



Figure 5–9
Today, the canals are used for pleasure boating. An aqueduct carries this canal over a valley.

The first canal, finished in 1760, was only a few kilometres long, but soon England was criss-crossed with canals busy with traffic. Some of these canals were remarkable feats of engineering—sometimes being carried on bridges high over river valleys. By the early nineteenth century, over 4000 kilometres of canals had been built.

Improvements in transportation made it possible to ship raw materials and manufactured goods relatively quickly and cheaply. This vastly increased the profits of English industry. In Europe and America, other nations followed suit, rushing to build the infrastructure necessary to support industry.

RAILWAYS

Even more important to the transportation system, in the long run, was the use of the steam engine in **locomotives**. In 1829, George and Robert Stephenson built a locomotive—called the “Rocket”—that could pull a small train at the unheard of speed of 39 kilometres per hour. Nothing built by human beings had ever been able to travel so fast. By the mid-1800s many railway lines had been built in Europe and North America, as well as in Britain. By the end of the century, countries all over the world had railway networks. Railways became the most important means of transportation during the late-nineteenth century.

locomotive: a steam engine designed to pull cars on a railway

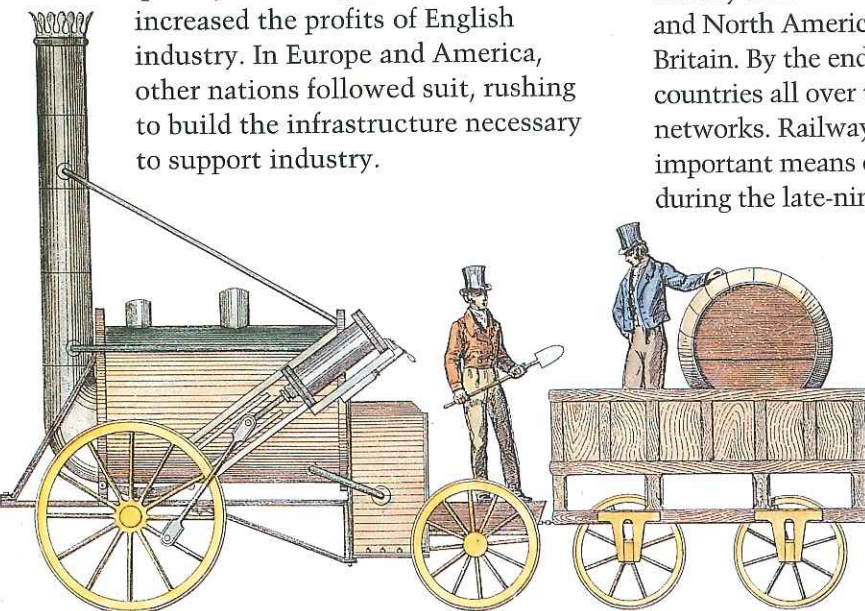
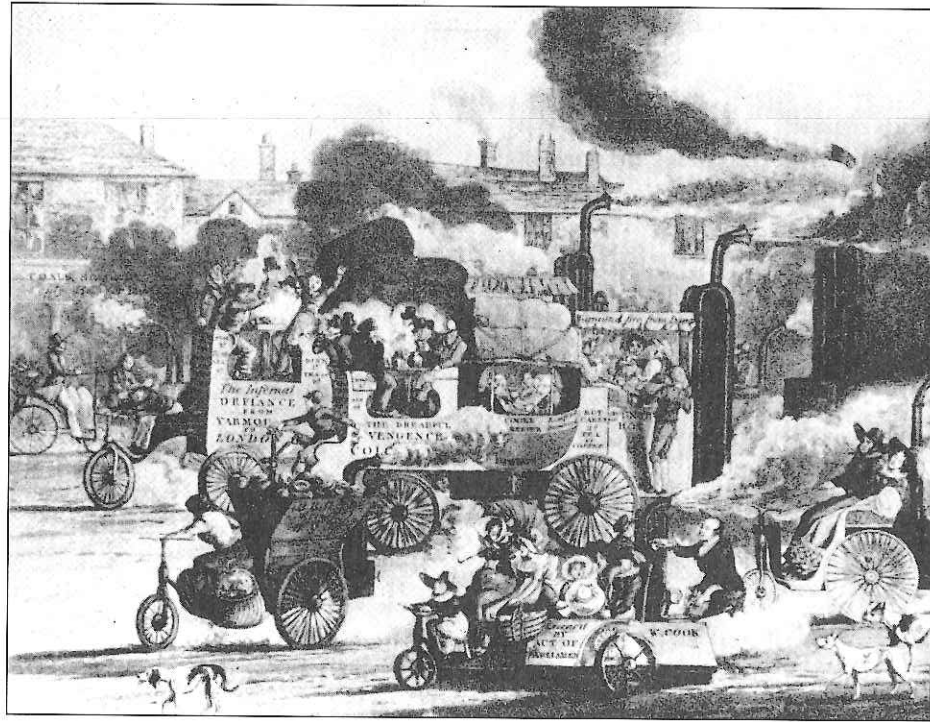


Figure 5–10 The “Rocket” built by George and Robert Stephenson

Figure 5-11 A futuristic view of the traffic and pollution problems to come, 1831. Steam carriages had already been tried, with limited success.

DID YOU KNOW?

At first, people thought that it was unhealthy for humans to travel at the speed the locomotives could reach.



The Opening of the Liverpool to Manchester Railway, 1830

This account of the first train ride on the Liverpool to Manchester line describes the joy and fear people felt. Unfortunately, a fatal accident spoiled the great event. What modern or future technology might draw such crowds?

“We started on Wednesday last, to the number of about 800 people, in carriages. The most intense curiosity and excitement prevailed, and, though the weather was uncertain, enormous masses of densely packed people lined the road, shouting and waving hats and handkerchiefs as we flew by them... What with the tremendous velocity with which we were borne past them, my spirits rose to real champagne height, and I never enjoyed anything so much as the first hour of our progress ... [my mother] rejoined me when I was at the height of my ecstasy, which was considerably damped by finding that she was frightened to death, and intent upon nothing but devising a means of escaping from a situation which appeared to her to threaten with instant annihilation herself and all her travelling companions ... presently a hundred voices were heard exclaiming that Mr. Huskisson was killed ... Poor Mr. Huskisson [one of several men who had jumped

off the train to look around while it took on a supply of water, did not notice an engine approaching on the other track]... bewildered by the frantic cries of “Stop the Engine! Clear the Track!” ... completely lost his head, looked helplessly to the left and right, and was instantly prostrated by the fatal machine, which dashed down like a thunderbolt upon him, and passed over his leg, smashing it and mangling it in the most horrible way.... So great was the shock that the Duke of Wellington declared his intention not to proceed, but to return immediately to Liverpool... However ... the whole population of Manchester had turned out to witness the procession, and because a disappointment might give rise to riots and disturbances, he consented to go on, and gloomily enough the rest of the journey was accomplished.” [Mr. Huskisson subsequently died of his injuries.]



ACTIVITIES

1. Explain why a transportation system can help or hinder industrialization.
2. Describe the improvements in transportation which took place in the eighteenth and nineteenth centuries in Britain. Make a PMI chart focusing on improvements in transportation and their effects.
3. With a partner, brainstorm the ways that the steam engine would change society. Would these changes be restricted to the area of transportation alone? Explain why or why not.

