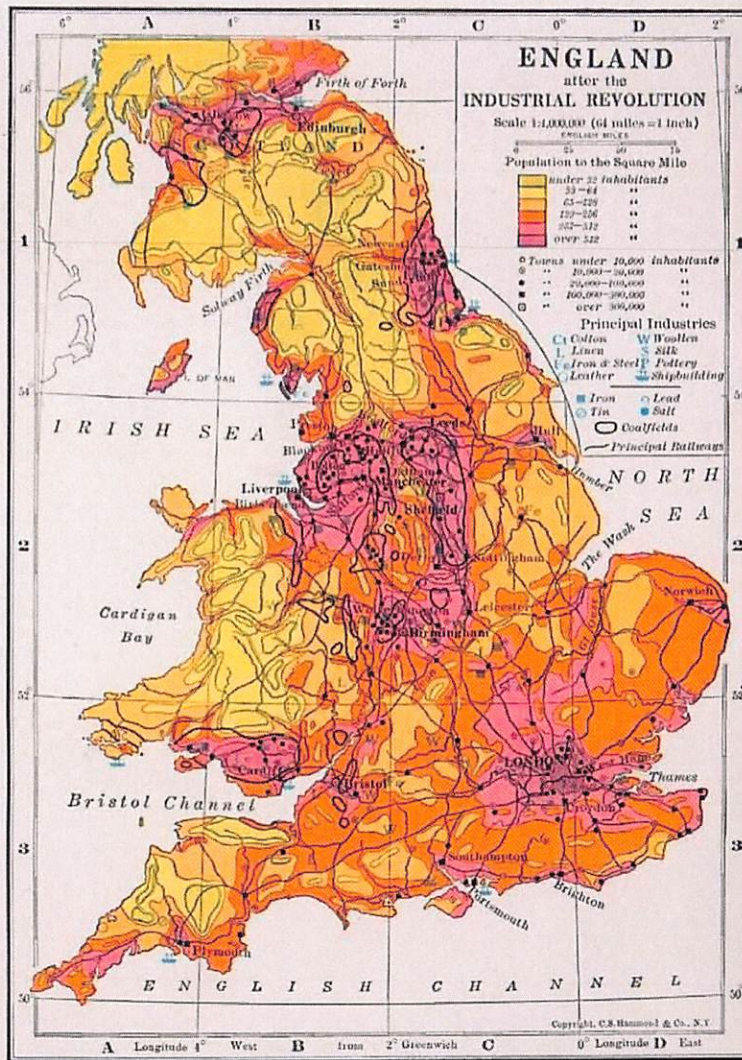
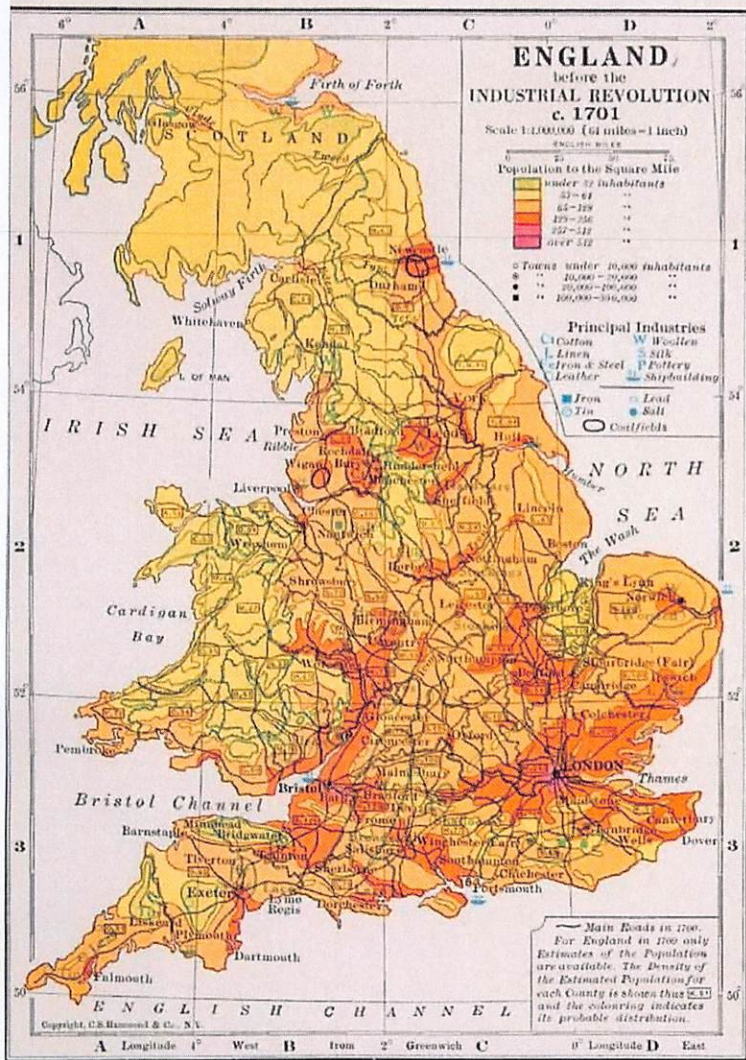


