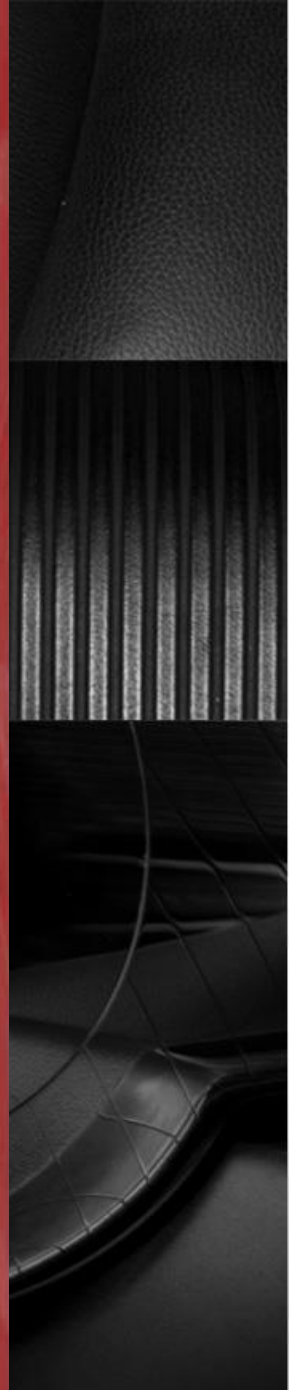


Industrial Revolution

A Brief Summary: Part I



A Major Turning Point in World History

- Humans stop wandering and build civilizations
- Scientific Revolution – Leads to Enlightenment – Spread of ideas that change governments, give rise to democracy, individual rights
- **INDUSTRIALIZATION** – major turning point with ripple effects that change the world
 - Begins in the 1750s, but by the 1850s the world is already a MUCH different place.



Industrialization

- Urbanization
- Factory Growth
- Economic Changes – consumers, mass production – leads to lower, more affordable prices on things like clothes and food





Causes of Industrial Revolution

- 1.) **Agrarian Revolution** – change in farming, grow food – allowed farmers to grow food faster and better – more availability of food, less work time – which leads to more LEISURE TIME to develop new things
 - Enclosure Movement – England creates a system in which smaller farms (until this point, it was a family growing food and supporting themselves) are brought together to form a much larger farm – and then together these support a much wider range of people and communities. A lot of this was done with the government providing land, tools, the best equipment, and more resources and land to bigger farms that would do what they asked.
 - Families and smaller farms had difficulty keeping up – so they had to move to cities – to find jobs.



Urbanization

- The rise in cities
- People begin moving from farms and rural communities where they could no longer support their families the ways they had been – and now they are looking for jobs inside the cities.
- For the first time, more people began living in CITIES.

More Causes

- **Geography!** (Like Geographic Luck, right???)
- Natural Resources are available in Great Britain
- COAL (a major key – the fuel, the energy) and WATER (transportation)
- Ports – for ships to transport all of the materials and resources



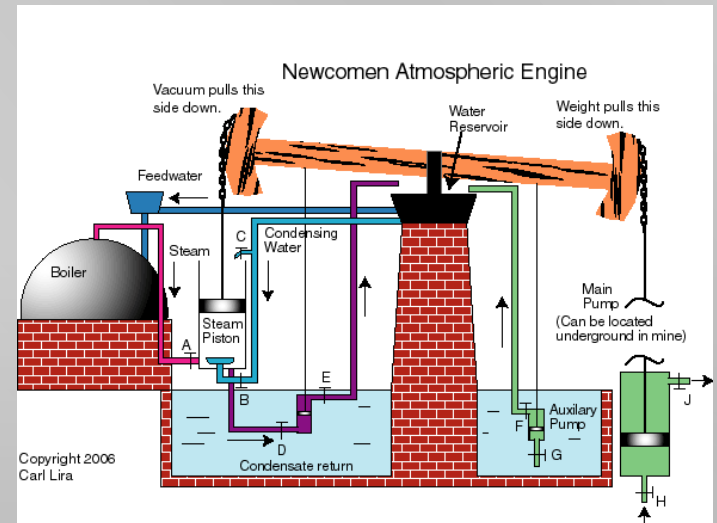
Another Cause

- **CAPITAL!** Or MONEY!
- The British actually have the money to build the infrastructure and factories



Final Cause

- **Technology and Energy**
- Knowledge, education, resources – and added with the fuel and energy sparked by COAL – everything came together



Effects

- **POSITIVE**

- 1) Mass Production – can churn out an abundance of new clothing, food, comforts – things that had been out of the reach of lower and middle class households are now affordable – SUPPLY AND DEMAND – more you produce, the lower the cost