Improvements (point form)	Plus	Minus	Interesting

MECHANIZATION AND THE FACTORY SYSTEM

Before the Industrial Revolution, many of the products that people bought and used were made in people's houses—or cottages—not in factories. This has been called "cottage industry," and was part of the early Industrial Revolution. Cottage industry has never completely disappeared, even in the modern world.

A person with money to invest—a **capitalist**—paid people to make a particular product in their homes. The product was then collected from their homes. Usually, the cottager was paid a fixed price for each completed item.

The cottage industry was especially important in Britain in the textile industry. Spinning and weaving were all done by cottagers who were also farmers. Frequently, the farm wives would spin in their spare time to supplement the income from farming. In many cases, one person in each village would act as the weaver, since looms took up too

much space to fit into each cottager's house. The finished goods were then collected by **clothiers**, who sold the finished goods.

There were advantages and disadvantages to the cottage system. The cottagers were working at home and so could look after their families. They were able to live and work in their own communities, with the support of their friends and relatives. And the income benefited the family.

On the other hand, spinning and weaving were generally very poorly paid. People worked extremely long hours for very little return. This was partly because almost anyone could learn to spin and weave. It was not necessary for a spinner or weaver to be an artist; it was more important to produce work of reasonable quality. In addition, individual cottagers worked alone. Without the support of other workers, they had little power when dealing with their employers. In poor farming years, when many people turned to spinning and weaving for additional income, the

capitalist: a person with money to invest

clothier: a capitalist who invests money in textile-making



Figure 5-12 A modern cottage industry where pottery is made

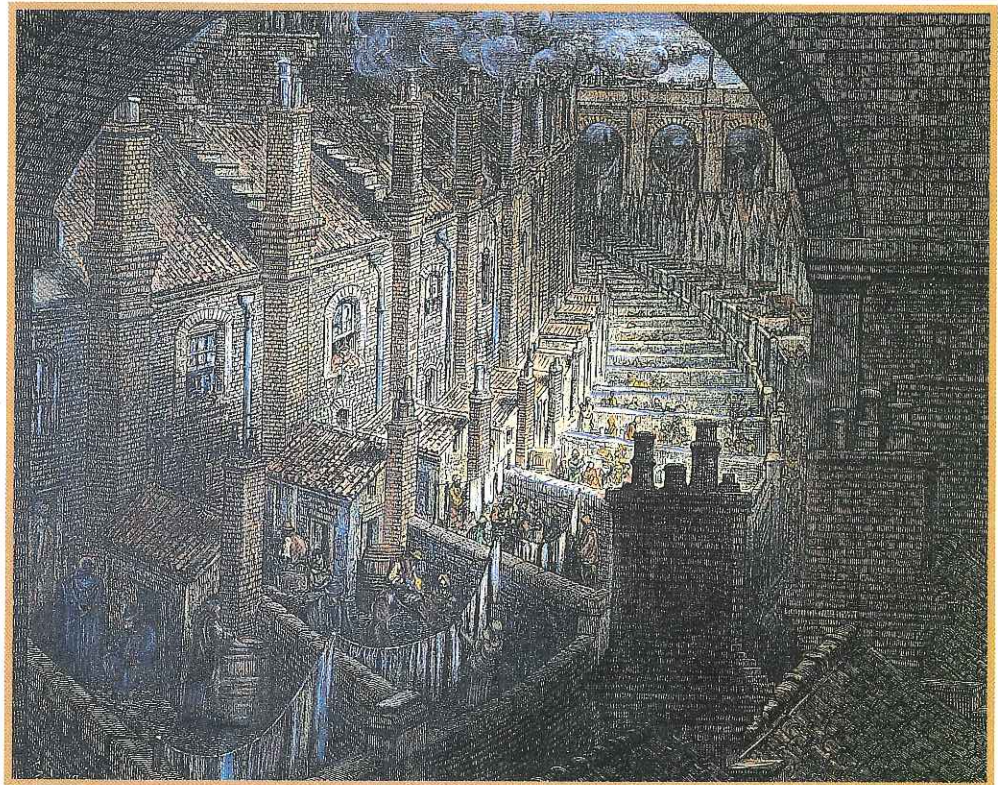


Figure 5-13 An engraving of cottage industry, 1783. These people are preparing flax for the manufacture of linen in a cottage in County Down, Ireland. Likely they are all family members, but we do not know because they have not been identified.

supply: the amount of goods available

demand: the desire of people to buy a certain good or product

Figure 5-14 Workers' houses were built around the factories. Neighbourhoods were cramped, noisy, and unhealthy, but people had little choice in housing. Often they rented their living space from the factory owner and bought food and other necessities from a company store. What advantages did such arrangements give the factory owner?



clothiers were able to lower the prices they paid because there were so many people willing to work. This is called "the law of supply and demand"—the more **supply** there is of a particular item, the cheaper it is. If an item is in scarce supply, the **demand** for that item is high, therefore, the more expensive it is.

THE FACTORY AGE

The new inventions of the Industrial Revolution made the cottage system obsolete. Most of the new inventions were large and required a source of energy—either water or steam—that individual people could not provide. Richard Arkwright's Water Frame, for example, was just too large to fit into a cottage, and it could not be powered by hand or foot, the way simple spinning wheels could be.

The new machines required factories to accommodate the needs for space and power. Factories changed the way many British people lived and worked. The switch from the cottage system to the factory system affected thousands and thousands of people. It created vast new cities, with factory workers living in large housing developments. The factory system made Britain a wealthy country, but it was brutally hard on working people.

Since people could no longer remain in their communities to spin and weave, they had to go to the factories, which were usually located in the larger cities. In the factories, many different parts of the manufacturing process were carried out under one roof. It made sense to

centralize as many parts of manufacturing as possible. Arkwright was one of the first to see the advantages of the factory system. He built huge factories that combined all the processes involved in the manufacture of cloth. The raw fibres were cleaned, spun, and woven in the same factory. Arkwright controlled every part of the factory, as well as the labour of his employees.

Most factory owners cared little about the people who laboured long hours in their noisy, dangerous, and dirty buildings. In fact, because labour was part of overhead—the expenses a business has to pay out before it can count its profits—they tended to try to lower this expense by paying extremely low wages. They also avoided making improvements that

DID YOU KNOW?

An observer noted the way Arkwright managed his factories:

“Coordinating, organizing and disciplining large bodies of men, so that each man fitted into his niche and the whole acted with the mechanical precision of a trained army.”

