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Dbq on second industrial revolution documents answers

Historical question: Industrial revolution – does rapid economic growth have a positive or negative impact on people's quality of life as a result of industrialisation? Introduction: This DBQ, students will analyze the effects of industrialization culturally, politically and economically in the Western world. They will compare resources from different perspectives and rely on the overall impact of industrialisation that industrialisation can have on human life. Students can use that to have learned from this DBQ and also use it for industrialization in other countries around the world. This DBQ supports the profile of a South Carolina graduate (see resources department) because students will use critical thinking skills to analyze and compare sources, engage and discuss with their peers, and communicate their findings in a democratic way. Standards | Vocabulary | Context | Questions – Doc #1 , #2, #3, #4, #5, #6, #7, #8 Time Required: The estimated time frame for this DBQ is four 45-minute class periods. Click here, to download the full DBQ with the accompanying handout: Industrial Revolution/ Does Rapid Economic Growth, U-based Industrialization, Positive and Negative Impact on People's Quality of Life?, Standard 4 i i Sources with Questions, and Quality of Life Chart South Carolina Standards (2020) Targeted Standard: Standard 4: Demonstrate a understanding of the increased how global exchanges promoted the revolution from 1760 to the beginning of the 20th Century. 6.4.P Summary of local and global impacts of the Industrial Revolution. 6.4.CX contextualise the environmental impact of the Industrial Revolution. 6.4.E Analyze multiple perspectives on increased global interactions and revolutions through different primary and secondary sources. Vocabulary Industrialization Economy Children's Reform Work Agriculture Historical context and background Information: The Industrial Revolution began in Britain in the late 1700s after the agricultural revolution and early advances in technology and machinery. The movement of pens, crop rotation and agricultural technology increased agricultural yields, forcing the population to increase and forcing small farmers to become tenants or move to cities. Britain had the manufacturing factors needed for industrialisation, including natural resources, rivers and ports, entrepreneur experience, a growing population, political stability, an increase in global trade and economic prosperity and progress. After its induction in Britain, the Industrial Revolution spread to the United States and those countries of continental Europe, and what factors of production were available, such as Belgium and Germany. Later, industrialisation began in Japan in response to growing imperialist threats to the nation. The Industrial Revolution has resulted in major economic, cultural and changes around the world. The Industrial Revolution was an economic revolution, so economic change was widespread and still affecting our world today. These economic changes lead to cultural and political change. Economic change began with the invention of machines. New textile machines for rotating and aunting, chores previously done manually, have increased the production of cloth goods. The modernisation of textile technology has revolutionised industrialisation. The airport shuttle has advanced textile production by doubling the amount of water a worker could do in a day. This machine was soon joined by a more advanced rotating jenny, which allowed one spinner to spin eight threads at a time. At first, these machines were soon powered by water frames. In 1779, a rotating wheel was invented as a combination of a rotating jenny and a water frame. The mule produced a stronger product than its predecessors. In 1787, power on the water again increased the speed of the wind. Cotton gin significantly increased cotton production after its invention in 1793. As reliance on large, expensive machines has increased, factories have been built to house machinery, rather than the cottage industry's handiwork previously done at home in earlier times. Due to the increasing demand for water power to power machinery, factories were built near rivers or streams. As a reason, jobs previously done by individuals in the home have been moved to factories. These factories were built in existing cities or established towns near water resources. After the development of James Watt's steam engine, factories began to build away from water sources because the steam engine has become a new source of energy for machines. Coal and iron were the main sources used to power and build these engines in machinery, and later the second wave of the industrial revolution, which began in the 1870s, electricity, chemicals and steel were the main sources of the industrial business. Transport has also improved with the development of a steam engine. The steam engine was soon used to power steam steam steamers and locomotives, leading to the construction of stings and railways for trade and transport. The booming railways have created new jobs for rail workers and miners to get cold to power new engines. With less expensive means of trade and the transport of goods, industries developed and long-distance trade grew and travel for people was easier. The development of factory systems led to a division of labour, as individuals were given a special task, which led to increased productivity of workers and an increase in the production of manufactured goods. With the development of interchangeable parts, where many of the same parts have been produced rather than the previous process of creating unique it has become possible to mass produce and repair many goods using machines and refine them manually. Mass production made it possible to produce goods at a cheaper price, making it more accessible to an increasing share of the population. The worker spent long hours in factories, often 14 hours a day, six days a week. Working conditions were dangerous and often

