



## Writing



# What to Expect this Year



I believe that writing can and should accommodate the occasion. Sometimes we write for ourselves such as journaling or making shopping lists. Sometimes we write for others such as letter writing, business proposals, or creative writing. At times we write to discover knowledge or demonstrate knowledge. In the same way that we choose music to suit our moods and purpose, we choose modes and occasion for writing.

In order to become a successful writer, you need a significant command of the language in which you write. I also firmly believe that writing is boundless and therefore, I will allow for numerous revisions that time will allow. As the teacher in the classroom, my role then is to empower each of you to reach your full potential as a writer. Even if full potential is not reached within the time limit of this class, I would hope to encourage you to continue your development outside of the confines of this classroom. I will do this by consistently providing you with multiple sources of feedback including myself and other classmates and asking you for personal reflection. Moreover, the act of writing should serve as a vehicle to strengthen communication skills, contrive values, influence ideas, or to create common bonds and universal understanding among readers. That is, writing can strengthen communication skills through exposure to a number of writing styles, modes, and processes.

Finally, I believe that a writing teacher should serve as a leader, a mentor, and a fellow student. In order to truly create a well rounded, life-long learner, a teacher must model all stages of this. There will be times where I will serve as the instructor of knowledge and skills. At other times, I will surrender the role of "knowing all" and become facilitator or counselor, helping you find your own voice and truths. And certainly, as a writer myself, I need to learn along side of you. It is important for you to see as writers that writing and learning is infinite.






### What is expected?

Every time you receive a writing assignment, ask yourself:

-  What does the teacher expect of me?
-  What do I expect of myself?





### What is the purpose?

Next, ask yourself what the purpose of this writing assignment is. No, it is not just to make your life miserable. Ask yourself:

-  What am I trying to accomplish in this essay?
-  Am I trying to persuade someone?
-  Am I trying to show what I know about something?
-  Am I trying to tell a story?
-  Am I trying to explain something?





### Who is my audience?

Once you've decided what your purpose is, ask yourself:

-  Who will be reading this essay? (many times it is your teacher and classmates)
-  How should I write for that audience?
-  What kind of style would be appropriate for that audience?
-  What kind of vocabulary will be appropriate for that audience?

### Where do I begin?

There are many ways to begin writing an essay. We call these beginning stages prewriting. Here are some ideas for you to try:

-  Make an outline
-  Use a graphic organizer (by hand or use inspiration)
-  Free write or journal
-  Talk to someone at home or from another class about your plan for writing



### How do I begin to draft the essay?

Usually, the first draft is the most difficult. Once you get started, it usually gets easier.

Ask yourself:



What would interest my audience about this topic?



What is my thesis?



Where would my thesis statement be most affective? (usually the beginning)



How will I now use my prewriting to make this process easier?

### What do I do after my first draft is written?

No. One draft will not do. You must ALWAYS revise formal writing assignments. Usually, you will have class time to do this. You will:



Have a peer read your essay and give you feedback



Read another classmate's essay and give him or her feedback (this often helps you gain perspective on your own writing)



Reflect on what you and your peer reviser have discussed and begin to make some changes to your essay.

### What do I do after my second draft is written?

No. You're still not quite finished. Sometimes, you will make two, three, even four or five revisions to your essays. Be sure to understand the difference between "revision" and "editing."

### After I am comfortable with my revisions, what do I do?

You should edit your writing. You will:



Have a peer read your essay and look for grammar, spelling and sentence structure mistakes.



Read another classmate's essay and look for grammar, spelling and sentence structure mistakes.



Make the necessary changes.

Name: Mike Pellegrini

Block: 4B

Antigone Essay Rubric

FOCUS:

Thesis:

Outlines the...

