

## Grade 8 Social Sciences Worksheet

### Social consequences of the Industrial Revolution

**Source 1:** Period pictures of a poor house and street children in England (Artists unknown)



**Source 2:** [www.SAHistory.org.za](http://www.SAHistory.org.za) – Britain's industrial revolution

“By the mid-19th century, about half the population of Britain had moved from the countryside to the towns. Living in towns brought dramatic changes to many people's lives: from being farm labourers with the use of some land (common land), they became wage labourers entirely dependent on employment in the towns. Failure to find employment would result in poverty and starvation.

Being entirely dependent on a boss changed the control people had over their lives. They were forced to accept unhealthy working conditions, whatever wages were given, and had to adapt their homes and lifestyle to suit the demands of the new kind of working life.

Because new towns sprung up so quickly, the local governing bodies weren't able to cope with the large numbers of families needing to be housed. There was hardly any town planning, and ugly slums soon sprung up around factories. Large buildings known as tenements were built near the factories to house the workers. They were badly built

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and lacked even the simplest facilities, such as a water supply and a drainage system.”

**Source 3:** *Gregory Clark 2007 A Farewell to Alms, Chapter 14*

“The reality is very different. By 1815, real wages in England for both farm labourers and the urban unskilled had begun the inexorable rise that has created affluence for all. Nor was it even the case that the gains to land and capital initially exceeded those of labour. From 1760 to 1860 real wages in England rose faster than real output per person. The innovators, the owners of capital, the owners of land, and the owners of human capital all experienced modest rewards, or no rewards, from advances in knowledge. Thus modern growth, right from its start, by benefiting the most disadvantaged groups in pre-industrial society, particularly unskilled workers, has reduced inequality within societies.”

### Questions

1. List three ways in which agriculture changed during the industrial revolution. [3]
2. How was a rapidly increasing demand for coal linked to the industrial revolution? [4]
3. How did the changes in agriculture and mining effect the distribution of the population in England during the late 18<sup>th</sup> Century and early 19<sup>th</sup> Century? [5]
4. If you were the author of Source 2, how would you use the pictures in Sources 1 and 4 to support your argument? [4]
5. How does Source 4 support the argument of the author of Source 3? [4]



**Source 4:** Housing built during the Industrial Revolution in modern-day Manchester

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“Initially, the Industrial Revolution caused terrible hardship for the farm and factory workers and miners of England, but it has turned England into one of the wealthiest societies on earth with little poverty.”

**Source 5:** David Gear, 2009

6. Write a well-supported argument supporting or disagreeing with the statement in Source 5. [10]

### Essay

(Library / Internet research assignment)

South Africa (and many other countries) went through a much more rapid period of industrialisation than Britain. However, there were many similarities in the process. Write a structured essay to answer the following questions. Illustrate your answer with pictures or statistics from South Africa in the period 1900 to 1960.

- 7.1 When did the Industrial Revolution take hold in South Africa? [2]  
7.2 What series of events triggered the industrial growth in South Africa? [4]
8. How did the governments of the Cape, the Orange Free State, the Transvaal and Natal legislate (make laws) against the rural people to force them into the industrial era? [8]
9. How is the migrant labour system in South Africa similar to and different from the migration of English peasants to the cities? [10]

### Additional essay topics

10. Construct an argument **either for or against** the idea that industrialisation has made South Africans wealthier than they would have been without industrialisation.
11. In England, by 1850, labour unions had developed to protect the rights of the workers and to push for better working conditions. Construct an argument **either for or against** the idea that

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*“unions are an essential part of the success of industrial nations”,*

giving South African examples to illustrate your argument.

12. South African industrial politics have also been affected by the relations between races. **Compare** the South African struggle between ‘white supremacy’ and ‘black aspirations’ with the struggle in Europe between the peasants and the aristocracy.

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### Suggested Solutions

1. Land reform – consolidation of small farms into big commercial units.  
Subsistence farming changed to commercial farming.  
Farming methods produced more, using less labour, causing a movement of peasant farmers to the cities (urbanisation).
2. Once steam power was developed, coal was needed to power the steam engines that drove the industrial machinery, creating a huge demand for coal.
3. Rapid urbanisation took place, with peasants moving in huge numbers to the industrial and mining towns.
4. Source 1 supports the idea that conditions were terrible for the working class, without further comment. Source 4, a modern picture, shows how close together and crowded the houses were. Imagine this scene with every house having a coal-fired stove, no running water, and 10 or 20 people to a house.
5. These are solidly built houses, there are cars in the streets, which are clean and smoke free. England has very little space compared to South Africa, so even the wealthy do not have big gardens.
6. The argument must present both sides and then show why the one side is stronger. (See rubric in Appendix of Assessment Tools.)
- 7.1 After the First World War.
- 7.2 Discovery of great mineral wealth from 1860s onwards – diamonds, gold, coal, creating a demand for steel products and power, leading to the establishment in the 1920s of ISCOR and ESKOM. The First and Second World Wars isolated South Africa from European sources of manufactured goods, spurring industrial development.
8. A whole series of laws were passed in the middle to late 1800s which prevented African farmers from having access to markets and to sufficient land (Glen Grey Act). These laws were supported by the mine owners, as they needed cheap labour to operate their mines.
9. In South Africa, the miners were not allowed to bring their families with them to the cities and mines, creating a migrant labour system based on young men from all over

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Southern Africa. They were viewed as temporary residents, right up to the final collapse of the Apartheid system in the 1990s by the white government.

10, 11, 12 – See rubric in Appendix of Assessment Tools.

### General rubric for History essays FETC Grades 8 and 9

Level	Content [20]	Layout and presentation [12]	Argument [48]	Sources and evidence [20]
4	All the necessary information is provided to support the arguments made.	The essay is neatly laid out; sources are presented well (for example in frames) and logically related to the text.	The argument is well thought out, presenting more than one point of view, supported by a variety of sources. Discussion is developed and conclusions are clearly stated, showing that the learner has his/her own thoughts on the topic.	An excellent variety of sources and forms of evidence is accessed and properly acknowledged, supporting the argument fully.
3	The content supports the argument, although there may be some omissions.	The essay is neat, but layout is a bit haphazard.	The argument is sound, supported by sources, although lacking in depth and originality.	At least 3 sources are referred to.
2	Little evidence that the learner has developed his/her own thoughts based on the sources.	The essay is untidy and sources are not well presented.	The argument is not always logical in relation to the sources and has no originality.	Only 1 or 2 sources are referred to.

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<b>1</b>	Content is inadequate and does not support the arguments.	Presentation is messy, errors are scribbled out, sources are not separated from the text in style in any way.	The argument is not logical and not supported by the sources.	Sources do not support the argument and have little relevance.
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