/SuperStock: 8i

Engels (photogravure), German Photographer, (19th century)/Private Collection/The Stapleton Collection/ Bridgeman Images: 9c, 86

Factory Chimneys, Howat, Andrew (20th Century)/Private Collection/© Look and Learn/Bridgeman Images: 8n, 44

George III, 1771 (oil on canvas), Zoffany, Johann (1733–1810) / Royal Collection Trust © Her Majesty Queen Elizabeth II, 2017 / Bridgeman Images: 8e

H-D Falkenstein/ImageBROKER/SuperStock: 24

Hargreaves' Spinning-Jenny (engraving), English School, (19th century)/Private Collection/© Look and Learn/ Bridgeman Images: Cover B, 8a, 45

ICP/age fotostock/SuperStock: 9g, 99

Ingemar Edfalk/Blend Images/SuperStock: 10i

Karl Marx (photogravure), German Photographer, (19th century)/Private Collection/The Stapleton Collection/ Bridgeman Images: 9b, 86

Medieval Village (colour litho), Escott, Dan (1928–87)/Private Collection/© Look and Learn/Bridgeman Images: 32

Naval and Military Club, 1896 (gouache on paper), Cutler, Cecil (fl.1891–93)/Private Collection/Bridgeman Images: 65

New Lanark Mills, Scotland. Robert Owen's (1771–1858) model community of cotton mills, housing, education, world's first day nursery, evening classes, village shop (beginning of Co-operative movement). Aquatint c1815/Universal History Archive/UiG/Bridgeman Images: 78

Oliver Asks for More, illustration for 'Character Sketches from Dickens' compiled by B.W. Matz, 1924 (colour litho), Copping, Harold (1863–1932)/Private Collection/Bridgeman Images: 64

Pantheon/SuperStock: Cover A, 92

Peace with Honour - Queen Victoria (1819–1901) with Benjamin Disraeli (1804–81) following the signing of the Berlin Treaty in 1878 (oil on canvas), Wirmman, Theodore Blake (1848–1925)/The FORBES Magazine Collection, New York/Bridgeman Images: 8l, 65

Peasant Family at Table, from the Room of Rustic Scenes, in the Foresteria (Guesthouse) 1757 (fresco), Tiepolo, Giandomenico (Giovanni Domenico) (1727–1804)/Villa Valmarana ai Nani, Vicenza, Italy/© Luca Sassi/ Bridgeman Images: 38

Portrait of Charles Dickens (1812–70) c.1860, Glasgow, Alexander (fl.1859–84)/Private Collection/Photo © Philip Mould Ltd, London/Bridgeman Images: 8p, 63

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Richard Levine/age fotostock/SuperStock: 9h, 100

Robert Owen (oil on canvas), English School, (19th century)/Private Collection/Bridgeman Images: 8f, 78

Roy 2 B VII f78 Reaping corn harvest in August, from the Queen Mary Psalter, c.1310–20 (vellum), English School, (14th century)/British Library, London, UK/© British Library Board. All Rights Reserved/Bridgeman Images: 31

RubberBall/SuperStock: 9e, 9f, 99A, 99B

Shoe Factory (engraving) (b/w photo), English School, (19th century)/Private Collection/Bridgeman Images: 59

Sir Thomas Lombe's Silk Mill, Derby, 18th century (print), Anonymous/Private Collection/Bridgeman Images: Cover D, 8c, 22–23

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Strike, 1895 (oil on canvas), Munkacsy, Mihaly (1844–1900)/Hungarian National Gallery, Budapest, Hungary/ Bridgeman Images: 9d, 91

Swiss peasant family (engraving), English School, (19th century)/Private Collection/© Look and Learn/ Bridgeman Images: 7c, 34

The Brickyards of England, Children carrying the clay, 1871 (engraving) (b/w photo), English School, (19th century)/Bibliothèque des Arts Decoratifs, Paris, France/Archives Charmet/Bridgeman Images: 26

