

Phineas's Project 2(B) Notes

A. Rewrite Sentence:

- a. *Not everything about the Industrial Revolution was positive. Unfortunately, the lower and working class had very hard lives and lived in poor conditions.*
- b. Support this with an example of a personal testimony/statistical figure from below:
 - i. **Supporting Evidence (1st Ind. Rev):** *England had a large and relatively cheap work force because the Enclosure Movement that forced thousands of farmers off their land and into the cities (610).*
 - ii. **Statistical Evidence (1st Ind. Rev):** *Growth of Manchester from 17,000 in the 1730's to around 70,00 by 1801 to almost 6.5 million in 1900 (616)*
 - iii. **Statistical Evidence (1st Ind. Rev):** *London grew from less than half a million in 1750 to almost 6.5 million in (617)*
 - iv. **Testimonial Evidence (1st Ind. Rev):** *Quote by J.P Kay (624).*
 - v. **Testimonial Evidence (1st Ind. Rev):** *Dr. South Wood Smith's quote about the conditions of the two London districts that he worked in (616).*
 - vi. **Testimonial Evidence (1st Ind. Rev):** *Friedrich Engels: The Condition Of The Working Class In England in 1814 (621)*
 - vii. **Testimonial Evidence (2nd Ind. Rev):** *Charles Dicken's quote about the "London Fog" (667)*

B. Provide Supporting Evidence From Textbook/Examples:

- a. Support this with evidence from one's personal testimony or an event from your textbook/outside source from down below:
 - i. **Supporting Evidence (2nd Ind. Rev):** *Workers would occasionally threaten to revolt like with the Luddite Revolts 1811-1813 (618).*
 - ii. **Supporting Evidence (1st Ind. Rev):** *Labor Unions (618).*
 - iii. **Supporting Evidence (1st Ind. Rev):** *Creation of Child Labor Reform Laws-"Factory Acts" Passed in the early 1800's and strongly enforced by the 1840's. (620)*
 - iv. **Testimonial Evidence (1st Ind. Rev):** *Quote by J.P Kay (624).*
 - v. **Testimonial Evidence (1st Ind. Rev):** *James Kay Shuttleworth's Quote about the working conditions of the poor in the factories (1619) (620).*
 - vi. **Testimonial Evidence (1st Ind. Rev):** *Friedrich Engels: The Condition Of The Working Class In England in 1814 (621)*
 - vii. **Testimonial Evidence (2nd Ind. Rev):** *Neil Cusack's quote about young factory girl Workers (659)*
 - viii. **Testimonial Evidence (2nd Ind. Rev):** *Quote from the "Labor Standard" about Children working in the mines (661)*

C. Teacher Edits/Notes:

- a. Minimum wage laws did come into play during the early 1900's in England. However, they were not the type that we think of today. They were controlled by a board and only limited to 4 specific fields that were primarily occupied by women. Refer to attached document for verification. Finally, the first minimum wage law in America did not happen until the 1930's. By then the working conditions were far better and more regulated.
 - i. **Supporting Evidence:** *England's First Minimum Wage Law (Document A).*
- b. Use another example of how the worker's lives were made more bearable by government intervention with specific evidence from your text book or an outside source.

- i. [Supporting Evidence \(2nd Ind. Rev\):](#)Immurgence Of Three Social Classes In The Late 1800's (675)
- ii. [Supporting Evidence \(1st Ind. Rev\):](#) *Labor Unions* (618).
- iii. [Supporting Evidence \(1st Ind. Rev\):](#)*Creation of Child Labor Reform Laws-“Factory Acts” Passed in the early 1800's and strongly enforced by the 1840's.* (620)
- iv. [Supporting Evidence \(2nd Ind. Rev\):](#) *Urban Renewal* (668)

D. Support Statement With A Historical Example/Examples:

a. Suggestions:

- i. [Supporting Evidence:](#) *Andrew Carnegie* (Document B)

E. Teacher Edits/Notes:

a. These resources had been around throughout history but the creation of new technology allowed them to be utilized more effeciently. Change this section about coal to how they were better utilized through these processes(below).

- i. [Supporting Evidence \(2nd Ind. Rev\):](#) Importance of Steel In Building the Modern Skyscrapers (664)
- ii. [Supporting Evidence \(1st Ind. Rev\):](#) *Abraham Darby's Smelting Process* (609)
- iii. [Supporting Evidence \(2nd Ind. Rev\):](#) *Henry Bessemer Steel Production Process* (662-663)

F. Support Statement With A Historical Example/Examples:

a. Support your claim using Henry Ford and other historical examples of people and what they did as an example:

- i. [Supporting Evidence \(2nd Ind. Rev\):](#) *Henry Ford & The Assembly Line* (664)
- ii. [Supporting Evidence \(2nd Ind. Rev\):](#) *Interchangeable Parts* (663)
- iii. [Supporting Evidence \(2nd Ind. Rev\):](#) *Nikolaus Otto's Internal combustion Engine* (664)

G. Support Statement With A Historical Example/Examples:

a. Support your claim citing any of these Medicenes/practices and their inventors