# Literacy Routines

1. Bell Work
2. See, Mean, Matter
3. Comparing POV
4. Primary/Secondary Sources



**Purpose:**  
Analyze  
migration  
patterns

**Source Info:**  
Map comparing  
population density in  
Great Britain,  
1701 and 1911.

Ramsay Muir, *Philips' New  
Historical Atlas for Students*,  
first edition, 1911, George Philip  
& Son, Ltd., London: The  
London Geographical Institute

1. Look at the image. What do you see. Write down a few observations.
2. Explain the image to your partner.
  - The map shows .....
  - I observe that .....
3. Discuss with your partner **TWO CAUSES** for this shift in population.
  - One cause of migration in Great Britain was \_\_\_\_ because .....
  - More people moved to \_\_\_\_ in Great Britain because .....
  - People left \_\_\_\_ because .....
4. Write **ONE** question you have about the maps.

**WORD BANK**  
 rural  
 urban  
 transportation  
 commerce  
 Industrial Revolution  
 density  
[tinyurl.com/lewispsite](http://tinyurl.com/lewispsite)

## Analysing Political Cartoons with See, Mean, Matter

### Resources needed:

- Political Cartoon: these can be found in a history textbook or at one of the following websites:
    - [Library of Congress](#) (World War II, Red Scare, Cold War, Vietnam, Nixon, Middle East)
    - [National Archive Docs Teach](#) (Imperialism)
  - Access to background knowledge in a history textbook or online resource
  - See, Mean, Matter Graphic Organizer
- 

### SET UP:

- Give students a copy of the political cartoon (or project the image if necessary) and blank graphic organiser.

### STEP 1:

- Allow students to make observations about the time period. Here are some guiding questions:
  - When was the cartoon created?
  - What event or people (individuals or groups) are being depicted?

### STEP 2:

#### SEE

- Allow students to make observations about what they see in the political cartoon.
  - Sentence frames: "I see..." and "I observe..."
- Encourage students to make literal observations without interpretation.

#### DO

- Allow students to identify the artistic techniques used by the cartoonist. Some examples include:
  - Color
  - Language
  - Size of objects
  - Symbolism
  - Exaggeration
  - Labelling

#### MEAN

- Allow students to interpret their observations.
  - Sentence frames: "This \_\_\_\_\_ means..." or "I think \_\_\_\_\_ represents \_\_\_\_\_."

#### MATTER

- Allow students to explain what they think the cartoonist is arguing.
  - Sentence frames: "I think the cartoonist is arguing \_\_\_\_\_ about \_\_\_\_\_."  
Or, "The cartoonist wants the audience to think \_\_\_\_\_ because \_\_\_\_\_."

### STEP 3:

- Allow students to summarise in writing or in discussion.



