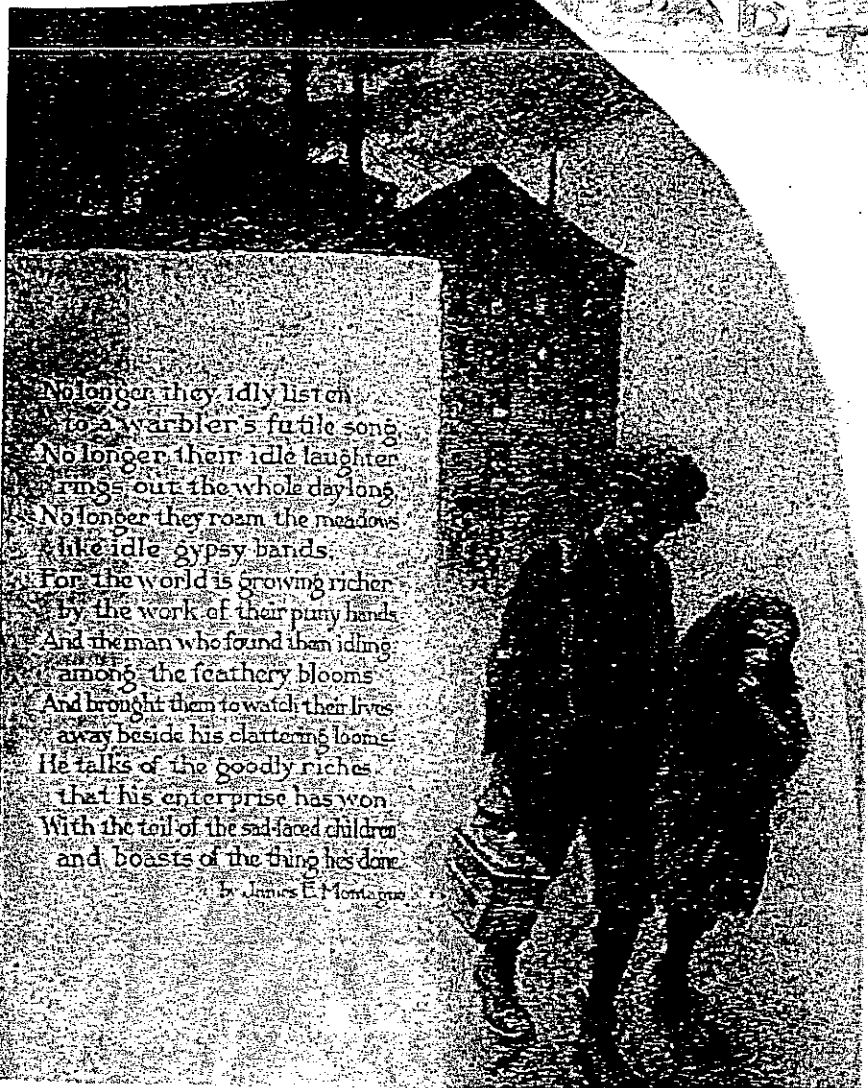


1



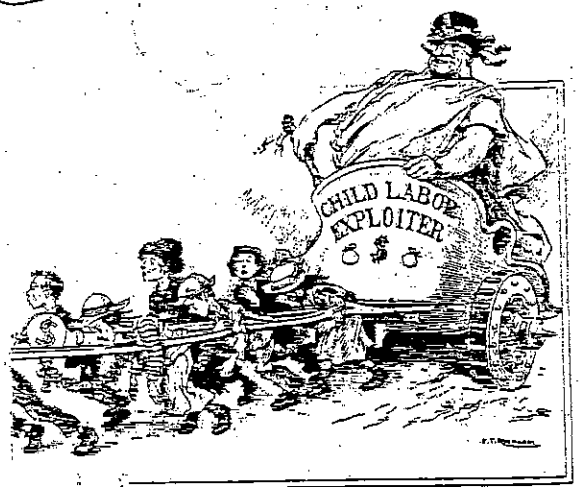
2



No longer they idly listen
 to a warbler's futile song
 No longer their idle laughter
 rings out the whole day long
 No longer they roam the meadows
 like idle gypsy bands
 For the world is growing richer
 by the work of their puny hands
 And the man who found them idling
 among the feathery blooms
 And brought them to watch their lives
 away beside his clattering looms
 He talks of the goodly riches
 that his enterprise has won
 With the toil of the sad-faced children
 and boasts of the things he done

By James E. McLaughlin

3



RICHARDS IN PHILADELPHIA WORK AMERICAN

This excerpt from *The Conditions of the Working Class in England* was written by Friedrich Engels after he visited an English industrial city in 1844.

9

Every great town has one or more slum areas where the workers struggle through life as best they can out of sight of the more fortunate classes of society. The slums . . . are generally unplanned wildernesses of one- or two-storied houses. Wherever possible these have cellars which are also used as dwellings. The streets are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which it deposits on its bank. . . . One walks along a very rough path on the river bank to reach a chaotic group of little, one-story, one-room cabins. . . . In front of the doors, filth and garbage abounded. . . .

Here is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

5

Sadler: What is the nature of your illness?
Hebergam: I have damaged lungs. My leg muscles do not function properly and will not support the weight of my bones.
Sadler: A doctor has told you that you will die within the year, is that correct?
Hebergam: I have been so told.
Sadler: Did he tell you the cause of your illness?
Hebergam: He told me that it was caused by the dust in the factories and from overwork and insufficient diet. . . .
Sadler: To what was his (your brother's) death attributed?
Hebergam: He was cut by a machine and he died of infection.
Sadler: Do you know of any other children who died at the R____ Mill?
Hebergam: There were about a dozen died during the two years and a half that I was there. At the L____ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip the flesh was ripped up the same as it had been cut by a knife. His hand was bruised, his eyes were nearly torn out and his arms were broken. His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.
Sadler: Did the accident occur because the shaft was not covered?
Hebergam: Yes.