Topic:

1 2 3 4 5

Position:

1 2 3 4 5

Supporting reasons:

1 2 3 4 5

Essay develops the thesis:

1 2 3 4 5

then/  
than

CONTENT:

Answers the question in the prompt:

1 2 3 4 5

Uses specific details:

1 2 3 4 5

Cited quotations and paraphrases:

1 2 3 4 5

ORGANIZATION:

Introduction:

1 2 3 4 5

Body paragraphs:

1 2 3 4 5

Conclusion:

1 2 3 4 5

TOTAL:

49/50



Michael Plasmeier

Kaiser

English 9H

21 Sept 2005

Although most believe Creon is  
the most stubborn,

Antigone Essay #2

I agree with writer and historian Robert Flacelière in believing that Antigone is more stubborn than Creon. Antigone will not see herself as wrong, no matter what happens. She is determined to believe that Creon has no power to overrule the will of the gods and deny proper burial. She maintains a narrow view, unwilling to change her beliefs and not noticing that her brother was attacking her city. Creon, meanwhile, was not giving proper burial to the man that killed his citizens. Although Creon's duty was to uphold the law and order of Thebes, Creon was not as stubborn as Antigone; he changed his mind in the end. However, Antigone kept her obstinate opinions to the end, and was willing to die for, rather then change her stubborn beliefs.

Antigone never sees herself or her actions as wrong. She admitted to burying her brother, even though she knew the consequences. When she was asked by Creon if she knowingly broke the law, she replied, "Yes, for it was not Zeus that had published that edict; not such are the laws set among men by the Justice who dwells with the gods below" (Ant. 127). She believes that Creon does not have the power to make a law that goes against the wishes of the gods and not allow a proper burial. She keeps this belief obdurately to her death, not willing to change her mind or her beliefs.

She goes on to say that, "Not through dread of any human pride could I answer to the gods for breaking *these* [laws]. Die I must; that I know well (how should I not?) even without you edicts. But if I am to die before my time, I would count that as a great gain. If anyone lives

as I do compassed about with evils, could he find anything but gain in death?" (Ant. 127). She was willing to die in order to do what she believed was right. She felt that she was better off dying with her inflexible beliefs, then to remain living because she knew she would die eventually anyways. She believed and thought to herself that her ideas and her beliefs about death and honoring the dead were correct. Nothing that anyone said made any difference to her. Even her own sister's persuasion in the beginning of the play could not stop her. She just could not stand Creon prohibiting the burial of her brother and his going against the laws of religion. She was very stubborn and had her mind made up way ahead of time. She willfully believed that Creon had no power to change the wills of the gods.

Antigone maintained a narrow point of view with her beliefs throughout her life. She was only willing to see her brother as her brother. She would not even begin to recognize that her brother attacked her city and killed many of her fellow townfolk. She was not at all willing to change her belief that Creon did not have the power to go against the rules of heaven. She was very inflexible with her point of views.

Creon, on the other hand, was not as stubborn as Antigone. He changed his mind towards the end of the play. "Ah me, it is hard, but I resign my cherished resolve; I obey [to the choruses' counsel to free Antigone]" (Ant. 142). He is willing to see that he made a mistake and then goes personally to right his mistake. In the beginning of the play, Creon made the edict not to bury the attacker of Thebes. He made this edict because he did not want to honor the man who attacked his city and killed many of his people. Creon had been entrusted to uphold the laws, the honor, and protect the people of the city of Thebes. "A foe <sup>is</sup> never a friend, even in death," he says (Ant 129). This represents Creon's belief that he will not do anything to honor or

well just!

good point!

Points of view.

good rebuttal



show respect for an enemy, even after they died. He must be firm in this belief and in all of the laws he makes in order to protect peacefulness and tranquility in the city.

Creon's law was just but, Antigone on the other hand, does not see it this way. She mulishly hangs on to her beliefs and believes that she is correct to the end. She has a very narrow point of view about her brother, and is unwilling to see him as someone who attacked the city of Thebes. Creon, however, is not that stubborn. He admitted he was wrong and then changed his mind about Antigone and his edict. Also, Creon must be firm in upholding the laws of the city. This is why I agree with writer and historian Robert Flacelière in believing that Antigone is more stubborn then Creon in this ancient play by Sophocles. ✕

Mike,  
very strong  
argument! you  
stand, and I agree with  
to it. You also have a  
clear and easy way of writing  
so your reader can easily  
grasp your proposals. My only  
suggestion (at this point) is be careful  
not to repeat the same ideas too  
often. It is good to clarify your points  
but trust your writing enough to  
know that your reader  
"gets it".  
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Spica style

Works Cited

Sophocles. "Antigone." Trans. Sir Richard Claverhouse Jebb. Ed. Moses Hadas. The Complete Plays of Sophocles. New York: Bantam, 1967. 115-147.