Artist: Grant E. Williams  
Image: "The Spanish Brute" in *Judge Magazine* (July 9, 1898).  
Location: [https://npg.si.edu/object/npg\\_AD\\_NPG.77.12](https://npg.si.edu/object/npg_AD_NPG.77.12)

**Appendix A:  
See/Do/Mean/Matter**

This graphic organizer is designed to help students evaluate the historical context and construction of argument in political cartoons. The steps require students analyze the elements of a political cartoon to determine the cartoonists perspective about a particular topic. Here is a sample of how the analysis might look with regards to a political cartoon about the Spanish-American war.

Political Cartoon Analysis

**STEP 1: Write a 1-2 sentence summary of the time period the cartoon references. Describe the major people, places, and/or conflicts.**

This cartoon was created in 1898 as a result of the Spanish American war. It was published in *Judge* Magazine. McKinley was President. The United States was growing in economic, political, and military power at the international level. The United States navy was the largest in the world.

**STEP 2: Complete the chart identifying and interpreting the cartoon.**

SEE What do I see?	DO What techniques does the cartoonist use?	MEAN What does it symbolize? Why is it depicted that way?
Ape/monkey American flag Dead soldiers Sword with blood Headstone "Maine soldiers" Jungle Belt that says "Spain" Title "The Spanish Brute"	Symbolism Captions/labels Exaggeration Color	Ape/monkey – Spanish Dead soldiers – soldier of the Maine Jungle – site of war Colors – show emotional reaction American flag being crushed/attacked
<b>MATTER</b>		
<b>What is the cartoonist trying to say to the viewer?</b>		
The cartoonist created an example of yellow journalism to incite an emotional reaction to the attack of the USS Maine. It exhibits the power of the newspapers during this time period to share information with readers in the United States. The demonizing view of the Spanish was used in order to gain support for entering a war to defend American honor and retaliate for the death of soldiers.		

**STEP 3: Write a complete paragraph explaining the purpose and meaning of the political cartoon. Use the following to guide the structure of your paragraph.**

- Topic Sentence (use historical summary statement)
- Evidence and Interpretation (analyze at least 2 elements of the cartoon)
- Concluding Sentence (what is the cartoonist trying to teach the viewer?)

Example:

This cartoon, originally published in *Judge* magazine, exhibits one emotional response to the sinking of the U.S.S. Maine during the Spanish American War. In 1898, the United States entered into a war with Spain, but it was fought in the Philippines and in Cuba where the United States proved the power of its navy. The image of the ape wielding a bloody sword in the center of the picture represents a demonizing view of the Spanish to show how monstrous it was to sink a United States ship. The vibrant blood dripping to the ground overwhelms the pale red of the United States flag being trampled on by "the Spanish Brute," which tries to represent the Spanish as unnecessarily violent. As an example of yellow journalism, this cartoon is used to encourage Americans to support entering a war with the Spanish. The cartoonist's message is very clear based on the title and central image of the monstrous character standing over the cemetery of dead American soldiers.

### Political Cartoon Analysis

**STEP 1:** List some key information about the time period of the political cartoon. What major events or people are associated with the topic?

**STEP 2:** Complete the chart identifying and interpreting the cartoon.

SEE What do I see?	DO What techniques does the cartoonist use?	MEAN What does it symbolise? Why is it depicted that way?
MATTER What is the cartoonist trying to say to the viewer?		

**STEP 3:** Write a summary explaining what the cartoonist is arguing using evidence OR discuss your conclusions with a partner.