The Chateau de Chantilly, view of the English Garden, 1845 (oil on canvas), Barbier, Nicolas-Alexandre (1789–1864)/Musée Conde, Chantilly, France/Bridgeman Images: 90

The Cotton Gin, from Scenes on a Cotton Plantation, 1867 (wood engraving), Waud, Alfred Rudolph (1828–91) (after)/Boston Athenaeum, USA/Bridgeman Images: 8j, 46

The High Street from the West Bow, Edinburgh (watercolour), Rayner, Louise Ingram (1832–1924)/The Drumbuie Collection, Edinburgh, Scotland/Bridgeman Images: 47

The Inauguration, plate 1 of 'The Great Industrial Exhibition of 1851', engraved by the artist, 1851 (colour litho), Nash, Joseph (1809–78)/Coram in the care of the Foundling Museum, London/Bridgeman Images: 67

The Industrial Revolution, Lampitt, Ronald (Ron) (1906–88)/Private Collection/© Look and Learn/Bridgeman Images: 8k, 39

The Mill, 1751 (oil on canvas), Boucher, Francois (1703–70)/Louvre, Paris, France/Bridgeman Images: 7d, 38

The Strike (Pittsburgh, 1877), 1886 (oil on canvas), Koehler, Robert (1850–1917)/Deutsches Historisches Museum, Berlin, Germany/© DHM/Bridgeman Images: 8o, 73

Three generations of women. Cottager spinning wool using simple wheel without treadle while her mother reels yarn and her daughter stirs cast iron pot standing on open fire No stairs, upper floor reached by ladder (left). Flagstone floor, casement windows fitted with leaded lights with diamond panes. From George Walker The Costume of Yorkshire, Leeds, 1814. Aquatint. / Universal History Archive/UiG / Bridgeman Images: 45

Title page of 'New View of Society'/British Library, London, UK/© British Library Board. All Rights Reserved/ Bridgeman Images: 79

Title page, 'The Wealth of Nations' by Adam Smith, 1776 (print with handwritten annotation), English School, (18th century)/The University of St. Andrews, Scotland, UK/Bridgeman Images: 8h, 58

United States. Picking cotton. Engraving. Color./Photo © Tarker/Bridgeman Images: 46

View of Industrial Sheffield (colour litho) from the South East by William Ibbitt, 1854 , English School, (19th century)/Sheffield Galleries and Museums Trust, UK/Photo © Museums Sheffield/Bridgeman Images: 52

Wentworth Street - Whitechapel, from 'London, a Pilgrimage', written by William Blanchard Jerrold (1826–84) & engraved by A. Bertrand, pub. 1872 (engraving), Dore, Gustave (1832–83)/Private Collection/The Stapleton Collection/Bridgeman Images: 66

Westend61/SuperStock: 98

Workmen take out their anger on the machines, Doughty, C.L. (1913–85)/Private Collection/© Look and Learn/Bridgeman Images: 71–72

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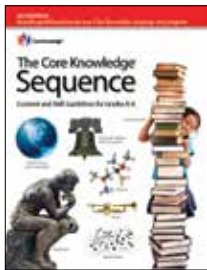
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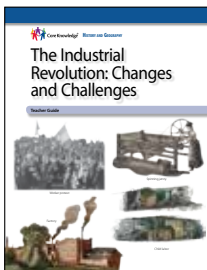
The Industrial Revolution: Changes and Challenges

Core Knowledge History and Geography 6



What is the Core Knowledge Sequence?

The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for readers in the upper-elementary grades. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 6 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the
Core Knowledge HISTORY AND GEOGRAPHY series,
visit www.coreknowledge.org.

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8).

Core Knowledge HISTORY AND GEOGRAPHY

units at this level include:

World Deserts

Ancient Greece and Rome

**The Enlightenment,
The French Revolution and Romanticism**

The Industrial Revolution: Changes and Challenges

Independence for Latin America

**The Making of America: Immigration,
Industrialization, and Reform**

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Core Knowledge Curriculum Series™

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