Michael Plasmeier

Kaiser

English 9H

21 Sept 2005

Revision **A**make sure  
box is auto update

## Antigone Essay #2

I agree with <sup>writer + historian</sup> Robert Flacelière in believing that Antigone is more stubborn than Creon. Antigone will not see herself as wrong, no matter what happens. She determinedly believes that Creon has no power to overrule the will of the gods <sup>and</sup> to deny proper burial. She maintains a narrow view, unwilling to change her beliefs and not noticing that her brother was attacking her city. Creon, meanwhile, was ~~doing the correct thing~~ <sup>was</sup> by not giving proper burial to the man that killed his citizens. Although Creon ~~had his duty~~ <sup>was</sup> to uphold the law and order of Thebes, Creon was not as stubborn as Antigone; he changed his mind in the end, <sup>However</sup> while Antigone kept her obstinate opinions to the end, <sup>for</sup> and was willing to die, rather than change her stubborn beliefs.

Antigone <sup>never</sup> will just not see herself or her actions as wrong. She admitted to burying her brother, even though she knew the consequences. When she was asked by Creon if she knowingly broke the law, she replied, "Yes, for it was not Zeus that had published that edict; not such are the laws set among men by the Justice who dwells with the gods below." (top 127) She believes that Creon does not have the power to make a law that goes against the wishes of the gods <sup>and</sup> by not providing a proper ceremony. She keeps this belief obdurately to her death, not willing to change her mind. <sup>or her beliefs</sup>

can't do  
pg 11

She goes on to say that "Not through dread of any human pride could I answer to the gods for breaking *these* [laws]. Die I must; that I know well (how should I not?) even without you edicts. But if I am to die before my time, I would count that as a great gain. If anyone lives

is that a mark?

as I do compassed about with evils, could he find anything but gain in death." (mid pg 127, how

do lines of play/act) She was willing to die in order to do what she believed was right. She felt

that she was better off dying with her inflexible beliefs than living because she would die

eventually anyway. She believed and thought to herself that her ideas and beliefs about death

and honoring the dead were correct. Nothing that anyone said made any different. Also she

could not stand Creon prohibiting the burial of her brother. She was very stubborn and had her

mind made up way ahead of time that Creon had no power to change the wills of the gods.

Antigone maintained a narrow point of view with her beliefs throughout her life. She

was only willing to see her brother as her brother. She would not recognize that her brother ~~tried~~

~~to~~ attack her city and kill many of her fellow townsfolk. She was not at all willing to change her

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Creon, on the other hand, was not as stubborn as Antigone. He changed his mind <sup>towards</sup> at the

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counsel to free Antigone.]" (top of 142) He is willing to see that he made a mistake and then

goes personally to right his mistake. <sup>In the beginning of the play,</sup> Originally Creon made the edict not to bury the attacker of

Thebes. He made <sup>this edict</sup> the rule because he did not want to honor the man who attacked <sup>his</sup> the city and

killed many of his people. Creon ~~believed that he~~ had been entrusted to uphold the laws, the

honor, and protect the people of the city of Thebes. "A foe in never a friend, even in death," says

~~Creon~~. (top 129) This represents <sup>his belief that he</sup> that Creon will not do anything to honor or show respect for an

enemy, even after they died. He must be firm in this belief and in <sup>all of</sup> the laws he makes in Thebes

<sup>in order</sup> to protect order and well being in the city.

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Creon law was just but

Antigone on the other hand, does not see herself as wrong. She mulishly hangs on to her beliefs and believes to the end that she is correct. She has a very narrow point of view about her brother; she is unwilling to see him as someone who attacked ~~her~~ <sup>the</sup> city. Creon, however, is not <sup>of theos</sup> that stubborn. He admitted he was wrong and then changed his mind. Also, Creon must be firm <sup>about Antigone,</sup> in upholding the laws of the city. ~~So that~~ <sup>this</sup> is why I agree with writer and historian Robert Flacelière in believing that Antigone is more stubborn then Creon in this ancient play.