## The Great Towns

A town, such as London, where a man may wander for hours together without reaching the beginning of the end, without meeting the slightest hint which could lead to the inference that there is open country within reach, is a strange thing. This colossal centralisation, this heaping together of two and a half millions of human beings at one point, has multiplied the power of this two and a half millions a hundredfold; has raised London to the commercial capital of the world, created the giant docks and assembled the thousand vessels that continually cover the Thames. I know nothing more imposing than the view which the Thames offers during the ascent from the sea to London Bridge. The masses of buildings, the wharves on both sides, especially from Woolwich upwards, the countless ships along both shores, crowding ever closer and closer together, until, at last, only a narrow passage remains in the middle of the river, a passage through which hundreds of steamers shoot by one another; all this is so vast, so impressive, that a man cannot collect himself, but is lost in the marvel of England's greatness before he sets foot upon English soil.<sup>xvi</sup>

But the sacrifices which all this has cost become apparent later. After roaming the streets of the capital a day or two, making headway with difficulty through the human turmoil and the endless lines of vehicles, after visiting the slums of the metropolis, one realises for the first time that these Londoners have been forced to sacrifice the best qualities of their human nature, to bring to pass all the marvels of civilisation which crowd their city; that a hundred powers which slumbered within them have remained inactive, have been suppressed in order that a few might be developed more fully and multiply through union with those of others. The very turmoil of the streets has something repulsive, something against which human nature rebels. The hundreds of thousands of all classes and ranks crowding past each other, are they not all human beings with the same qualities and powers, and with the same interest in being happy? And have they not, in the end, to seek happiness in the same way, by the same means? And still they crowd by one another as though they had nothing in common, nothing to do with one another, and their only agreement is the tacit one, that each keep to his own side of the pavement, so as not to delay the opposing streams of the crowd, while it occurs to no man to honour another with so much as a glance. The brutal indifference, the unfeeling isolation of each in his private interest, becomes the more repellent and offensive, the more these individuals are crowded together, within a limited space. And, however much one may be aware that this isolation of the individual, this narrow self-seeking, is the fundamental principle of our society everywhere, it is nowhere so shamelessly barefaced, so self-conscious as just here in the crowding of the great city. The dissolution of mankind into monads, of which each one has a separate principle, the world of atoms, is here carried out to its utmost extreme.

Hence it comes, too, that the social war, the war of each against all, is here openly declared. Just as in Stirner's recent book [The Ego and Its Own], people regard each other only as useful objects; each exploits the other, and the end of it all is that the stronger treads the weaker under foot; and that the powerful few, the capitalists, seize everything for themselves, while to the weak many, the poor, scarcely a bare existence remains.

What is true of London, is true of Manchester, Birmingham, Leeds, is true of all great towns. Everywhere barbarous indifference, hard egotism on one hand, and nameless misery on the other, everywhere social warfare, every man's house in a state of siege, everywhere reciprocal plundering under the protection of the law, and all so shameless, so openly avowed that one



# Urban Life During the Industrial Revolution (Part 1)

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**Endorsed by:** California Educators Together High-Quality Lessons

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**Lesson Length:** 60 Minutes

**Subjects:** History-Social Science; World History

**Grades:** Grade 10

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## Lesson Overview

This lesson was designed for a 10th grade World History class in Los Angeles County with 7 bridging EL students. In this first of a two-part lesson students will analyze primary sources (visuals and text) to describe how life changed for people living in urban areas during the Industrial Revolution. Students will engage in paired discussions, use graphic organizers, and text annotations strategies. The teacher will model interpretive skills through a think-aloud during a close-reading of a primary source. The lesson includes visuals for students to analyze and see the changes happening during the Industrial Revolution, which are aligned with concepts from the text. Students will co-construct a summary of the reading to describe living conditions in urban cities.

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## Objectives

- Content Goal: Students will describe how the shift from rural to urban areas affected life in cities during the Industrial Revolution.
  - Language Goal: Students will be able to describe how industrialization affected living conditions in urban areas using the language of causation by writing a summary statement of a close-read text.
- 

## Activities in this Lesson

### Analyzing Two Paintings (10 minutes)

Type: Hooks / Set

#### Teacher Notes

Prior to this lesson, students would have learned some of the causes of industrialization (access to raw materials, improvements in transportation through ships and railroads, and new inventions). These concepts will be reviewed in the first task where students will be asked to compare two paintings (slide 1). One painting depicts Manchester, England before (1820) and during (1852) the Industrial Revolution. The goal is for students to see how the city landscape changed with the addition of buildings and factories. They may also note the smokestack and how the sky color changed due to pollution.