6

In this excerpt, Friedrich Engels' discussion with a middle-class gentleman shows the attitude of the middle class about the living conditions of the factory workers.

. . . One day I walked with one of these middle-class gentlemen into Manchester. I spoke to him about the disgraceful unhealthy slums and drew his attention to the disgusting condition of that part of the town in which the factory workers lived. I declared that I had never seen so badly built a town in my life. He listened patiently and at the corner of the street at which we parted company he remarked: "And yet there is a great deal of money made here. Good morning, Sir." . . .

Source: Friedrich Engels, *The Condition of the Working Class in England*, Stanford University Press (adapted)

7

Edwin Chadwick presented a report to Parliament as secretary to a commission that investigated sanitary conditions and means of improving them.

. . . *First, as to the extent and operation of the evils, which are the subject of the inquiry;* . . .
That the formation of all habits of cleanliness is obstructed by defective supplies of water.
That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times.
That of the 43,000 cases of widowhood, and 112,000 cases of destitute orphanage relieved from the poor's rates in England and Wales alone, it appears that the greatest proportion of deaths of the heads of families occurred from the above specified and other removable causes; that their ages were under 45 years; that is to say, 13 years below the natural probabilities of life as shown by the experience of the whole population of Sweden. . . .

Source: Edwin Chadwick, *Report on an Inquiry into the Sanitary Condition of the Labouring Population of Great Britain*, W. Clowes and Sons, 1842

8

LAD FELL TO DEATH IN BIG COAL CHUTE

Dennis McKee Dead and Arthur Allbecker Had Leg Burned In the Lee Mines.

7-19-11
Falling into a chute at the Chauncey gallery of the George S. Lee Coal Company at Avondale this afternoon, Dennis McKee, aged ¹⁵ ~~14~~ of West Nanticoke, was smothered to death and Arthur Allbecker, aged 15, had both of his legs burned and injured. Dr. Biel, of Plymouth, was summoned and dressed the burns of the injured boy.

He was removed to his home at Avondale.

Both boys were employed as breaker boys, and going too close to the chutes fell in. Fellow workers rushed to their assistance and both had them out of the chutes. When taken out, McKee was found to be dead. His remains were removed to his home at West Nanticoke. Allbecker will recover.

9

... I have frequently visited many of the Cotton Factories in this neighbourhood, with friends who came from a distance; on coming out, it has always been a general reflection, that the children were very great sufferers, and seemed sickly and unhealthy; being obliged to work such long hours under such unfavourable circumstances. As I dedicate an hour or two every morning to giving advice to the poor, I have a great many opportunities of witnessing the bad effects of such confinement on the health of children: frequently the parents say their children were stout and healthy, until they were sent out, and confined so close and long in the Factory; but now they had become delicate and sickly. ...

Source: Robert Agnew, M.D., "Observations on the State of the Children in Cotton Mills," Manchester, March 23, 1818

The following is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

10

Sadler: What is your age?
Cooper: I am eight and twenty.
Sadler: When did you first begin to work in mills?
Cooper: When I was ten years of age.
Sadler: What were your usual hours of working?
Cooper: We began at five in the morning and stopped at nine in the night.
Sadler: What time did you have for meals?
Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.
Sadler: What means were taken to keep you awake and attentive?
Cooper: At times we were frequently strapped.
Sadler: When your hours were so long, did you have any time to attend a day school?
Cooper: We had no time to go to day school.
Sadler: Can you read and write?
Cooper: I can read, but I cannot write.

Industrialization Document Based Question

Introduction

Whether John D Rockefeller, Andrew Carnegie, and JP Morgan were Robber Barons or Titans of Industry is beside the point; the impact they had on America was profound. The History Channel labeled them "The Men Who Built America" and we know the immensity of their fortunes. But how does their success contrast with the lives of the people they employed?

Task

In order to understand the true impact of the American Industrial Revolution, we need to look at it from many perspectives. We have the perspective of those on top, but we have only just a glimpse of how the other half lives. Therefore, I pose the following question:

How did the economic growth and societal transformations of industrialization affect the everyday working-class people of America's new major cities?

Procedure

You will compose a 5-paragraph essay that serves as your answer to the question presented above. Of course, your answer is not simply a statement, but a statement that is supported by multiple strands of evidence that you have thoroughly analyzed. Follow this general outline:

- **Introduction**
 - Introduce the topic and present your overall statement
 - List the 3 points you're going to discuss in your body paragraphs

- **Body One**
 - Introduce your first major point
 - Support your statement using multiple references from the documents
 - Do not simply restate what the documents say → analyze the sources

- **Body Two**
 - Introduce your second major point
 - Support your statement using multiple references from the documents
 - Do not simply restate what the documents say → analyze the sources

- **Body Three**
 - Introduce your last major point
 - Support your statement using multiple references from the documents
 - Do not simply restate what the documents say → analyze the sources

- **Conclusion**
 - Restate your statement and briefly summarize your 3 main points
 - Do not leave your reader hanging - close your essay with a strong sentence

Industrialization Document Based Question

Criteria	Strengths	Improvements
Statement Student presents a well-thought out statement in the introduction and wraps up the statement in the conclusion		
Evidence Student cited multiple pieces of relevant evidence in each body paragraph		
Analysis Student analyzed and interpreted the evidence to provide support for the statement and main point each paragraph		