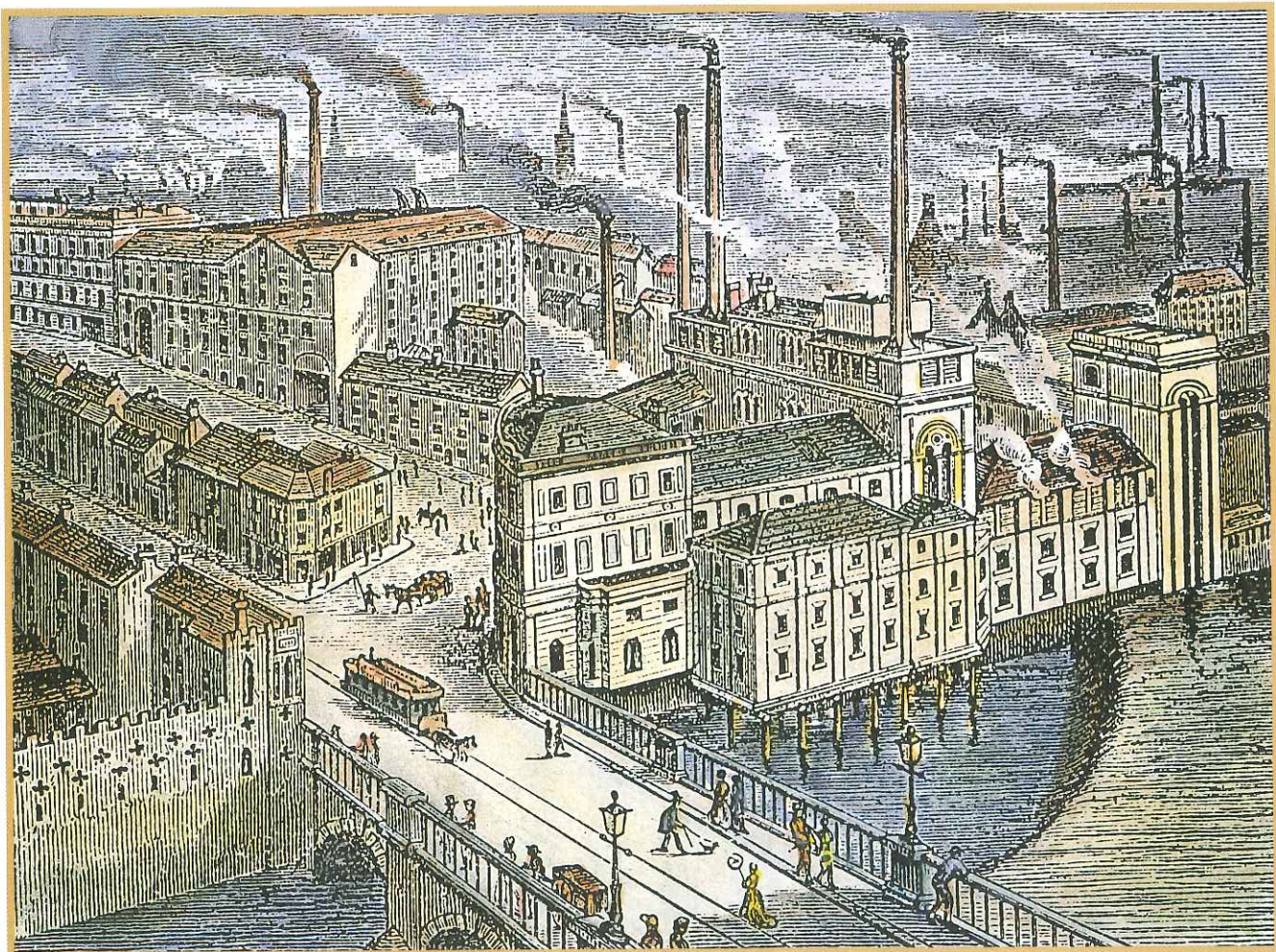


Figure 5-15 An engraving of Sheffield, England, showing the many factories and steel works