## Urban Life During the Industrial Revolution (Part 1)

Students will need access to the two paintings (projected or printed) and the graphic organizers for the individual portion. Once the image are shared, students will complete three tasks:

- **SEE:** List at least three things you see in each image.
- **THINK:** Write two causes for this change between 1820 and 1852.
- **WONDER:** Write at least one question about the images.

When students have completed the individual analysis, they will participate in a paired discussion about their findings. Questions, sentence frames, and a word bank are provided (slide 2). Remind students to focus on listening to their partners ideas and how to respectfully agree and disagree. As students are talking, walk around the room to listen for ways students describe the difference between the two images. They can focus on color, the use of space, or the difference between farmland and cities.

Once students have finished the discussion, ask a few pairs to share the question(s) they had about the images. These may provide some guidance during the next part of the lesson regarding concepts they did not remember or understanding. Collect the questions on poster paper for future reference.

### Questions:

### Sentence Frames:

### Word Bank

How would life be different for someone who lived in both time periods?

How did the environment change?

What was one positive change people would have experienced in 1852?

What is one negative change people would have experienced in 1852?

One difference between the two paintings is \_\_\_\_\_.

One difference between the environments is \_\_\_\_\_.

One positive change in 1852 is \_\_\_\_\_.

One negative change in 1852 is \_\_\_\_\_.

farm

city

pollution

factory

business

urban

Industrial Revolution

transportation

This activity has been adapted based on a lesson created by New Visions for Public Schools.

Students will spend time individually viewing the two paintings and taking notes using the graphic organizer. Students may use the language scaffolds (questions, sentence frames, and word bank). They may not need to use complete sentences on the graphic organizer as it's just a collection of thoughts. If students are struggling, the sentence frames that will be used for the discussion may help students get started. For the question portion of the organizer, remind students of questioning stems: who, what, when, where, why, or how.

## Resources and Materials

- **Bell Work - Analyzing Two Paintings - Document**

This document includes the two paintings and graphic organizer for the bell work activity.

## Urban Life During the Industrial Revolution (Part 1)

- **Urban Life During the Industrial Revolution Slides - Document**
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### Close Reading (35 minutes)

Type: Guided Practice

#### Teacher Notes

Review the lesson goals so that students know what they will be expected to do by the end of the period.

The teacher will pass out a printed copy of the scaffolded excerpt from, "The Condition of the Working-Class in England in 1844." This portion of the text includes Friedrich Engels description of "great towns" like London and Manchester during the Industrial Revolution. Engels uses complex language to describe what is happening in urban areas, but the concept is fairly simple. Essentially, Engels is saying that the working-class is living in filthy and polluted cities. Students may struggle with the complex sentences, but the reading has scaffolded questions and tasks to identify the different descriptors Engels uses to explain how industrialization affected living conditions in cities.

The teacher will use this close-read as a way to model the think-aloud process and engage students in textual analysis. The scaffolded tasks include skills focusing on vocabulary, paraphrasing, author's tone, and author's use of transitions. As the teacher reads the text out loud for students, there will be places to pause to allow students to re-read the text and complete the tasks. One suggestion would be to leave the pictures they analyzed up on the screen as a reference (slide 3).

If students need to hear the text again while working on the tasks, show students how to use programs like Natural Reader where students can copy and paste the text for an audio version. Students may also need to translate some portions of the text and can use programs like Google Translate.

#### Think-Aloud Support

1. Read the source information. Stop and review the term "working-class." Ask students what are some jobs that might be included in the working-class. Talk about the year, 1844. Note how the text is describing cities a few years before the painting of Manchester in 1852. As they read, try to imagine how Engels is describing what cities look like.

2. Ask students to preview the text structure. Tell students to number the paragraphs in the indent. Ask students about the highlighted words (if printed in color) or the footnotes at the bottom. Some definitions were provided so that students did not have to struggle looking up words in the dictionary.