caused injuries, but there was no use for such injuries. Individuals could earn more in factories than on farms, which would lead to a large migration between rural and urban. Migration between rural and urban migration leads to a number of social changes. Unfortunately, the division of labour was also a clear division between the working class and the ownership class. Many European cities have doubled in population during this period of history. Low wages for workers and unregulated living conditions in cities have often made housing conditions very poor. The working class often lived in full areas with no basic aids, such as running water. The situation was often unsanitary as a result of these circumstances, along with the increase in pollution from factories. Crime increased as a result of poverty, but police protection was often inadequate. Middle and upper classes, usually business owners or other professionals, have typically moved into nicer homes in the suburbs, which was a tangible reflection of growing class divisions. Because the working conditions were so dangerous and the growing class divisions have made further economic changes, along with political changes. Laissez-faire capitalism was the cornerstone of the industrial revolution, as it was an economic system in which all the factors of production were privately owned and there was no government interference. But capitalism, based on laws of competition, supply and demand and self-reliance, has also allowed for great inesmability in wealth. Supporters of capitalism opposed the creation of laws on minimum wages and better working conditions, believing that this would upset the free market system and weaken wealth production. In the working class, the middle and upper classes were increasingly oppressed. This leads to growing support for socialism because of the belief that such a system would ensure greater prosperity for the masses of working-class people and allow the government to plan the economy in order to promote equality and end poverty. Socialism has offered workers more protection than capitalism in the meantime, and he has also promised to distribute wealth better according to needs. Karl Marx and Friedrich Engels proposed radical socialism by writing in the Communist manifesto, according to which society is divided into war classes. It has been suggested that proletariat, non- or workers who have been oppressed in the current situation, would be bullied, haves or owners, and create proletariat. Although this proletariat revolution did not happen during the Industrial Revolution, Marx provided fuel for future reforms and revolutions. In addition to the rise of socialism, in the 1800s, the united capital of The New York Times and The New York Times Unions negotiated better working conditions, higher pay and shorter hours, and would go on strike if the demands were not met. These trade unions were initially limited, but overtime was a nominal success. In the 1830s, the British Parliament began regulating the minsk-factory conditions for women and children, bringing about much-needed reforms. At the moment, individual gaps and wealth were problematic, and there was a global wealth gap. As industrialised nations gained power over non-industrialized nations, these industrial forces began to exploit weaker nations for resources and markets. Thus, imperialism was born from the industrial era (South Carolina Department of Education, 2011). Question and Resource Guide Document 1: Illustration by Fredrikke Palmer in the Women's Journal, 1916. Manual: What do you notice on the outside of the web? What's going on in the center? What tags or main words do you see? Who's represented in the cartoons? How would people feel if they saw this drawing? Quote: Simkin, J. (n.e.g.). Retrieved 30 July 2018, Document 2: Lewis Hine Photograph of children's work at the textile factory Leadership Questions: What is going on in the source? What's the kid doing? Who do you think is represented in this source? Who's not represented? How would this image be different in modern times? Is this picture intended to convince or inform the viewer? Citation: The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Photography Collection, The New York Public Library. (1905). Sadie Pfeifer, 48 inches tall, November 1908 Retrieved from Document 3: Child Labor in the Canning Industry of Maryland, Lewis Hine 1909 Guiding Questions: What is described in the source? What's the tone? Is the author happy? Angry? What do you think the author's goal is? Based on the author's findings and what you learned from the picture in document B, what are the effects of hard work on children? Quote: Hine, Lewis. (1909, July 10). Children's work in Maryland's Canning industry, [Manuscript]. From the Library of Congress, the manuscript department. document 4: William Blake poem Chimney-gu sweeping Guiding Questions: What is the daily life of the chimney sweeper? What does this song say about family life between Period? What is the opinion of the author about children working in these conditions? What kind of feelings would come when someone from a time period read that? How could this song convince the public? How would Andrew Ure (document E) react to this song? Given when this poem was written, what do you think will happen to the health of children in the workforce as the industrial revolution continues? Quote: Blake, W. (N.F.). Songs of Innocence and Experience: Songs of Innocence: Chimney. Retrieved 26 July 2018, from Document 5: Wage Chart for Skilled and Unskilled Workers, 1897 and 1899 Instructions: What do you notice about the value of wages from 1897 to 1899 for both ignorant and qualified workers? Why would an author publish this information? What's his purpose? What details, groups or categories are missing from this data that should be included? How would the missing information help to identify the factors that led to the increase in wages? Citation: Wright, C.D. (1900) Work and Capital. Carroll D. Wright, the Labor Commissioner, shows how he works under big industrial corporations. Chicago, ILL. Chicago. [Pdf] Retrieved from the Library of Congress, Document 6: Something New begins every day, Instructions for a list of poems: What are some new things or inventions that were created based on poems? What's the tone of the song after you? What links can you make between background knowledge and new things in this song? Document 7: Photos taken by reform photographers Jacob Riis and Jesse Tarbox Beals Guiding Questions: See the four corners/sections of each photo. What do you see? What are two notices and two wonders? What are the similarities and differences between the two images? Who's missing? Why do you think they weren't involved? Why did both photographers decide to take pictures? What was the purpose? What you can misintate was the reason leading to these living conditions Citation: Stamp, J. (2014, May 27). Pioneering social reformer Jacob Riis has revealed how the other half lives in America. Retrieved July 29, 2018, from the Tenement life in the turn of the century New York. (2009, May 09). Retrieved from Document 8: Instructions for a life expectancy life expectancy: What are the trends or patterns you see with data? What's the reason for this trend or pattern? What could be happening in cities that would lead to these results? How trusted is this resource? What details has this chart missed that can help you historical question? Which groups of people are out of the world? Citation: Szreter, S., & Mooney, G. (1998). Urbanisation, mortality and life debate: New estimates of life expectancy at birth in Nineteenth century British cities. Economic History Review, 51(1), new series, 84-112. Retrieved from Information on Digital Collections This DBQ is based on images and/or documents from several institutions, including the University of South Carolina Libraries, the National Archives and the Library of Congress. See the individual pictures for information about the institution. To see other collections that might help you find it, visit the Digital Collections home page or visit the SCDL collection. Collection.

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