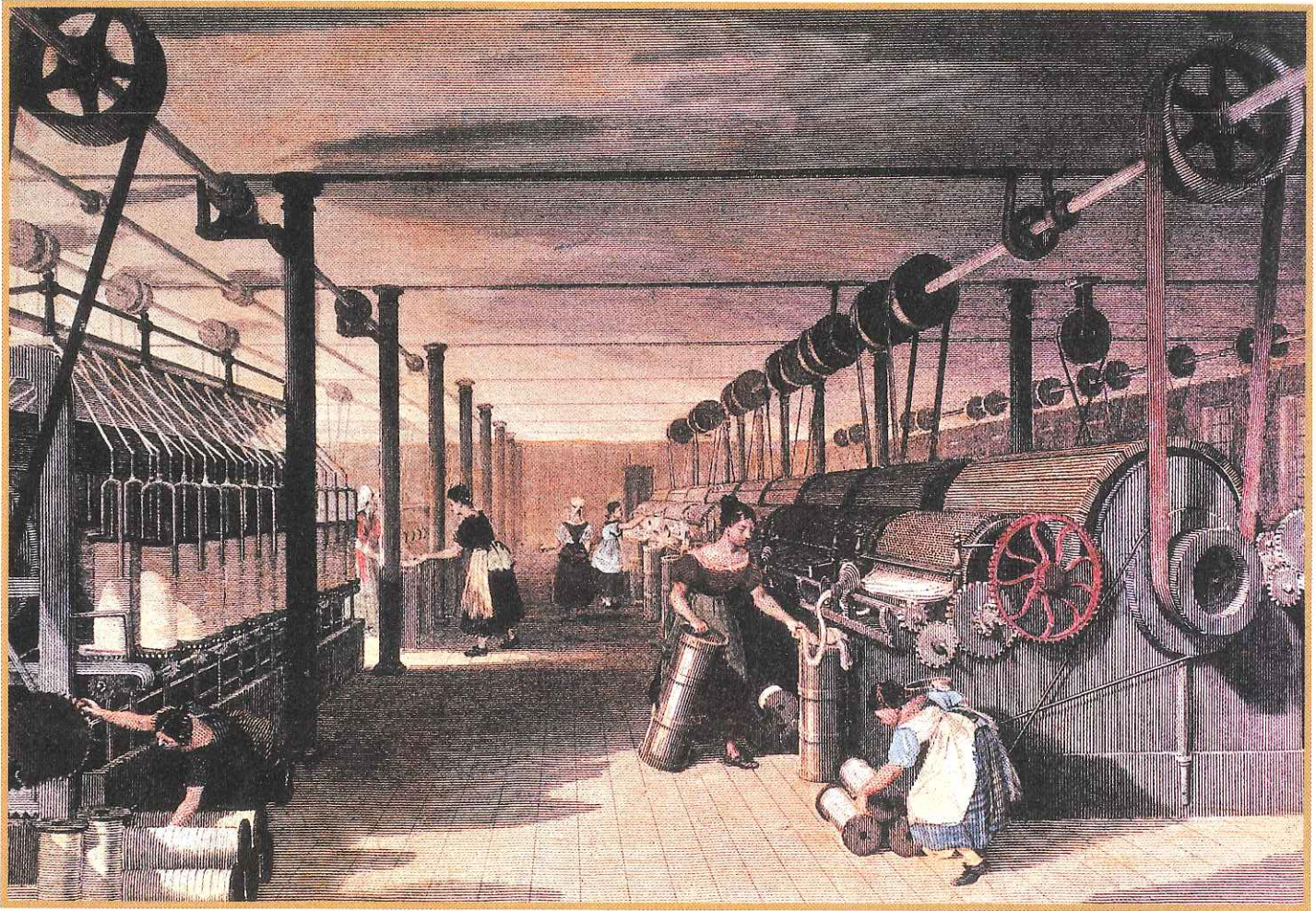


Figure 5-16 The interior view of a typical textile factory

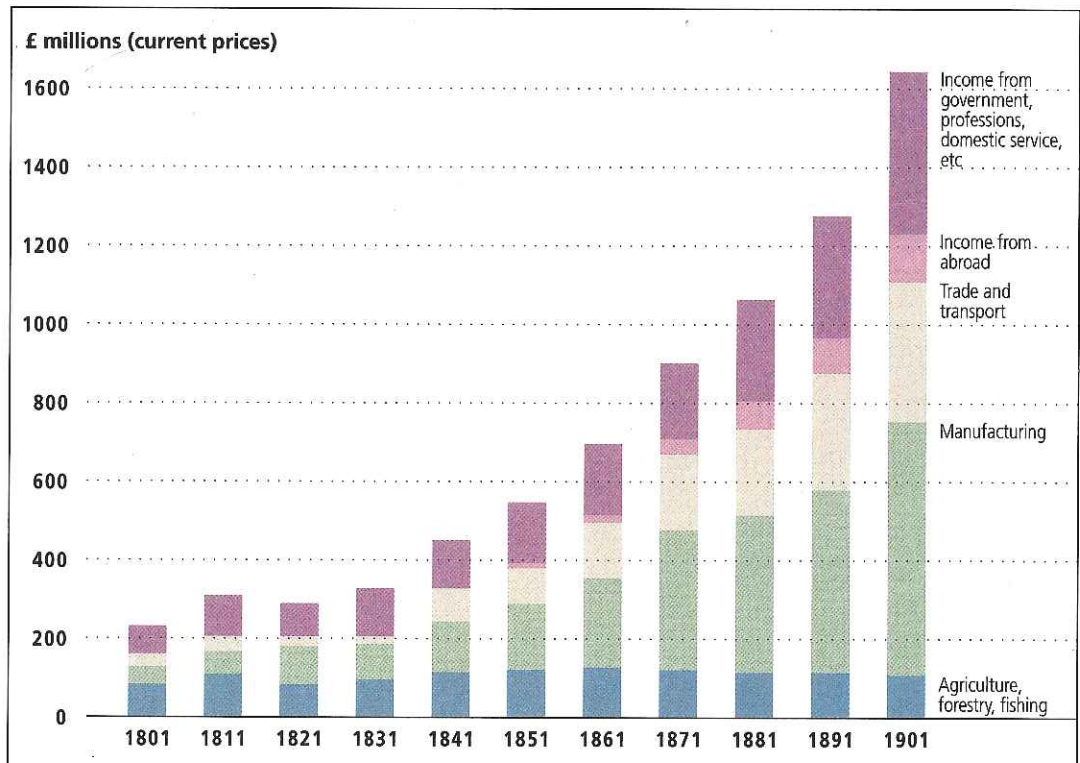


Figure 5-17 During the Industrial Revolution, England's economy changed dramatically. How much richer was England in 1901 than it was in 1801? What industries provided most of England's income?

would make working conditions better. Any money spent on workers would cut into profits. As a result, the early factory age produced some appalling conditions in which people were forced to work.

CHILD LABOUR

Many of the people enduring the horrendous working conditions of the Industrial Revolution were children. They suffered outrageous injustices during the early stages of industrialization.

Poor children went into the labour force because they had no other choice. Education was not compulsory, so very few working-class children could read or write. Also, in order to survive, poor families needed every person to work at the earliest possible age. Wages were so low that parents could not make ends meet.

Children were particularly useful workers in some industries—such as textile factories and mine shafts—because of their small size. Many children were employed to run in and out of the workings of power looms. They could get their small hands into the workings of the machines to pick out loose threads or tangles. Chimney-

cleaners also employed small boys, who were sent up into the chimneys of large homes and businesses to clean out the soot.

Working-class children, as well as adults, suffered physically from their home and factory environments. They were exposed to pollution from coal-burning as well as other industrial pollution. In textile factories, the air was usually filled with fluff and microscopic fibres, which got deep into workers' lungs. The noise of looms and other machines was sometimes deafening. Often, workers were forced to take part of their wages in food, which was usually of very poor quality. Workers were also forced to work long overtime shifts. Many were beaten. A lifetime in the mills was a hard life and often a short one.

Such conditions affected everyone, but they were more serious for children, stunting their growth and deforming their bodies. In the 1830s, the government of Britain became interested in conditions for workers and interviewed many who were, or had been, child labourers. One seventeen-year-old worker described the bald spot on her head, which she got from pushing coal carts through mine tunnels. She pushed and pulled her cart more than 2 kilometres every trip.

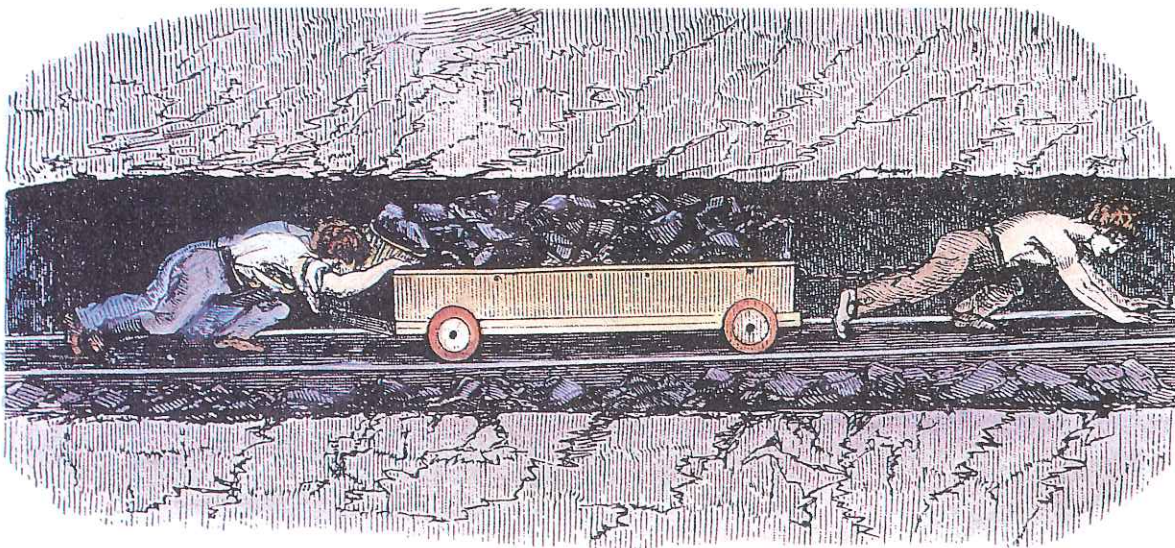


Figure 5-18 Children working in a mine in Lancashire, England. They are taking a load of coal through the mine tunnel. Could adults fit into this tunnel?

Using a **Government Report** as a Primary Source

CATALOGUE CARD

What is It? An inquest report

Who wrote it? Government employees

When? 1817

Why? To deal with matters of public concern

Government documents are a good source on information about social conditions and attitudes. Such documents contain—usually word for word—transcriptions of actual testimony. The testimony that follows about the death of a chimney sweep is straightforward and eloquent. The fact that an inquest was held after his death is important. It shows that many people were deeply distressed by working conditions. Of course, others—such as the employer of the chimney sweep—probably had other views.

The death of a chimney sweep was not uncommon. Small boys, called “climbing boys,” were used to clean the chimneys of Britain because they were small enough to climb through the many chambers and flues.

Figure 5–19 What evidence in this advertisement shows that most people accepted child labour?

J. HANSON, *(Late Kirkham)* **CHIMNEY SWEEP,** **TOWER-STREET, DUDLEY,**

BEGS respectfully to inform the Gentry and Inhabitants of Dudley and its Vicinity, that he has commenced the above Profession, and hopes by his unremitting attention, to merit their liberal support.