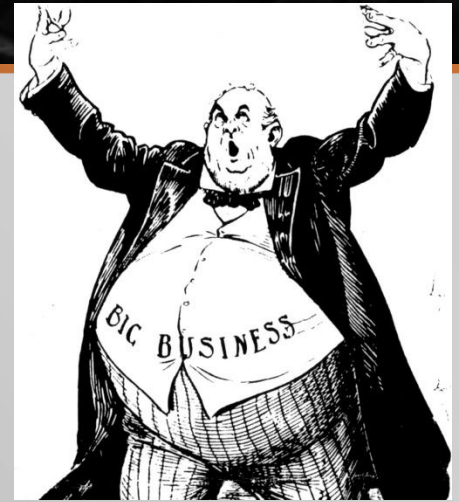


Adam Smith

- “The Wealth of Nations”
- Laissez-Faire Economics – “Hands off” – government must stay away from corporations, business affairs.
- The Idea: Businesses can grow faster, create more jobs, produce more things faster if the government stays out of the way
- Which helps the people running the businesses/corporations ... but not so much the workers...

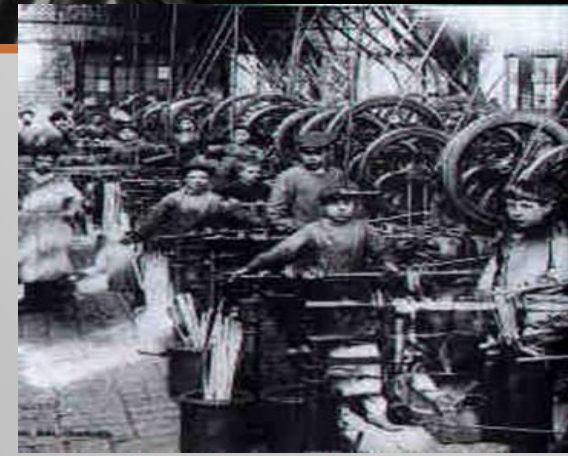
More Effects

- Social Class Structure
- In the past: Monarchies, or the THREE ESTATES during the French Revolution
- During the Industrial Revolution, an informal class structure is created:
 - **NEW NOBLES – Big Business, the elites (the richest, the tycoons)**
 - **The Middle Class – wide-ranging and most people consider themselves to be part of it -- the Upper Middle Class AND Lower Middle Class**
 - **The Working Class – formerly the peasant class – the small farmers, the coal miners, the factory workers**



Effects

- **NEGATIVES**



- **Housing problems, lack of health care – disease that spreads through urbanization**
- **Working class conditions – if the government is staying out of the way (Laissez-faire), then who is protecting the people? Who is ensuring adequate working conditions? Who is making sure the mines are safe? Who is regulating the hours in the factory? Or making sure that people aren't being forced into dangerous work? Or that children aren't working around the clock? Who is actually protecting the regular people and NOT just the profits?**
- **Adam Smith: workers leave if the conditions are poor – but this isn't how it works out – people feel pressure to work, conditions all around are poor, they take the risk and usually pay for it.**



Effects

- Karl Marx – The Communist Manifesto
- The Elite versus the working class – the separation of classes
- Argues for a redistribution of goods, can't have only this wealthy class that owns and dominates all of the money



Reforms – (and Labor Unions)

- Here is a list of *some* reforms and acts passed by the British government:
 - 1802: Health and Morals of Apprentices Act- limited the workday of apprentices to 12 hours.
 - 1819: Peel’s Factory Act – cotton mills cannot employ children under the age of 9. Workdays for children 9-16 years old limited to 12 hours.
 - 1833: Factory Act – 1819 act extended to all textile mills except silk and lace. Workdays for children 9-16 years old limited to 8 hours, 13-18 limited to 12 hours. Children under 13 must receive education for 2 hours per workday, paid for by the worker.
 - 1842: Mines Act – women, girls, and boys under the age of 10 prohibited from underground work.
 - 1844: Factory Act – (textile mills only) workday for women and children aged 8-13 limited to 6.5 hours a day. Children must receive a minimum of 3 hours of education each day. Women forbidden to do nightwork and limited to 12 hours of work.
 - 1847: Factory Act – workday for women and children aged 13-18 limited to 10 hours per day or 58 hours per week.
 - 1853: Employment of Children in Factories Act – children aged 8- 13 cannot work before 6 a.m. or after 6 p.m., or 2 p.m. on Saturday
 - 1867: Factory Act Extension Act and Hours of Labour Regulation Act – earlier factory legislation extended to include nontextile factories and workshops. Prohibits employment of children under 8. Children 8-13 years must receive minimum of 10 hours of education per week
 - 1867: Agricultural Gangs Act – prohibited employment of children under 8 and employment of women and children in a field gang that includes men



Romanticism

- Art and literature and music – an emphasis on emotion and individualism, nature, learning and growing, changing.
- Charles Dickens (writer)
- William Wordsworth (poet)

Concluding Effects

- Imperialism – need more resources and more land – countries and corporations begin to look elsewhere, and they begin to spread their grasp around the entire world – and it becomes a race as the wealthy nations begin to claim more and more places around the globe.

