

Name: _____

**The Industrial Revolution(s):
1750 to 1910 CE**

Directions: Using a classroom laptop, desktop computer, or your own device, complete the WebQuest located at <http://tinyurl.com/gwnxt3u>

Follow the instructions on the webpage and continue step by step through the Quest. You will need to complete this packet as you proceed.

Task One: The Agricultural Revolution

1. The Agricultural Revolution and Enclosure.

Please answer the following questions after reading the article, "The Four Field System."

- A. What are some of the benefits of crop rotation?

- B. What was enclosure? Why was this useful for large-scale landowners?

- C. Who was Richard Townshend, and what did he have to do with enclosure?

2. Cottage Industry.

After reading the article, "The Domestic System" and watching the video of the linen loom in action, please answer the following questions:

- A. What was the domestic system (or putting-out system or cottage industry)? What was the primary industry involved? Who usually participated in the work?

- B. What was good about the domestic system? What was bad about it?

- C. What do you notice about the technique of weaving shown in the video? How would you describe it?

Task Two: Why Britain?

1. Beginning at the End.

After watching at least the first ten minutes of the “Pandemonium” section of the 2010 Opening Ceremonies of the Olympic Games, answer the following questions:

- A. How would you describe the scene you just saw? What were your impressions of this representation of the Industrial Revolution(s)?

- B. Why do you think that the director chose to represent this portion of British history instead of any other period?

- C. What major events or social changes were represented in this segment?

- D. Do you think the director of this performance has a positive or negative view of the Industrial Revolution(s)? Why? Defend your answer.

2. Major Reason #1: Population Growth

First, read the article “Overview: Empire and Seapower, 1714-1837: Population Explosion.” Answer the following questions:

- A. What were some of the reasons the British population doubled between 1721 and 1821?

- B. What effects did this population growth have on Great Britain?

Then, examine the population and life expectancy graphs included on the WebQuest. Answer the following questions:

- A. Does the graph in Figure 2.1 support or disprove the information contained in the previous article?

- B. Examine the life expectancy of French subjects in Figure 2.4. How does it differ from the life expectancy for the British during the same period? Why might this difference exist?

- C. Examine Figure 2.4. You’ll notice that there is a drop in the life expectancy of individuals in England, France, and Sweden between 1780 and 1790. What potential historical reason could you give for this temporary drop in life expectancy? (Consider material we have already covered in this unit of study.)

3. Major Reason #2: Natural Environment.

Examine the two maps of natural features provided on the WebQuest. Use these to answer the following questions:

- A. What is the first map detailing? Why might this particular feature be useful during the Industrial Revolution?

- B. What does the second map detail? Again, what on this map might prove useful during the Industrial Revolution?

- C. Compare the two maps. Do you notice any patterns as to where the waterways are most common? Why do you think the canals and waterways are constructed where they are?

Now examine the last map two maps on the page. Use it, as well as the two previous maps, in order to answer the following questions:

- D. What happens to population density in Great Britain between 1801 and 1851 CE? What might be some of the reasons for the transformation displayed in the two maps?

- E. Where is the population density most noticeable on the 1851 map? What might be a reason for those areas having denser populations than other parts of Great Britain?

Task Three: First Industrial Revolution (1750 to 1850 CE)

1. *Innovations in Textile Production.*

Using the Advanced Search option on Google, research the following inventions and fill in the chart. You may wish to watch the video illustrations to get a better idea of how each invention works.

Name of Invention	Name of Inventor	Date	Purpose	Long-Term Effects
<i>Flying Shuttle</i>				
<i>Cotton Gin</i>				
<i>Spinning Jenny</i>				
<i>Jacquard Loom</i>				
<i>Water Frame</i>				
<i>Spinning Mule</i>				
<i>Power Loom</i>				

2. *Moving Goods and People.*

Read the article “History of canals in Great Britain,” and answer the following questions:

- A. Did canals originate in Great Britain? Where might they have begun?

- B. Who began the era of canal building in Britain? What were some of the consequences of this movement?

3. *Reactions Against the First Industrial Revolution.*

Go to the Sutdy.com and read about the Luddites, then answer the three questions below.

- A. Who were the Luddites? When were they active?

- B. Why did the Luddites object to the changes which were occurring in the textile industry?

- C. What were their main grievances?

Listen to the ballad, “General Ludd’s Triumph,” and pay particular attention to the lyrics. Then, answer the following questions:

- A. Based on the lyrics of the song, who would be singing this song: a Luddite or a factory owner?

- B. One of the verses of the song goes thusly:
*Let the wise and the great lend their aid and advice
Nor e'er their assistance withdraw
Till full fashioned work at the old fashioned price
Is established by Custom and Law
Then the Trade when this arduous contest is o'er
Shall raise in full splendour its head
And colting and cutting and squaring no more
Shall deprive honest workmen of bread.*

Based on this text, what were the Luddites seeking with their actions?

Examine the cartoon displayed on the WebQuest. How has the term “Luddite” been transformed in modern culture? What does the word mean today?

Task Four: The Second Industrial Revolution (1850 to 1910 CE)

1. Changing Technologies.

Again, use Google's Advanced Search in order to find information on the following inventions:

Name of Invention	Name of Inventor	Date	Purpose	Long-Term Effect
<i>Lenoir gas engine</i>				
<i>Motorwagen</i>				
<i>Dirigibles</i>				
<i>Aeroplane</i>				
<i>Paddlewheel steamboat</i>				
<i>Ocean-going steamship</i>				
<i>Photography</i>				
<i>Zoetrope</i>				
<i>Kinescope</i>				
<i>Battery</i>				
<i>Telegraphs</i>				
<i>Telephone</i>				
<i>Phonograph</i>				
<i>Radio</i>				