**.* Small Boys, and clean Cloths, upon the most reasonable terms.*

BEWARE OF STROLLERS!

On Monday morning, 29 March, 1813, a chimney sweeper of the name of Griggs attended to sweep a small chimney in the brewhouse of Messrs Calvert and Co.... he was accompanied by...a lad of about eight years of age, of the name of Thomas Pitt. The fire had been lighted as early as 2 o'clock the same morning, and was burning on the arrival of Griggs and his little boy at eight. ...[Griggs] had no

heat sufficient to have prevented the child's return to the top Soon after his descent, the master, who remained on the top, was apprehensive that something had happened, and therefore desired him to come up; the answer of the boy was, "I cannot come up, master, I must die here." An alarm was given in the brewhouse immediately that he had stuck in the chimney, and a bricklayer at

work near the spot attended, and after knocking down part of the brickwork of the chimney, just above the fireplace, made a hole sufficiently large to draw him through. A surgeon attended, but all attempts to restore life were ineffectual. On inspecting the body, various burns appeared; the fleshy part of the legs and a great part of the feet more particularly were injured; those parts too by which climbing boys most effectually ascend or descend chimneys, viz. the elbows and knees, seemed burnt to the bone, from which it must be evident that the unhappy sufferer made some attempts to return as soon as the horrors of his situation became apparent.



YOUR TURN

1. Was this death preventable?
2. Write an account of the climbing boy's experiences from his point of view?
3. Write an account of the death from Griggs's point of view.
4. Do you think that this inquest led to improvements in the working conditions for climbing boys? Why or why not?

Child Labour Today

Craig Keilburger is a teenager who lives just north of Toronto. He became interested in child labour when he read a newspaper article about a twelve-year-old Pakistani child who, at the age of four, had reportedly been sold by his father to a rug manufacturer in exchange for a loan. Craig got his classmates together and formed "Free the Children," an organization devoted to ending child labour.

Since then, Craig has generated an enormous amount of publicity on child labour around the world. He has appeared on numerous television programs, and met the prime minister of Canada as well as **Mother Teresa**. He has toured South Asia and countries in South America.

Not everyone supports Craig or "Free the Children," but there is no doubt that he has raised the consciousness of the North Americans who frequently buy products made by children in the developing world. It is estimated, for example, that 1 million children are labourers in Bangladesh alone.

WHAT DO YOU THINK?

1. Would abolishing child labour be an effective strategy to improve the lives of children? Why or why not?
2. What other strategies have been proposed to end child labour?
3. Which strategy do you think would be most effective and why?

Solutions to child labour are not easy. Many children who work are the sole support of their families. If they lose their jobs in one industry as the result of an anti-child-labour campaign, they and their families will suffer greatly. Generally, they will simply go into a new industry because they need to earn money in order to eat.

Some people feel that a better solution to child labour is to improve the working conditions for children who work. Another solution would be to provide families with sufficient income so that they do not need to send their children out to work. Instead, they could send their children to school.

Figure 5-20 This child is making matches in southern India. Most children earn less than \$1 per day (US). They work for eight or nine hours a day, and few attend school.



THE FACTORY ACTS

Throughout the eighteenth and nineteenth centuries, many **social reformers** tried to improve the lot of working people. In spite of their efforts, it took many decades before working people saw the kind of changes that gave them both dignity and decent working conditions.

Working people also tried to help themselves. They attempted to use

the medieval system of guilds, in which the workers in particular crafts or trades had formed associations to look after the interests of their members, as a model. If workers could band together, they would be less isolated and more able to influence the actions of their employers. However, the workers were constantly frustrated in their efforts by the government, which declared such associations illegal.

Parliament was controlled by the rich and powerful who, under the theory of *laissez-faire*, rejected any

Mother Teresa: a nun who devoted her life to the care of the poor and diseased in India

social reformers: people who wish to change the nature of society

labour unions:
organizations devoted to improving conditions for their members

Society: in this context, the upper class

move to improve the lot of the working people, whether by social reformers or workers' associations. They claimed that such acts would damage the economy. Eventually, however, enough members of parliament became so deeply disturbed by the evils of the factory system that new laws, called "Factory Acts," were written. These were designed to improve the lives of working people.

Children were among the first to benefit. The Factory Act of 1802, for example, made it illegal to have children work more than twelve hours straight in cotton mills. Later, work hours for children were reduced still further. In 1819, it became illegal

to hire a child under nine years of age for work in the textile industry. However, there were no inspectors to make sure that these rules were obeyed, and children working in other industries were still not protected. In 1824, workers' associations became legal, and an early form of **labour unions** were established.

The majority of middle- and upper-class people continued to believe that the working class should work as much as possible. In their view, leisure was bad for the working class, who might slip into "evil" occupations, such as drinking and gambling. In spite of this attitude, the Factory Acts were passed.

ACTIVITIES

1. In the eighteenth century, a group of workers called "Luddites" destroyed machines that were taking peoples' jobs. Find out more information about the Luddites. If you were a worker during that period, would you have been a Luddite? Give reasons for your answer.
2. Describe working conditions for children in factories and mines during the eighteenth century.
3. Imagine that you are a factory owner in eighteenth-century Britain. Write a letter from an employer's point of view to a friend explaining why you think child labour is important to the economy and why it is undesirable to improve working conditions.
4. Why were the Factory Acts an important step in improving the lives of working people. Write a preamble to the Factory Act from the point of view of an employee.

SOCIETY AND CULTURE

Never speak disrespectfully of Society, Algernon. Only people who can't get into it do that.

—LADY BRACKNELL, IN *THE IMPORTANCE OF BEING ERNEST*, ACT THREE, BY OSCAR WILDE

Like other countries during the eighteenth and nineteenth centuries, Britain had a rigid and complex class structure. This affected almost every area of life.

The British class system is still powerful in the twentieth century, although its power is declining. In a class system, a person is born into a specific social group that sees itself as different from, and perhaps better than, other social groups. The British used a person's accent to determine what social class the person belonged to. Upper-class people, who called themselves "Society," went to the right schools, belonged to the right

Class Structure

This quote, from words written by Walter Besant in 1836, shows the rigid lines that existed between the classes.

In the first place, it was far more a class apart. In no sense did it [the middle class] belong to society [the upper class].... Bankers were still accounted tradesmen who could not possibly belong to society. That is to say, if they went to live in the country they were not called upon by the [society] families, and in town they were not admitted by men into their clubs, or by ladies into their



houses ... The middle class knew its own place, respected itself, made its own society for itself, and cheerfully [honoured the upper class].