3. Read paragraph 1. Complete the task related to the term "non-possessing class." Ask students about the word "possess" and what it means when the prefix "non" is added. Explain that the author's

## Urban Life During the Industrial Revolution (Part 1)

purpose is in this paragraph where Engels says he will describe what it is like for the “working-man” to live in cities by explaining “the form of dwelling, clothing, food, [and] what form of subsistence.”

4. Read paragraph 2. Stop after the second sentence. Tell students to paraphrase the underlined sentence using the word “slums.” Ask students what they think of when describing slums. This is a way to help students make predictions as they read. The paraphrase should describe where slums are located in relation to the rich. Ask a couple students to read their paraphrase to clarify any misunderstandings.

5. Continue reading and stop at the end of paragraph 2. This section describes what houses look like in cities. The task asks students to go back to the paragraph and circle words related to the author’s tone, or feelings about the topic. Re-phrase the task as a question by asking, “What does Engels feel about cities?” Students may circle terms like: worst, irregular, dirty, refuse, foul, or crowded. The goal is to help students see that cities were difficult places to live in because the conditions were unsafe and unhealthy.

6. Read paragraph 3. Stop before the bolded phrase “But all this is nothing in comparison...” Discuss your reaction to this section highlighting how you would imagine what the cities look like. Talk about the types of buildings and the market in the streets. Share images from a collection of photographs in “Life in London’s Victorian Slums.” Practice the same skills that were used during the bell work (see, think, wonder) by asking students to share their responses aloud. Another option would be to pause as an image and have students discuss what they are thinking in pairs.

7. Finish reading paragraph 3. Go back to the bolded phrase and ask students to respond to the question. Talk about what Engels is doing with this transition. So far he has described how awful cities were, but this phrase tells the reader that the next section is going to describe how cities were much worse. Ask students to complete the next task by underlining words that specifically describe what houses looked like. They may identify words like: narrow, crumbling, broken, garbage, foul liquids, or stinking pools.

Students will follow along with the teacher as the text is being read. When the teacher pauses to complete the tasks, students will write their answers on the printed text. Students will be asked to share their responses aloud while other students listen. Students will also be asked to have a conversation with a partner about the reading and visuals provided.

### Resources and Materials

- **Conditions of the Working-Class in English Reading - Document**

This document is the scaffolded text with summary graphic organizer.

- **Conditions of the Working Class in England in 1844 - Website**

## Urban Life During the Industrial Revolution (Part 1)

### Co-Constructed Summary (15 minutes)

Type: Formative Assessment

#### Teacher Notes

The teacher will describe the summary writing task to answer the following prompt: "Summarize the author's main argument about living conditions in England during the Industrial Revolution." Explain that there will be two parts to the task and a graphic organizer at the end of the text.

First, students will write their summary as individuals. Ask students to use some of the terms they identified during the close-reading task.

Then, students will work in pairs to co-construct a summary with a partner. They will share the summaries they wrote individually and discuss what was similar and different. Each student will take notes on the graphic organizer as they listen to their partner share the summary. Students may use portions of their summary or they can start over to co-create their response. While students are working, the teacher can listen to the discussions and point students back to the text if they need help constructing an answer.

Students will submit this summary so that the teacher can review and decide if any concepts need to be reviewed in the next lesson. If time permits, the teacher can ask a few pairs to share their responses aloud. Ask students to use hand gestures to respond to their peers:

- Thumbs up - this response sounds like ours
- Thumbs horizontal - this response is kind of like ours
- Thumbs down - this response is not like ours

The teacher can ask questions about the summary and then follow-up with students who may have not completed the task successfully.

Students will need to write their response individually using their notes and identified terms identified during the close-read. When working in pairs, students will need to practice listening skills to understand their partner's response. When co-constructing the response, students will need to collaborate and compromise on the best response they can write together. Students will use hand gestures to reflect on their progress when listening to other pairs share their response.