- i. [Supporting Evidence \(2nd Ind. Rev\):](#) *The Use Of The First Ancesthetic By An American Dentist During Surgery* (609)
- ii. [Supporting Evidence \(2nd Ind. Rev\):](#) *Joseph Lister & The Introduction Of The First Antiseptic Methods To Reduce Women Dying During Childbirth* (668)
- iii. [Supporting Evidence \(2nd Ind. Rev\):](#)*Louis Pasteur & Germ Theory* (667)
- iv. [Supporting Evidence \(2nd Ind. Rev\):](#) *Robert Koch's Tuberculouis Cure* (668)

G. Support Statement With A Historical Example/Examples:

a. You stated that there were huge advances in social and political advances but failed to provide specific instances for the advances in women's rights and laws helping the poor and working classes. Use outside sources or your text book to provide specific examples.

- a. [Testimonial Evidence \(2nd Ind. Rev\):](#)*Emmeline Pankhurst Quote About Women's Suffrage* (675)
- b. [Testimonial Evidence \(2nd Ind. Rev\):](#) *Elizabeth Cady Stanton Quote About Women's Right To education* (676)
- c. [Supporting Evidence \(2nd Ind. Rev\):](#) *Seneca Falls Convention & Women's Suffrage* (676)
- d. [Supporting Evidence \(2nd Ind. Rev\):](#) *Emily Davies successfully campaigned for women to be allowed to take the entrance exam for cambridge in 1868* (677).

H. Teacher Edits/Notes:

a. You need to specify what type of factory work that you are talking about and refer to evidence from your text book to support this claim. Are you talking about factories that are powered by water, electricity, or by the combustion engine? Are you talking about British "Long Houses" from the first

Industrial Rev. or Carnegie's steel mills from the second industrial revolution? You also need to explain in further detail about the manufacturing process other than that they were cramped into a room together. I included a list of supporting evidence that you can use from your textbook to use to support factory work.

- i. [Supporting Evidence \(1st Ind. Rev\): England's Textile Manufacturing Plants: "The Longhouses" \(614\)](#)
- ii. [Supporting Evidence \(1st Ind. Rev\): Abraham Darby's Smelting Process \(609\)](#)
- iii. [Supporting Evidence \(2nd Ind. Rev\): Henry Bessemer Steel Production Process \(662-663\)](#)
- iv. [Supporting Evidence \(2nd Ind. Rev\): Interchangeable Parts \(663\)](#)
- v. [Supporting Evidence \(2nd Ind. Rev\): The Assembly Line \(663\)](#)
- vi. [Supporting Evidence \(1st Ind. Rev\): James Watt's Steam Engine \(611\)](#)
- vii. [Supporting Evidence \(2nd Ind. Rev\): Alessandro Volta's Battery \(663\)](#)
- viii. [Supporting Evidence \(2nd Ind. Rev\): Michael Faraday & The Dynamo \(663\)](#)
- ix. [Supporting Evidence \(2nd Ind. Rev\): Nikolaus Otto's Internal combustion Engine \(664\)](#)
- x. [Supporting Evidence \(2nd Ind. Rev\): Henry Ford & The Assembly Line \(664\)](#)

I. Support Statement With A Historical Example/Examples:

- a. Support your claim citing any of these Medicines/practices and their inventors
 - i. [Supporting Evidence \(2nd Ind. Rev\): The Use Of The First Anesthetic By An American Dentist During Surgery \(609\)](#)
 - ii. [Supporting Evidence \(2nd Ind. Rev\): Joseph Lister & The Introduction Of The First Antiseptic Methods To Reduce Women Dying During Childbirth \(668\)](#)
 - iii. [Supporting Evidence \(2nd Ind. Rev\): Florence Nightingale \(668\)](#)
 - iv. [Supporting Evidence \(2nd Ind. Rev\): Louis Pasteur & Germ Theory \(667\)](#)
 - v. [Supporting Evidence \(2nd Ind. Rev\): Robert Koch's Tuberculosis Cure \(668\)](#)

J. Teacher Edits/Notes

- a. Rewrite the order that you listed the advances in transportation into chronological order and include how it was significant along with its inventor. Furthermore, mention the previous advances in technology that made these advances in transportation possible.
 - i. [Supporting Evidence \(1st Ind. Rev\): James Watt's Steam Engine \(611\)](#)
 - ii. [Supporting Evidence \(2nd Ind. Rev\): Interchangeable Parts \(663\)](#)
 - iii. [Supporting Evidence \(2nd Ind. Rev\): The Assembly Line \(663\)](#)
 - iv. [Supporting Evidence \(1st Ind. Rev\): George Stephenson's steam powered locomotive \(615\)](#)
 - v. [Supporting Evidence \(1st Ind. Rev\): James Watt's Steam Engine \(611\)](#)
 - vi. [Supporting Evidence \(1st Ind. Rev\): Robert Fulton's Steam Boat \(662\)](#)
 - vii. [Supporting Evidence \(2nd Ind. Rev\): Alessandro Volta's Battery \(663\)](#)
 - viii. [Supporting Evidence \(2nd Ind. Rev\): Michael Faraday & The Dynamo \(663\)](#)
 - ix. [Supporting Evidence \(2nd Ind. Rev\): Nikolaus Otto's Internal combustion Engine \(664\)](#)
 - x. [Supporting Evidence \(2nd Ind. Rev\): Henry Ford & The Assembly Line \(664\)](#)
 - xi. [Supporting Evidence \(2nd Ind. Rev\): Orville & Wilbur Wright \(664\)](#)