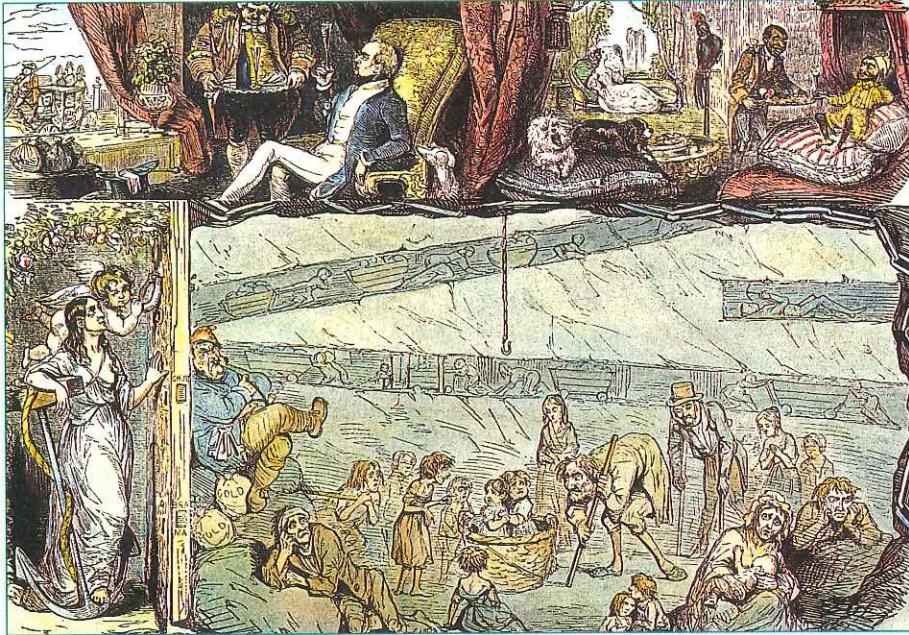


Figure 5-21 This cartoon, from 1843, was inspired by a government report on working conditions in the coal mines. What point about social class is the cartoonist making?

churches, and even read the right newspapers. They knew each other personally, or by reputation. People in the upper class kept track of each other. Lists of the upper class are still available today in books such as *Debrett's Peerage*.

Middle-class and working-class people had their own culture and amusements. The middle class grew enormously during the Industrial Revolution. In Canada, today, the definition of "middle class" is much looser than it was in Britain during the nineteenth century. To the British at that time, middle class meant that your father worked in the professions, as a doctor, engineer, or lawyer, for example, or he was a business person with property and money, or a military

officer. A university degree also helped lift a person into the middle class.

There was also a lower middle class. White-collar workers, for example, who worked in stores or offices or who owned small shops, were part of the lower middle class. Teachers below the university level were also part of the lower middle class, even though university professors were in the middle class.

A person who worked in the trades, or in a factory, was considered working class. The working class also had different rankings—skilled labour, unskilled labour, and casual labour. The lowest class was composed of people who could only find jobs intermittently.

WOMEN IN THE INDUSTRIAL AGE

The Industrial Revolution changed the family, and the way women worked and lived. In the cottage system, women worked as part of the family, which was essentially a home-based business. Because everything was done at home, husbands and wives tended to work cooperatively. Unmarried women and elderly women could work in the “family business” and support themselves. When the cottage industry began to die, thousands of these home-based businesses were destroyed, forcing the women who had been part of them to look for work elsewhere. Those who stayed in the countryside had very few options. They could try to go into service—work as a servant for someone with money—or they could look for work on farms. Often, landowners used large “gangs” of women labourers to do agricultural work, such as weeding and harvesting.

Failing that, the women had to work in factories. Because so many women were available for work, employers could pay them very poorly.

In the factories and mines, working-class women shared all the hardships common to the rest of the working class. Women pulled carts loaded with coal through tiny underground mine shafts and did all sorts of hard, dirty work in the textile industry.

Not all women were poor during the Industrial Revolution. Many were actually better off because of the changes that occurred. For one thing, many women had cash money of their own for the first time, and this gave them some independence.

Middle- and upper-class women were able to live very good lives, pampered by servants. Many households had large numbers of servants, fifty or more in the very large houses. Because servant’s wages were so low, almost everyone in the middle class had at least one servant—a cook, perhaps. Large families with many servants needed large houses.

Figure 5–22 These women and children are picking hops, which are used in the making of beer. This pattern of work gangs, consisting of women and their children, was a feature of English life throughout the eighteenth and nineteenth centuries. Do you think that this is an accurate portrayal, or an **idealized** one? Why or why not?

idealized: not realistic



Servants were given rooms of their own, usually in the attics. Soon, the large industrial cities were filled with the large houses of the prosperous middle class.

THE POOR

Every English city had its slums, where the poor lived in cramped apartment buildings. Often whole families lived in a single room. The industrial cities had grown so quickly that proper streets and sewers had not been planned or built. Crime was common and so was disease—scarlet fever, tetanus, tuberculosis, and cholera. Cholera, carried in polluted water, was deadly—and there were epidemics of it in all the major industrial cities in Britain, and on some of the emigrant ships bound for Canada.

Britain's Poor Law, which was supposed to help the needy, did not work well. In the early Industrial Revolution, the Poor Law had been in



Figure 5-23 Occasionally, women were able to earn superior positions in Britain. This illustration shows a woman pit-head worker—a very unusual situation.



Figure 5-24 Slums in Whitechapel, London

existence—and unchanged—since the sixteenth century. Even when it was reformed in 1834, it was still not a remedy for the thousands who could not find work.

Charity was the responsibility of local authorities, usually the parish. Often, Poor Law relief was given out by people who had absolutely no understanding of, or sympathy for, the poor. With little or no experience, they often made mistakes. Large families would sometimes get no help, while a loafer—with a good story—could get help. In desperation, people were forced to move into workhouses. These were terrible places where, for shelter and a little food, the poor worked at menial jobs. Often, overseers and board members made profits from the goods or services produced by workhouse inmates.

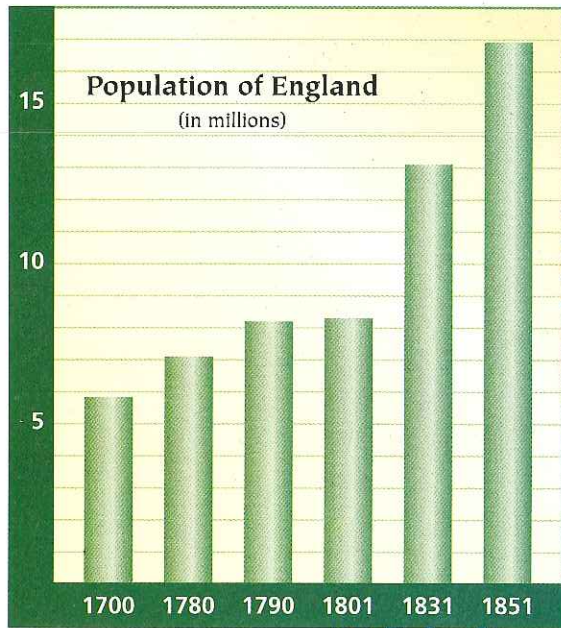


Figure 5-25 The population of England tripled in 150 years. What factors do you think might cause such a rapid rise in population?

Table 5-1 What do these statistics tell you about the poor in Liverpool?