Sophocles

SP

by



Works Cited

Sophocles. "Antigone." Trans. Sir Richard Claverhouse Jebb. Ed. Moses Hadas. The Complete

Plays of Sophocles. New York: Bantam, 1967. 115-147. (C)

# Antigone #2

## Essay

Antigone - too religious  
wants proper ceremony  
doesn't see her wrong

Creon Creon stubborn too (133)

Antigone buried her again even if meant getting caught + admitted it

Willing + did risk life for her beliefs

Had more at stake + didn't change  
Creon - pride, word, honor - Ant. - life

↳ or is this more

Creon changes his mind at end (1)

2. Narrowed  
View

1. Ant will not see her self wrong (1) <sup>religious</sup> did it again, probably again  
- brother takes city <sup>religious beliefs</sup> ~~bro forced to take city~~ (1) admitted  
not willing to change (2) - willing + did die (3) saw her self as right!  
religious beliefs (2)
2. Creon not stubborn  
- changes his mind must uphold law  
works for good of city/state

1/23/2020

the company  
will be  
part of the

(Company Name)

the company

the company

the company

the company

the company

the company

(Company Name)

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# A *Antigone*

## The Impact of Antigone

*How can a play written in Greece just before 450 BCE still have meaning for modern audiences? In what ways does Antigone relate to the ideas and struggles of our modern society?*

The playwright Sophocles was born just outside of Athens, Greece, in 496 BCE. He lived for 90 years and wrote some of the best known Greek tragedies: *Oedipus Rex*, *Electra*, and *Antigone*. **Antigone** is the story of a young woman torn between her love for her deceased brother and her desire to honor her family and the gods. The main character, Antigone, is trapped between the laws of her society and her family honor.

### The Task:

The purpose of this assignment is to write a literary essay that asserts a position on how the play *Antigone* should be understood. You will need to respond to one of the essay prompts listed below. Each essay question deals with a thematic idea presented in the play. It is through these themes that modern audiences can relate to the situations, emotions, and ideas presented by the classic characters in *Antigone*.

You will be writing a thesis driven essay. Your essay will assert a claim, also called your thesis, which you will need to defend and offer supporting evidence in order to convince the reader to agree with you. The thesis statement will be the heart of your essay. Your details and examples should support and refer back to your thesis statement. Your thesis is your statement of purpose, and it will be one sentence in length. This is the foundation of your essay and it will serve to guide you in writing the entire paper.

### The Process:

1. Read and review *Antigone*
2. Select an essay topic and brainstorm ideas
3. Draft and revise a thesis statement
4. Evaluate your supporting details
5. Outline a basic structure for your essay
6. Draft your essay
7. Peer revise your essay
8. Self-revise your essay and turn in final copy

2-3 pages  
2x60 lined

### The Essay Questions:

Select one of the following questions to respond to:

1. Who suffers more - Antigone or Creon?
2. Writer and historian Robert Flacelière has suggested that rather than thinking of Creon as the most stubborn character of this play, audiences should consider Antigone as the play's best example of inflexible power. Do you agree with Robert Flacelière? Is Antigone more stubborn than Creon?
3. Do you think that Sophocles believed inflexible will power was a tragic flaw or a virtue?
4. Should Creon be considered the villain of *Antigone*? Why or why not?
5. What lesson do the characters of *Antigone* learn about pride? How is this idea or theme presented to the audience?
6. Antigone and Creon can be understood as symbolic characters, each standing as a symbol for a specific belief or position. For example, Antigone acts as an individual, acts alone in her desire to bury her brother. She is acting against Creon who is enforcing the laws of the society. So the characters of Antigone and Creon could be understood symbolically as the conflict between the individual power versus state/governmental control. What else might the conflict between Antigone and Creon symbolize?
7. Who is to blame for Antigone's death?
8. Who is the most sympathetic character in *Antigone*? Why?

