

# Teacher Overview Objectives: *Reform Movements*

## NYS Social Studies Framework Alignment:

Key Idea	Conceptual Understanding	Content Specification
10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)	10.3d Social and political reform, as well as new ideologies, developed in response to industrial growth.	Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society.

Objective	Guiding Question and Activity Description
Describe the new ideologies emerged to explain the changes caused by the Industrial Revolution.	What new ideologies emerged to explain the changes caused by the Industrial Revolution? <ul style="list-style-type: none"> <li>● secondary source analysis</li> </ul>
Describe how reform movements tried to remedy problems during the Industrial Revolution.	How did reform movements try to remedy problems brought on by the Industrial Revolution? <ul style="list-style-type: none"> <li>● primary and secondary source analysis</li> </ul>

1

# What new ideologies emerged to explain the changes caused by the Industrial Revolution?

Objectives: Describe the new ideologies that emerged to explain the changes caused by the Industrial Revolution.

## Introduction

There were many effects of the Industrial Revolution. One major impact was the creation of a wealthy class of business owners and a large class of poor factory workers. While some thinkers believed the government should intervene in the economy to address increasing poverty, other thinkers argued that the economy should operate without interference. **In your opinion, should the government get involved to address poverty? Why or why not?**

## Should the government intervene in the economy?

During the Industrial Revolution there were two sides who disagreed on the answer to the question, "Should the government intervene in the economy?" One set of theorists believed that Laissez-Faire economics had the answer while the Utilitarians argued that they had the most suitable answer.

**Directions:** Read quotes from both below, then answer the questions that follow.

### Laissez-Faire Economics

<p><b>Adam Smith</b> <i>The Wealth of Nations (1776)</i></p>	<p>The free market, or the unregulated exchange of goods and services will help everyone, not just the rich.</p>
<p><b>David Ricardo</b> Studied <i>The Wealth of Nations</i></p>	<p>The best cure for poverty is the free market, not government interference. Individuals can improve their life through hard work, smaller families and saving more money.</p>
<p><b>Thomas Malthus</b> <i>An Essay on the Principle of Population (1798)</i></p>	<p>If the rate of population growth continues to exceed the growth in the food supply, there will not be enough food for all of the people. However, we can “check” or control population growth more effectively by marrying later, using contraceptives, emigrating, infanticide (killing an infant) as well as tolerating poverty, warfare and famine. We should oppose the Poor Laws which provided aid to the poor because they increase population pressures. The government should not intervene, provide handouts or administer vaccinations.</p> <p><small>Source: <a href="http://www.econlib.org/library/Enc/bios/Malthus.html">http://www.econlib.org/library/Enc/bios/Malthus.html</a>, <a href="https://hbr.org/2012/04/saving-the-planet-a-tale-of-two-strategies">https://hbr.org/2012/04/saving-the-planet-a-tale-of-two-strategies</a></small></p> <p><b>What concerns did Malthus have about the population?</b></p> <p><b>What did he suggest to address these population concerns?</b></p>

**According to laissez-faire economics, should the government interfere in the economy? Why or why not?**

## Utilitarianism

**Jeremy Bentham**  
*early 1800s*

The goal of society is utilitarianism, or the idea that the goal of society should be “the greatest happiness for the greatest number” of people. Everyone should have individual rights and the government should get involved in specific circumstances.

**John Stuart Mill**  
Influenced by  
Bentham’s work

The government should get involved to help the working class. Everyone is entitled to their happiness, however, the government should get involved if the increased happiness on one class of society jeopardizes the happiness of another. Mill encouraged voting rights for workers and women.

**According to utilitarianism, should the government interfere in the economy? Why or why not?**

**Do you agree with the utilitarians or the laissez-faire economists? Why?**

2

## How did reform movements try to remedy problems brought on by the Industrial Revolution?

Objectives: Describe how reform movements tried to remedy problems during the Industrial Revolution.

### What is a reform movement?

A reform movement is a type of social movement that aims to gradually change or improve certain aspects of society such as education or healthcare. A reform movement does not encourage rapid or fundamental changes. On the other hand, revolutionary movements seek to change the entire society.

**1. What is the difference between a reform movement and a revolutionary movement?**

**2. Using your prior knowledge about the Industrial Revolution, make some predictions about what types of reform movements may have emerged as a result of the Industrial Revolution.**

## Reform Movements: Suffrage - Voting Rights for Women



**WSPU founders Annie Kenney & Christabel Pankhurst**  
The Women's Social and Political Union (WSPU) was the leading militant organization campaigning for women's suffrage in Great Britain, 1903–1917

Source:

[https://en.wikipedia.org/wiki/Women%27s\\_suffrage\\_in\\_the\\_United\\_Kingdom#/media/File:Annie\\_Kenney\\_and\\_Christabel\\_Pankhurst.jpg](https://en.wikipedia.org/wiki/Women%27s_suffrage_in_the_United_Kingdom#/media/File:Annie_Kenney_and_Christabel_Pankhurst.jpg)

During the 1800s, a **cult of domesticity** idealized the middle-class woman as a mother who stayed at home taking care of her kids and husband. She did not have a role outside the home. Many middle-class women disliked these expectations and protested the restrictions on their lives. Particularly, women wanted **suffrage**, or the right to vote.