1845 Census

Total population	223 054
People living in cellars	40 000
People living in crowded apartments	60 000
Members of the working class	160 000
Death rate (per thousand)	35
Newborn's chances of reaching the age of five	(working class) 1 in 2 (upper class) 4 in 5
Average age at death	22
Number of toilets in Irish sections	2 to 250 people

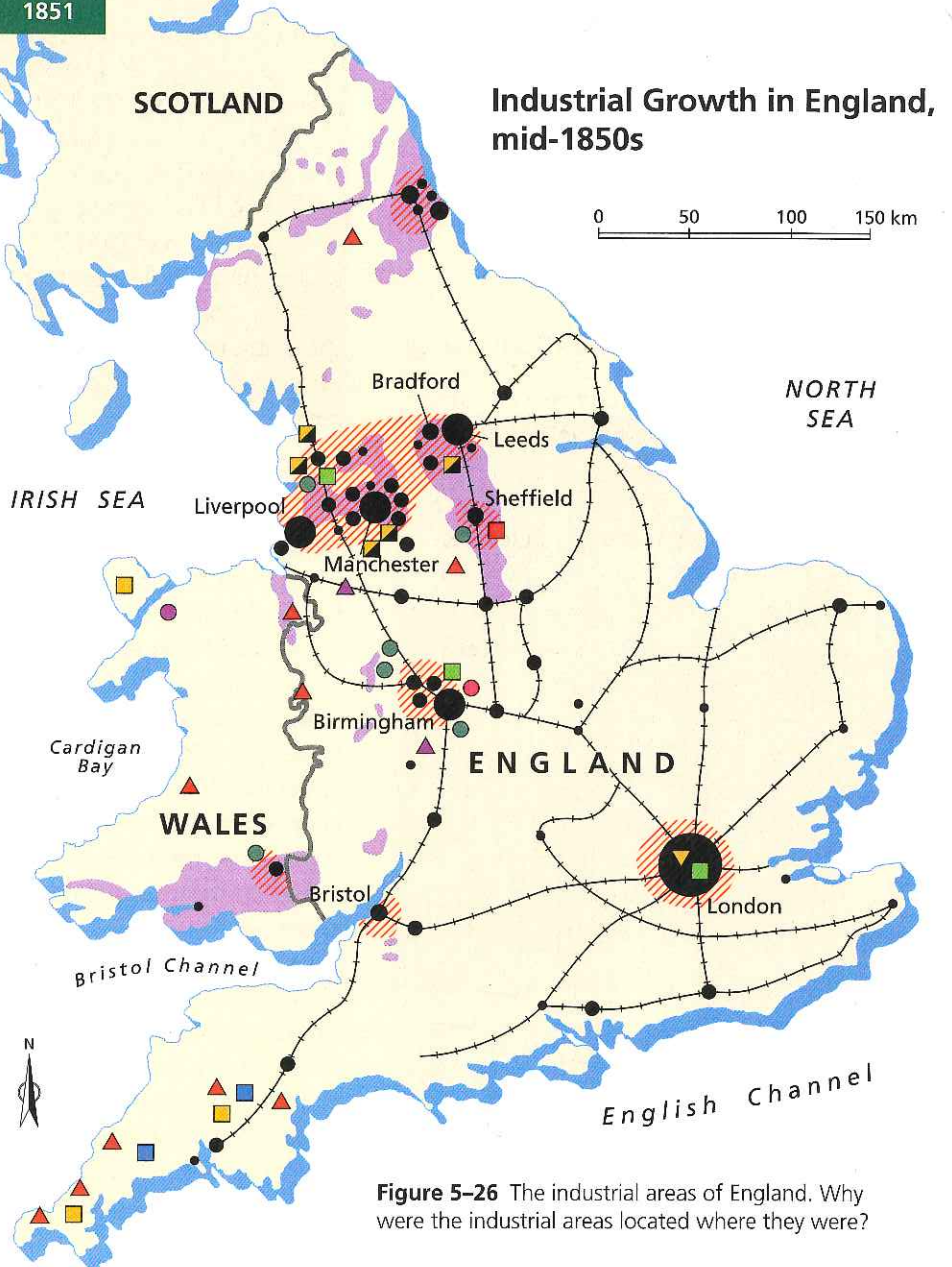
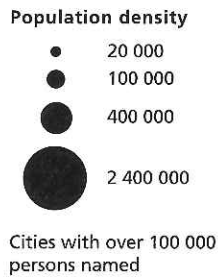


Figure 5-26 The industrial areas of England. Why were the industrial areas located where they were?

During the 1800s, the English government, social reformers, churches, and other groups began to gather information about society. Often this was in the form of statistics. Numerical data was collected on the number of people living, being born, dying, or working—even on the number of toilets available.

POPULATION ON THE MOVE

The population of Britain increased dramatically during the Industrial Revolution. Although many people moved from the countryside to the cities, many others emigrated to overseas colonies, such as Canada. They saw little opportunity in the overcrowded and impoverished cities of Britain. The colonies, on the other hand, seemed to offer an escape from poverty, the class system, and factory life. The colonies were promoted by the government and by **land speculators** as places with great potential for honest, hard-working people.

Immigrants often had to endure great hardship and misery before they had any kind of success in the colonies.

THE IRISH POTATO FAMINE

After their introduction into Europe from the New World, potatoes quickly became a staple food for millions of Europeans. By the 1840s, most Irish peasants grew and ate potatoes. Many lived in virtual poverty. Wealthy landlords, usually English and often **absent**, grew grain and other cash crops for shipment to England and Europe. In 1845, the Irish potato crop suffered a terrible blight—a disease that rotted the potatoes in



Figure 5-27 Starving Irish people trying to enter the workhouse

the fields. Soon, millions of Irish were suffering severe hunger because of the loss of their basic food.

Thousands of families were driven from their land, either because they could no longer pay the rent, or because they had to sell their property to buy food. In desperation, many Irish left their homeland to work in the industrial cities of Britain, such as Liverpool, or to go overseas to the colonies.

THE CLEARANCES

In Scotland, thousands of people were displaced by the so-called “clearances.” The clearances were part of the policy of enclosure. Landlords got rid of their poor tenant farmers, called “crofters,” so that they could use the land for raising sheep. Typically, the crofters were given a very short time to sell their furniture and livestock before they were forced to leave their lands forever. The vacated farms were often burned to the ground to prevent the tenants from returning. Thousands of Scots had to find new homes and work. As with the Irish, some went overseas, while others travelled to the large industrial cities of southern Scotland and England.

DID YOU KNOW?

The English response to the Potato Famine was to continue to allow grain to be sent out of Ireland and sold at high prices, rather than to use it to feed the starving Irish.

to speculate: to buy land in the expectation that its value will increase

absent: away, in this case, owners who owned land but did not live on it

A Terrible Journey

The voyages to the colonies were very difficult. Many people got sick and died from the conditions in steerage—the cramped quarters in the ship’s hold where they were forced to stay. This report of a shipping official helps us to understand the terrible hardships that Irish immigrants suffered.



Out of the 4000 or 5000 emigrants that have left since Sunday, at least 2000 will fall sick somewhere before three weeks are over. They ought to have accommodation for 2000 sick at least in Montreal and Quebec, as all the Cork and Liverpool passengers are half-dead from starvation and want before embarking; and the least bowel complaint, which is sure to come with a change of food, finishes them without a struggle. I never saw people so indifferent to life; they would continue in the same berth with a dead person until the seamen or captain dragged out the corpse with boat hooks. Good God! What evils will befall the cities wherever they alight! Hot weather will increase the evil...”



Figure 5-28 This picture of immigrants leaving for Canada or the United States captures the sadness of being parted from their homeland. How would you feel if you were forced to leave your loved ones and friends, never to see them again?