Due Wed 9/21

challenge

yes - too religious w/ proper ceremony should see brother w/ reg

### Grading:

You will need to turn in all your draft materials, including your brainstorming ideas, outline, and rough draft in order to receive full credit. The final copy of your essay will be worth 50 points and will be graded using the following criteria:

- FOCUS:** The essay contains a well-crafted thesis statement that outlines the topic, position, and three supporting reasons for the essay. 20 points
- CONTENT:** The essay clearly answers the question (or questions) posed in the prompt through use of specific details and examples from the text. When necessary, the student has correctly cited specific quotations and paraphrases. 15 points
- ORGANIZATION:** The essay is well organized with a clear introduction, well supported body paragraphs, and a clear conclusion that reiterates the thesis and ends with a strong statement. 15 points

Creon stubborn - see end of (133)  
Didn't Antigone bury him again w/ no qualms about being caught  
+ admitted all (126)



## MLA Information:

### THE SET-UP

- 2-3 pages
- 1) Everything is double spaced
  - 2) 1" margins at top/bottom and right/left
  - 3) 11 or 12 pt. Font – either New Times Roman or Arial. No other font type is acceptable.
  - 4) No extra space between paragraphs

### FIRST PAGE

- 5) Upper left corner, double-spaced:
  - Your full name
  - Your teacher's name
  - Course name and title
  - Day Month Year
- 6) Headers go in the upper right corner of every page—Your last name and the page number (ex. Ward 2)
- 7) Title:
  - The title is centered (be creative with your title!)
  - Do not underline, italicize, or bold your title
  - Do not put quotation marks around your title
  - Do not put an extra space between your title and the opening paragraph of your paper

### CITATIONS

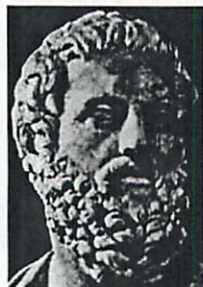
- 8) If you state that Creon has repented and feels guilty over having caused so much grief, quote lines from the play that support your assertion. To cite the lines of a play, give act, scene, and line numbers using numerals. See the following example for *Antigone*:

By the end of the play, the audience sees that Creon believes that he was wrong and is no longer of the opinion that he is the only one who can be right when he tells the Choragos, "I have been rash and foolish. / I have killed my son and wife" (*Antigone* Exodos.134-135).

- Notice that the period came after the parentheses.
- Notice that *Antigone* was italicized.
- Notice the period after the word Exodos to separate the scene from the line numbers.
- Notice the slash between the words foolish and I to signify that the line ends there in the text of the play.



"Antigone" as performed by Western Michigan University, 1999-2000



"Antigone" by Frederic Leighton, 1882



# Romeo and Juliet

## Essay Choices

**Directions:** Choose one of the following topics on which to write a 2-3 page literary response. If you have a better topic, feel free to discuss it with me!

*2x space MLA*

### Tragic figures

What (if any) character is a tragic figure? Using the Aristotle's five criteria as summarized in the standard deviants, explicitly tell why (or why not) a character is tragic. You will need an introduction, conclusion and a paragraph for each of the five standards (that's seven paragraphs).

### Character description

Choose any character that you like in the play and analyze him or her. You will have an introduction, conclusion and a paragraph for each of the following:

1. Is the character static or dynamic? *Why changes*
2. What character traits does he or she have and how do you know (use examples from the play)
3. How does the character appear to other characters (how do you know)
4. What role did the character have in causing the tragedy of Romeo and Juliet

### Compare and Contrast two characters in the play

Choose two characters that you feel can be compared and contrasted in an interesting way and organize an essay in which you analyze these similarities and differences. Here are a few to consider.

- Romeo and Paris *-foils*
- Romeo and Juliet
- Romeo and Mercutio
- Mercutio and The Nurse
- Friar Laurence and The Nurse *trusted*

### Compare and Contrast the Play to a Film

Choose either Zefferelli's or Luhrman's interpretation of Shakespeare's Romeo and Juliet or West Side Story and focus on important similarities and differences. What differences do you see in character, plot, and theme? Why do these differences exist?

### Who is Responsible

Choose one character who you think is most responsible for the death of Romeo and Juliet. Although there are many people who may play a part, you must be persuasive in illustrating why one character holds the most responsibility. Use specifics from the text!