In Great Britain women's suffrage attracted attention when John Stuart Mill presented a petition in Parliament calling for inclusion of women's suffrage in the Reform Act of 1867, which was rejected. Later in the same year, Lydia Becker (1827 – 1890) founded the first women's suffrage committee, in Manchester. Other committees were quickly formed, and in 1897 they united as the National Union of Women's Suffrage Societies, with Millicent Garret Fawcett (1847 –1929) as president.

British suffragists faced opposition. Some opposers believed that women were too emotional to vote responsibly and others believed that women belonged at home, not in the government. Frustrated by this opposition, some women became more **militant**, or aggressive. Emmeline Pankhurst, assisted by her daughters Christabel and Sylvia, founded the Women's Social and Political Union (WSPU) in 1903. Her followers, called "suffragettes," heckled politicians, practiced **civil disobedience**, or refusal to obey certain laws, and were frequently arrested for causing riots. In February 1918, women over the age of 30 received the right to vote. Suffrage rights for men and women were equalized in 1928.

Adapted from: <http://teacher.scholastic.com/activities/suffrage/history.htm>

1. Why did this reform movement begin?
2. What were the goals of this reform movement?
3. What opposition did this reform movement face?
4. What were the tactics of this reform movement?
5. What impact did this reform movement have?

## Reform Movements: Growth of Public Education



Harrow School in 1862. At public schools like Harrow, sport was an important part of the boys' education.

Source:

[http://www.bbc.co.uk/schools/primaryhistory/victorian\\_britain/children\\_at\\_school/](http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_at_school/)

Before the Industrial Revolution and reforms, education was scarce, expensive, and restricted to males. The only formal education provided to British children were religious schools. Reformers believed that they needed to have a literate workforce and that education should be available to even the poorest.

By the late 1800s, reformers fought to have the government set up public schools and require basic education for all children. In schools, students were taught discipline, patriotism, and work habits. In 1833, the government passed the Factory Act making two hours of education a day compulsory for children working in factories. The government also granted money to charities for schools for the first time. In 1844, the Ragged Schools Union was set up to give schooling to very poor children. In 1880, the Education Act made school attendance compulsory for children up to the age of 10. The 1902 Education Act established a system of secondary schools or high schools. Reforms also led to the opening of colleges and universities as well as libraries.

Adapted from:

[http://www.bbc.co.uk/bitesize/ks3/history/industrial\\_era/the\\_industrial\\_revolution/revision/5/](http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/the_industrial_revolution/revision/5/)

<http://www.nationalarchives.gov.uk/education/resources/1833-factory-act/>

**1. Why did this reform movement begin?**

**2. What were the goals of this reform movement?**

**3. What impact did this reform movement have?**

## Reform Movements: Unions



A poster announcing that no trains would be running on the Taff Vale Railway on 26 August, and a handwritten schedule giving details of resumed freight services after the strike. The union was made to pay the railway company £23,000 in damages for striking. This lack of immunity from having to pay for the loss of earning caused by the strike seriously hampered the activities of trade unions, until the Trade Disputes Act of 1906 removed the possibility that unions would have to pay for lost earnings.

Source:

[http://www.nationalarchives.gov.uk/pathways/citizenship/struggle\\_democracy/docs/taffvale.htm](http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/docs/taffvale.htm)

A **union** is an organized association of workers formed to protect and further their rights and interests such as fair wages, working hours, and working conditions. During the Industrial Revolution, workers were subjected to long hours, poor wages, and dangerous conditions. Unionized workers **striked**, or refused to work. During the 18th century, when the Industrial Revolution prompted a wave of disputes between workers and factory owners, the government introduced measures to prevent unionization and striking. The Combination Acts, passed in 1799 and 1800, during the Napoleonic wars, made any sort of strike action illegal - and workmen could receive up to three months' imprisonment or two months' hard labor if they broke these new laws.

Despite the Combination Acts, workers continued to press for better pay and working conditions during the early part of the 19th century, and trade unions grew rapidly in London and elsewhere. Parliament repealed the Combination Acts in 1824 and 1825. Trade unions could now no longer be ignored as a political force, though employers remained reluctant to treat workers' representatives as their equals. During the 1830s, labor unrest and trade union activity reached new levels.

In the improved economic conditions of the 1850s and 1860s, the foundations of a powerful trade union movement were established and membership rose from approximately 100,000 in the early 1850s to around a million by 1874.

The economic slump of the 1870s and 1880s presented new challenges. Labor leaders such as Thomas Mann, one of the chief organizers of the successful London dock strike (1889), argued that the trade union movement needed to become far more open and inclusive. 'New unionism' reached out to the many unskilled workers in Britain who lacked union representation. The first women's 'trade societies' also began to emerge during this period. The strike by the female workers at the Bryant & May match factory, in the East End of London, in July 1888 highlighted the expanding boundaries of trade union activity in Britain.

Source: [http://www.nationalarchives.gov.uk/pathways/citizenship/struggle\\_democracy/trade\\_unionism.htm](http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/trade_unionism.htm)

**Why did this reform movement begin?**

**What were the goals of this reform movement?**

**What opposition did this reform movement face?**

**What were the tactics of this reform movement?**

**What impact did this reform movement have?**

**Directions:** Read the excerpt below and respond to the questions.

## **Document 1**

### **British Factory Legislation**

**1833** Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.

**1847** The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.

**1880** The first Employers' Liability Act granted compensation to workers for on-the job injuries not their own fault.

Source: NYS Global History and Geography Regents Exam, January 2002.

**1a. Identify two actions taken by the government to change economic policy.**

**1b. Describe how these reforms might have impacted the lives of workers.**