ACTIVITIES

1. Make an organizer with the headings Clothing, Housing, Transportation, Earning a Living, and Education. List the factors that made a person upper class, middle class, or working class in Britain during the eighteenth and nineteenth centuries.
2. Did the Industrial Revolution improve conditions for women? List three ways in which life improved and three ways in which life got worse for women.
3. Using the data in Table 5-1, determine how large a part of the population was considered working class. What proportion of Liverpool’s population had sub-standard housing? Compare the death rate for children in the upper and lower classes. How do you account for the difference? Why are sanitation facilities important?
4. Examine the map of industrial regions of Britain on page 154. Give reasons why industrial areas are located where they are.
5. What effect did the highland clearances and the Irish potato famine have on Canada? Do you know anyone of Irish or Scottish ancestry? How and when did their family come to Canada? Pretend you are a Scottish or Irish farmer who must immigrate. Write a short speech to your village, explaining why you must leave home.

CONCLUSION

The changes brought about by the Industrial Revolution were enormous and long-lasting. In industrialized countries, first in Britain and later almost everywhere in the world, society was transformed. Traditional rural life ended, to be replaced by urban and factory life. Working-class families had to learn to cope with city life and the factories, with their brutal conditions and low wages. On the other hand, the upper and middle classes profited greatly from the Industrial Revolution.

Eventually the cruelties of the factory system, and of life for the lower classes in general, shocked writers such as Charles Dickens, who helped to force change by appealing directly to middle-class people.

Gradually, industrialization began to make life better for all people. In time, laws were passed that ended child labour and other discriminatory practices.

Great improvements in transportation helped many people, not just the industrialists. Cities became more livable, with gas lights and better sanitation. Children started going to school. Mass entertainment—sports, like football, for example—became very popular. Before long, people forgot about the country life of earlier times and accepted the city as a place of opportunity and excitement.

The Industrial Revolution is not quite over. You are in a new phase of that great process, and you will have to adjust, just as your ancestors did, to the revolutionary changes that the future will bring.

SUMMARY ACTIVITIES

1. Prepare a protest poster against enclosure. Your poster should point out the negative aspects of enclosure and highlight the profits that will be made by landowners.
2. With a partner, or partners, draw up a submission to parliament which contains a list of recommendations for laws dealing with child labour. Your list should begin with a preamble—an explanation of what the recommendations are concerned with and why you feel it is necessary that they be adopted.
3. How did the Industrial Revolution spur the growth of colonies? What was the value of colonies to an industrialized nation? What were the benefits of being a colony? Were there any drawbacks?
4. The Industrial Revolution transformed life for the people of Britain. Develop a chart showing how life was transformed for various groups of people. Present a position paper on which social group's life changed the most.

ON YOUR OWN

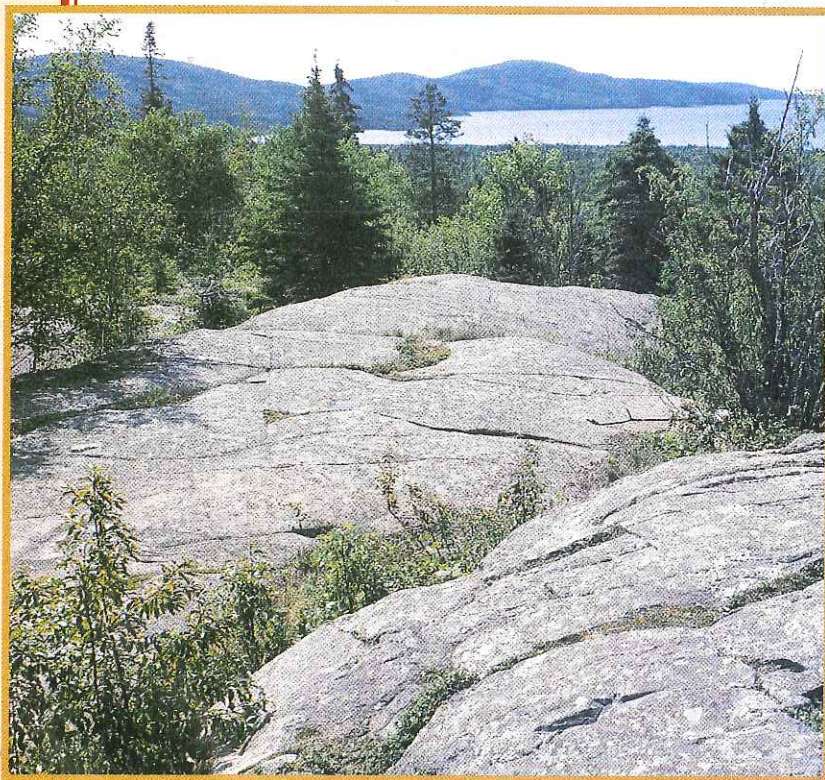
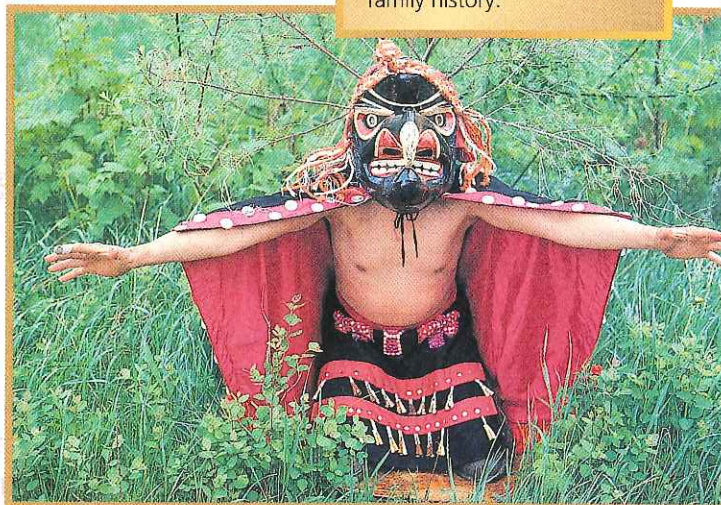
1. With a partner, write a business proposal to investors outlining your plans for a new railway that will connect two important English cities. To help plan your venture, use a good atlas map showing the topography of Britain. Be sure to include costs (in pounds), time needed, labour force required, and other factors that you think are important in your proposal. Your estimates need not be accurate, but should show that you have an understanding of the problems, and expected profits, of the venture.
2. Research the Peterloo Massacre, the Chartist Movement, and trade unions. Write a short report on attempts by working people to organize themselves in order to better their lives.
3. Imagine that you are a worker in a textile mill in England. Do research to find out more about working conditions in the mill. Write a letter to your MP, explaining your daily life in the mills and at home.
4. Compare the factories of today with the factories of the early Industrial Revolution. What aspects are the same? What aspects are different?
5. Research the impact of European immigration on the Native peoples of North America. Has the situation been resolved?

UNIT 2

NORTH AMERICA BECKONS

The European colonists who began to move to North America in ever-increasing numbers after 1600 usually found a land that was different from the land they had left. They discovered that the landscape, climate, and vegetation varied greatly from region to region in North America. Their first years were usually years of struggle as they adapted to the new environment.

The Northwest Coast peoples. Ritual dancing is an ancient feature of Northwest Coast aboriginal life. It reminds people of the importance of clan and family history.



This process of adaption would have been much more difficult without the assistance of the Native peoples of North America, who generously shared their expertise and knowledge with the newcomers. Having lived in North America for many thousands of years, the Native peoples understood the impact of the physical environment on their lives. Over the years, they had developed societies that expressed their values in harmony with their environment.

The Canadian Shield. The Canadian Shield has become symbolic of Canada. Images of the Shield were popularized by the Group of Seven painters.