### Parents and Children

Discuss the relationships between parents and children in *Romeo and Juliet*. How do Romeo and Juliet interact with their parents? Are they rebellious, in the modern sense? How do their parents feel about them?

### Analyze a Soliloquy

Discuss Juliet's soliloquy that opens Act III, Scene II, paying particular attention to its poetic merits, imagery, allusion to Phoebus and Phaeton, and relevance to the overall play.

-or-

Mercutio gives a wonderful monologue on Queen Mab in Act I, Scene IV. Examine this passage and discuss its literary qualities. Of what significance is Mercutio's speech to the overall play?

### Analyze a Scene

Develop a close analysis of one scene in the play. You should take a close look at the language, the character development, literary devices used, how the scene fits into plot development...

### Respond to a Literary Critic

*Not relevant to modern day*

Find a contemporary criticism of *Romeo and Juliet*, read the criticism, and show how you agree or disagree with the critic's position. I can help you find a criticism. Also, Mrs. Bohl in the library is a wonderful source for this.

### Show How a Theme or Motif is Presented

*time*

*time-haste*

Choose a theme (love, hate, youth, suicide, fate, violence...) and illustrate how it is used in the play. You should discuss how it is viewed by the characters, how it may be foreshadowed, how the readers or audience may respond to it...

### Rewrite a Scene (Creative)

Choose a scene in *Romeo and Juliet* and rewrite it in the style of William Shakespeare. Your changes should be logical (meaning: a spaceship should not appear) and you should write in blank verse. Try to be consistent with the characters' language as well. *Romeo and Juliet* sometimes use rhyming couplets and the Nurse sometimes uses malapropisms...

### FCA's

1. Content
2. Organization
3. Conventions

See the rubric for further descriptions on how these FCA's will be graded.

→ *Not relevant to day,*

Name: Michael Plasencia

R+J Essay Rubric

### 1. Content:

the extent to which the writing exhibits sound understanding, interpretation, and/or analysis of the writing task and text

\_\_\_\_\_ (15 pts.) Use at least three direct quotes from the play and use quotation marks and page numbers after each quote: Highlight these quotes on your final draft.

- i.e. Romeo states, "Here's to my love" (V. iii. 119).

\_\_\_\_\_ (15 pts.) offer insightful interpretations of the text with analysis that goes beyond a literal level (in other words, don't summarize—analyze!)

- **summary:** covering the main points briefly
- **analysis:** an examination of a complex subject, its elements, and their relations

\_\_\_\_\_ (15 pts.) develop ideas clearly and fully, effectively integrating and elaborating on specific textual evidence

- Don't simply make a statement and move on! Elaborate! Define what you are talking about and use transitions such as:
  - for instance..., for example..., in other words..., furthermore..., What this means is..., this proves that...

\_\_\_\_\_ (15 pts.) reveal a thorough and insightful understanding of the author's use of literary elements and techniques *(Use them)*

- Use literary terms such as plot, theme, metaphor, mood, setting, imagery, and show how these play a part in developing your thesis.

### 2. Organization:

the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence

\_\_\_\_\_ (10 pts.) effectively establish and maintain consistent focus on a clear thesis

- It should be clear what the main idea of your essay is in the intro

\_\_\_\_\_ (10 pts.) exhibit a logical sequence of claims, evidence, and interpretations to support the thesis and effectively use transitions

- Don't jump back and forth! Start on one idea, develop it fully, then move on

\_\_\_\_\_ (10 pts.) make effective use of transition words and phrases

- See the wall and the third bullet under content

### 3. Conventions:

the extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar

\_\_\_\_\_ (10 pts.) demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (i.e., punctuation of complex sentences)

- Capitalize the pronoun I (not i)
- Avoid run-on sentences! Read your paper aloud *several times* while paying close attention to the punctuation. Do you use a period at the end of a sentence? Do you need any commas?



Answer the following questions:

1. What does the teacher expect of me?

to get A, write clear concise thing

2. What do I expect of myself?

same

3. What am I trying to accomplish in this essay?

write a good essay - tell people R+J is not relevant

4. Am I trying to persuade someone?

Oh, yes!