K. Teacher Edits/Notes

- a. Rewrite the order that you listed the advances in transportation into chronological order and include how it was significant along with its inventor.
 - i. [Supporting Evidence \(2nd Ind. Rev\): The Use Of The First Anesthetic By An American Dentist During Surgery \(609\)](#)

- ii. [Supporting Evidence \(2nd Ind. Rev\): Joseph Lister & The Introduction Of The First Antiseptic Methods To Reduce Women Dying During Childbirth \(668\)](#)
- iii. [Supporting Evidence \(2nd Ind. Rev\): Louis Pasteur & Germ Theory \(667\)](#)
- iv. [Supporting Evidence \(2nd Ind. Rev\): Robert Koch's Tuberculosis Cure \(668\)](#)

L. Teacher Edits/Notes

- a. **(Historically Inaccurate)** Democracy had existed in England for centuries going all the way back to 1432 when King Henry VI posted statutes declaring who was able to vote. However, in 1837, universal male suffrage was granted and all male citizens gained the right to vote regardless of social/economic class.

- i. [Supporting Evidence: History Of Suffrage In England \(Document B\)](#)

M. Support Statement With A Historical Example/Examples:

- a. You failed to provide specific instances for the advances in women's rights and laws helping the poor and working classes. Use outside sources or your text book to provide specific examples.
 - i. [Testimonial Evidence \(2nd Ind. Rev\): Emmeline Pankhurst Quote About Women's Suffrage \(675\)](#)
 - ii. [Testimonial Evidence \(2nd Ind. Rev\): Elizabeth Cady Stanton Quote About Women's Right To education \(676\)](#)
 - iii. [Supporting Evidence \(2nd Ind. Rev\): Seneca Falls Convention & Women's Suffrage \(676\)](#)
 - iv. [Supporting Evidence \(2nd Ind. Rev\): Emily Davies successfully campaigned for women to be allowed to take the entrance exam for Cambridge in 1868 \(677\)](#)

N. Support Statement With A Historical Example/Example

- a. You stated that laws were passed to improve working conditions & the lives of the poor. Provide specific examples that support this claim:
 - i. [Supporting Evidence \(2nd Ind. Rev\): Workers would occasionally threaten to revolt like with the Luddite Revolts 1811-1813 \(618\)](#)
 - ii. [Supporting Evidence \(1st Ind. Rev\): Labor Unions \(618\)](#)
 - iii. [Supporting Evidence \(1st Ind. Rev\): Creation of Child Labor Reform Laws-"Factory Acts" Passed in the early 1800's and strongly enforced by the 1840's. \(620\)](#)
 - iv. [Supporting Evidence \(2nd Ind. Rev\): Urban Renewal \(668\)](#)

Grading Rubric

This project will be graded according to the following rubric. Points will be awarded according to students adherence to the following:

1	All issues have been addressed fully, with detailed evidence. Project met or exceeded the required length and complexity.	Most issues were addressed in sufficient detail. Project was of the required length and complexity.	Only some or none of the issues were addressed in sufficient detail. Project was not of the required length and complexity.	0 To 60 Points Possible 30/60 Points
2	There were no spelling punctuation, or grammar errors.	Spelling, punctuation and grammar were adequate, with few errors.	There were several spelling, punctuation and grammar errors evident.	0 To 10 Points Possible 5/10 Points
3	All sources were correctly cited.	Most Sources were correctly cited.	Only some or none of the sources were correctly cited.	0 To 10 Points Possible 0/10 Points
4	Student showed creativity and understanding of the material in the presentation of the report, included supporting evidence beyond what is included in the textbook.	Student adequately presented his or her understanding of the material in this project. Little or no supporting evidence was used beyond what is included in the textbook.	Student's understanding of the material in this project is not adequately presented little or no supporting evidence was used beyond what is included in the textbook.	0 To 20 Points Possible 7/20 Points
Total Points Possible				42/100 Points

Row One: Student mentioned briefly all of the issues present on the diagram on page 670 of the text book. However, there were far more examples that he could have discussed that would have made this paper meet the required complexity for a passing grade. Another key issue of this essay was the fact that not all of the required topics listed on project requirements page were not covered. In particular, the question asking if the Industrial Revolution occurred around the world in relatively the same time period.

Row Two: There were relatively few spelling, grammar, and punctuation errors. However the format for the essay had a lot of issues and does not comply with MLA Format.

Row Three: The student did not include any sources or a bibliography page within this essay.

Row Four: The student had a slight understanding of the subject material but failed to present his views clearly and display a sense of what happened chronologically during the first and second Industrial Revolution. Finally, the student did not support his statements with evidence from the textbook or outside sources.