You are an investigative reporter working for a British or American newspaper in the 19th century that has decided to publish a special edition on the Industrial Revolution. You have been selected, with three other journalists, to lead this assignment. It will be up to you to research, write, and design the newspaper.

Your boss has tasked the four of you to create a newspaper that includes articles and editorials that describe both the problems and benefits for the various social classes living in Britain or America. It is your responsibility to provide readers with the facts regarding the success and failures of the country’s shift towards mass production.

TOPICS
The focus of your special edition is to demonstrate the ways in which industrialization changed the life of the society of Great Britain/America. Here are some examples of topics you could use.

- the major inventions and their impact on people and society
- the type of work and working conditions in factories for workers
- the living condition of people in terms of housing, food, clothing, life expectancy
- child labor during the Industrial Revolution
- the changing role of women during the Industrial Revolution
- the impact of the growth of cities and urbanization on health, sanitation, and the economy
- income and wealth accumulations and class conflicts
- role of labor unions

ELEMENTS OF NEWSPAPER
Your newspaper must contain the following

- 2 News Stories on the above topics (200 words each).
- 1 Story on an Invention (200 words) The story must contain biographical information on the inventor, an overview of the major invention, and commentary on the importance of the invention.
- 2 Letters to the Editor (100 words for each letter) One letter must be strongly opposed to child labor, one letter must be strongly supportive of child labor.
- 2 Images with captions that should relate to your stories
- 1 Advertisement that would have been used during this time period
- 1 Political Cartoon (original creation)
- 1 Editorial: (Group effort at least 300 words) You must pick a side and answer the following question: Ultimately, did the Industrial Revolution contribute positively or negatively to society? Defend your editorial with evidence from your research. Address the following questions in the editorial:
  - How did daily life change as a result of the Industrial Revolution?
  - How did family life change as a result of the Industrial Revolution?
  - Did the benefits outweigh the problems generated by these societal shifts?
  - Did living conditions improve (or not) as technological changes swept through England and the rest of Europe?
## Industrial Revolution Newspaper Rubric

<table>
<thead>
<tr>
<th>Part 3 – Letters to the Editor (15 Points)</th>
<th>4 = Advanced</th>
<th>3 = Proficient</th>
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<td>• 2-3 quotes or info specific to individuals included, i.e. primary &amp; secondary source</td>
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<td>• thoroughly covers positive and negative views</td>
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<td>• includes important biographical info</td>
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<td>• overview of major invention or inventions</td>
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<td>• commentary on importance included</td>
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<td>• Information from 2-3 sources</td>
<td>• Information from only 2 sources</td>
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<td>• Information from 1 or 0 sources</td>
<td>• limited grammar or spelling errors</td>
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<th>Part 1B - News Story (15 Points)</th>
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**Part 4 - Editorial (20 Points)**

- approximately 300 words
- intro is an overview of IR
- takes a position on the IR
- thoroughly covers positive, negative, and how to fix the negative
- Info from 3-4 sources
- no grammar or spelling errors

- approximately 300 words
- intro is an overview of IR
- takes a position on the IR
- covers positive, negative, and how to fix the negative
- Info from 2-3 sources
- limited grammar or spelling errors

- less than 300 words
- intro partial overview of IR
- does not take a position
- does not cover positive, negative, or how to fix negative
- Info from 2 sources
- several grammar or spelling errors

- less than 300 words
- intro not an overview of IR
- does not take a position
- does not cover positive, negative, or how to fix negative
- Info from 0-1 sources
- many grammar or spelling errors

**Part 5 – Appearance, Images, Advertisement, & Cartoon (20 Points)**

- looks like a newspaper
- more than two images, one cartoon, & one advertisement
- masthead
- stories in three columns
- neatly put together, pages filled

- looks like a newspaper
- two images, one cartoon, & one advertisement
- masthead
- stories in three columns
- neatly put together

- stories stapled together
- one or two images, one cartoon, one advertisement
- masthead
- stories in three columns
- all pages not necessarily filled
- poorly put together

- stories stapled together
- one or no images, one or no cartoon, one or no advertisement
- stories not in columns
- pages have empty spaces
- messy
- poorly put together

**10 points a day for a late project**

Total Score =

Additional Comments:

IF YOU HAVE QUESTIONS ABOUT CUTTING AND PASTING IMAGES, MAPS, CARTOONS, ADVERTISEMENTS FOR YOUR NEWSPAPER, ASK NOW!!

**Helpful Hints:**

1. Each article must sound like a news article. Write to get the readers attention!
2. Except for the Editorial column and the Letters to the Editor, all articles should present balanced accounts of events. Cite your sources in the article.
3. Journalistic writing requires that the most important information comes first in an article. The end of an article can be cropped if spaced is needed.
4. Create more cartoons & advertising then you think you will need. You may need these to fill in space.
5. A newspaper will not be accepted with “open” space. Copy more pictures, cartoons, and advertising than you think you’ll need.
General Information on the Industrial Revolution

http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-IndustrialRevolution.htm

http://www.spartacus.schoolnet.co.uk/Textiles.htm

http://www.spartacus.schoolnet.co.uk/IRchild.htm

http://www.spartacus.schoolnet.co.uk/TU.htm

http://www.fordham.edu/halsall/mod/modsbook14.html

Child Labor
Listed below are some helpful links to begin your research.

- http://www.spartacus.schoolnet.co.uk/IRchild.htm
- http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html
- http://www.victorianweb.org/history/hist8.html

Advocates/Antagonists
Listed below are some helpful links to begin your research.

- http://www.fordham.edu/halsall/mod/1835ure.html
- http://www.fordham.edu/halsall/mod/1844engels.html
- http://www.spartacus.schoolnet.co.uk/IRchild.htm

Living/Working Conditions
Listed below are some helpful links to begin your research.

- http://campus.udayton.edu/~hst102/DON_TH~1.HTM
- http://en.wikipedia.org/wiki/Life_in_Great_Britain_during_the_Industrial_Revolution
- http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html

Textile Advertisements

- http://www.spartacus.schoolnet.co.uk/Textiles.htm

Photography

Even though the photos in this link are from the early 20th century, they might be great to feature in your newspaper alongside one of the stories.


What was the Industrial Revolution?

- The Origins of the Industrial Revolution in England
- International World History Project: Industrial Revolution
Domestic System vs. Factory System

- Factory System
- Factory System

Urbanization

- The Industrial Revolution: Technology and Effects
- Cotton Times: Understanding the Revolution
- Modern History Sourcebook:Friederich Engels:Industrial Manchester, 1844
- Chadwick's Report on Sanitary Conditions

Labor and Labor Unions (Strikes)

- Labor Law
- Industrial Revolution: Strikes
- Trades Union Congress
- Mines Act of 1842
- The 1842 Mines Act

Emigration

- Immigration 1800-1900
- History of International Migration: Industrial Revolution
- The Ship List

Children (Child Labor)

- Child Labor
- Child Labor Activity
- Child Labor in Factories
- Children in Victorian Britain
- The Sadler Committee Report on Textile Factories

Technology (Inventions)

- The European Enlightenment: The Industrial Revolution
- Great Inventors of the Industrial Revolution