5. Am I trying to show what I know about something?

Yes

6. Am I trying to tell a story?

Not really

7. Am I trying to explain something?

Yes

8. Who will be reading this essay? (many times it is your teacher and classmates)



9. How should I write for that audience?

not really explain R+J in detail

10. What kind of style would be appropriate for that audience?

formal friendly

11. What kind of vocabulary will be appropriate for that audience?

mix of sophisticated + normal

12. What is the general topic of your essay: (i.e. blame, parent/child relationships, Mercutio, Queen Mab speech...)

R+J is no longer relevant today

13. Narrow the topic: (i.e. The Nurse is to blame for Romeo and Juliet's deaths, parent/child relationships are dysfunctional in R&J, Mercutio is a lunatic...)

+ the way it is presented

14. Take a position on the topic: (Above all other characters, The Nurse is to blame for the deaths of Romeo and Juliet, Because of a lack of communication, parent and child relationships are dysfunctional in R&J...)

15. Use specific language: what is meant by blame? Dysfunctional? (i.e. The Nurse is single-handedly responsible for the deaths of R&J and therefore guilty of murder; Parent and child relationships in R&J are impaired due to a lack of communication and therefore abnormal compared to the relationships of most parents and children today)

stimulating  
entertaining



# Editor's Checklist

Name \_\_\_\_\_

Romeo and Juliet Essay Date \_\_\_\_\_

*Computers cannot find all your mistakes. Carefully check your writing with this checklist.*

\_\_\_ I read the work for meaning. It makes sense.

\_\_\_ I checked the work for clear and complete sentences.

\_\_\_ I checked the spelling.

\_\_\_ I read the work for correct word usage that the computer spell checker won't catch (to, too, two, they're, their, etc.).

\_\_\_ The first word in all sentences starts with a capital letter.

\_\_\_ Proper nouns that name a specific person, place, or thing have been capitalized.

\_\_\_ The title has capital letters where needed.

\_\_\_ Each sentence ends with a punctuation mark.

\_\_\_ Commas are used in any series of three or more things (apples, oranges, and pears).

\_\_\_ Commas connect the parts of compound sentences.

\_\_\_ Quotation marks begin and end words that someone says.

\_\_\_ I reread the document carefully for all errors.

Editor's signature \_\_\_\_\_

## Sample Paper

Love has existed in many forms throughout time. There is no better example than in William Shakespeare's *Romeo and Juliet*. In this tale, when love is most apparent, the most crucial events occur to develop this "tragedy." The evident forms of love are love for friends, "love" for enemies, and love between lovers.

First, love for friends was, and is, a necessity for the characters. Romeo had been in love with a girl who didn't feel love the same way that he did. Consequently, Romeo was distraught. He thought no woman could be as fair as Rosaline. Romeo's friend, Benvolio, thought differently. Benvolio encouraged Romeo to go to the Capulet's feast and accurately predicted that Romeo would find other girls more attractive than Rosaline. This was highlighted when Benvolio said "Compare her face with one that I show, / And I will make thee think thy swan a crow." (I. ii. 86-87). Later, when violence was prevalent, Benvolio watched out for his friends and relatives, encouraging peace. He spoke against fighting when he said "I pray thee, good Mercutio, let's retire. / The day is hot, the Capulets abroad, / And, if we meet, we shall not 'scape a brawl," (III. I. 1-3).

The Nurse is Juliet's best friend, but calling her "mom" would be more appropriate. Unlike Lady Capulet, Juliet's mother, the nurse cares for Juliet, knows exactly when she was born, and has fond memories of her childhood. The Nurse acted like a messenger, meeting with Romeo to discuss wedding plans for him and Juliet. The love of friends was necessary for any future love to blossom.

The next form of love was for enemies. The hatred between the houses of Capulet and Montague was known throughout the town of Verona. Hatred had reached the lowest servants from each of the families. Due to the hate, the relationship of Romeo and Juliet would never have been public. The feuding families would have condemned the relationship, something the two lovers could not accept.