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## Assessment

## Urban Life During the Industrial Revolution (Part 1)

**Assessment Type(s):** Product, Reflection, Writing Sample

**Summary Statement(s):** Students will co-construct a summary of the reading describing the effects of living in an urban area.

**Hand Gesture Reflection:** Ask students to use hand gestures to respond after their peers share a co-constructed summary:

- Thumbs up - this response sounds like ours
  - Thumbs horizontal - this response is kind of like ours
  - Thumbs down - this response is not like ours
- 

## Standards

### History-Social Science Content Standards for California Public Schools

- **10.3.3.** Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

### English Language Development Standards

- **ELD.PI.9-10.10b.Br** Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).

**Reading Focus:**

**Argument in Favor**

**Argument Against**

**Thesis:**

Number each paragraph.

## The Great Towns

What does Engels mean by the "**non-possessing class**"?

Meanwhile, let us proceed to a more detailed investigation of the position in which the social war has placed the **non-possessing class**. Let us see what pay for his work society does give the working-man in the form of dwelling<sup>1</sup>, clothing, food, what sort of subsistence<sup>2</sup> it grants those who contribute most to the maintenance of society; and, first, let us consider the dwellings.

Paraphrase the underlined sentence that explains where **slums** are located.

Every great city has one or more **slums**, where the working-class is crowded together. True, poverty often dwells in hidden alleys close to the palaces of the rich; but, in general, a separate territory has been assigned to it, where, removed from the sight of the happier classes, it may struggle along as it can. These slums are pretty equally arranged in all the great towns of England, the worst houses in the worst quarters of the towns; usually, one- or two-storied cottages in long rows, perhaps with cellars used as dwellings, almost always irregularly built. These houses of three or four rooms and a kitchens form, throughout England, some parts of London excepted, the general dwellings of the working-class. The streets are generally unpaved, rough, dirty, filled with vegetable and animal refuse<sup>3</sup>, without sewers or gutters, but supplied with foul, stagnant<sup>4</sup> pools instead. Moreover, ventilation<sup>5</sup> is impeded by the bad, confused method of building of the whole quarter, and since many human beings here live crowded into a small space, the atmosphere that prevails in these working-men's quarters may readily be imagined. Further, the streets serve as drying grounds in fine weather; lines are stretched across from house to house, and hung with wet clothing.

After reading paragraph 2, circle words that indicate the author's tone about the "great towns."

Let us investigate some of the slums in their order... It is a disorderly<sup>6</sup> collection of tall, three- or four- storied houses, with narrow, crooked, filthy streets, in which there is quite as much life as in the great thoroughfares of the town, except that, here, people of the working-class only are to be seen. A vegetable market is held in the street, baskets with vegetables

<sup>1</sup> House, apartment, or another place of residence

<sup>2</sup> Financial help from the government

<sup>3</sup> Trash, debris, or waste

<sup>4</sup> Still, motionless, or stationary

<sup>5</sup> The movement of fresh air into a building

<sup>6</sup> Lacks organization and messy

What effect does this transition have on the reader?

Underline words that describe what houses in urban areas looked like.

and fruits, naturally all bad and hardly fit to use obstruct the sidewalk still further, and from these, as well as from the fish-dealers' stalls, arises a horrible smell. The houses are occupied from cellar to garret<sup>7</sup>, filthy within and without, and their appearance is such that no human being could possibly wish to live in them. **But all this is nothing in comparison** with the dwellings in the narrow courts and alleys between the streets, entered by covered passages between the houses, in which the filth and tottering ruin surpass all description. Scarcely a whole window-pane can be found, the walls are crumbling, door-posts and window-frames loose and broken, doors of old boards nailed together, or altogether wanting in this thieves' quarter, where no doors are needed, there being nothing to steal. Heaps of garbage and ashes lie in all directions, and the foul liquids emptied before the doors gather in stinking pools.

Summarize the author's main argument about living conditions in England during the Industrial Revolution.

My summary:

My partner's summary:

Our summary:

<sup>7</sup> Top floor or attic of a house or apartment building