In Act 1, scene 2, the fact that Romeo and his friends were uninvited, but still attended



the Capulet's party, added to Tybalt's anger. Tybalt was the personification of hatred between the Capulet and Montague families. Tybalt and Mercutio were always ready for a fight. The prince was sick of the fighting and said death would come to anyone from either house if they were caught fighting in public. However, both families still thought that they had to show superiority, and future fights because destined. The constant violence led to the accidental killing of Mercutio by Tybalt. In his last minutes, Mercutio realized the immaturity of the families' feuds, when he said "A plague o' both your houses!" (III.i.90). In a period of impulse and rage, Romeo took it upon himself to get revenge by killing Tybalt. This murder caused Romeo to be banished from Verona and separated from his love, Juliet.

Lastly, the most important type of love is love between lovers. Romeo Montague and Juliet Capulet were victims of Cupid's arrows. They were truly "star-crossed." Juliet needed Romeo to get away from her overprotective parents who were planning her future. If Juliet was going to disobey her parents, they would have disowned her. Ironically, at the party that Lord Capulet held so that Juliet could meet her projected husband, Paris, she met her future husband, Romeo. They met by chance, looking into each others eyes and instantly being attracted. Their first conversation was sealed with a kiss. The meeting was regretted, however. Romeo and Juliet knew a relationship wouldn't be accepted with them being from feuding families. It was too late for them to turn back though, they had fallen in love. When Juliet found out she had started to love Romeo, she didn't change her feeling, she just said "My only love sprung <sup>from</sup> ~~form~~ only hate! / Too early seen unknown, and know too late! / Prodigious birth of love it is to me / That I must love a loathed enemy." (I.v.138-141) In an act of impulse, the two were secretly married by Friar Lawrence. Romeo was soon ordered to be banished. In his last night in Verona, Romeo made love to Juliet. Juliet wished Romeo wouldn't go even though it would be



risking his life to be seen in the daylight . Her feeling were expressed when she said

"Yond light is not day-light, I know it, I; / It is some meteor that the sun exhales."

(III.v.13-14) Romeo was exiled. The couple was so depressed after being separated, suicide was often contemplated. Juliet's father was being hasty and forced Juliet to marry Paris. Juliet saw her only option was to fake her death and wait for Romeo to return to her. On the eve of her wedding, Juliet drank a poison that made her appear to be dead. Romeo had not found out about the Friar's plan, so when he returned to Verona he thought his wife was dead and saw her lying in her tomb. He drank a poison that killed him. Juliet woke up soon after to find her husband dead. She stabbed herself. Suicide was the only the way Romeo and Juliet could be together.

Love will attach couples, families, and friends forever. It may also put people in precarious positions witch will lead them to hurt others. However, everyone is expected to take those chances in life much like the characters in Romeo and Juliet. The love for friends, "love" for enemies and love between lovers may have led to tragedy, but it was all for a greater good. The Capult family and the Montague family have found the error in there ways and the stupidity in there fighting. It just took two teenagers to show them the light, much like teenagers can change adult's ways of thinking today.

### What is a Thesis Statement?

Almost all of us--even if we don't do it consciously--look early in an essay for a one or two sentence condensation of the argument or analysis that is to follow. We refer to that condensation as a thesis statement.

- ✓ Your thesis needs to show your conclusions about a subject.
- ✓ Your thesis should indicate the point of the discussion.
- ✓ Readers need to be able to see that your paper has one main point. If your thesis expresses more than one idea, then you might confuse your readers about the subject of your paper.
- ✓ A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic.

Which of the following would be the best thesis statement?

1. *The Odyssey* and *Superman* are very similar and yet very different. *Doesn't take a stand*
2. Although in different ways, both *The Odyssey* and *O Brother Where Art Thou* illustrate features of the epic such as an ample setting, a long arduous journey, and a beginning in medias res.
3. Both *The Odyssey* and *Hercules* are great movies although at some points they are boring. *bad work, not good language*
4. Both *The Odyssey* and *The Ten Commandments* have a heroic main character, but they take place in different time periods. *ok, no controversy*
5. *The Odyssey* and *Braveheart* both illustrate a long journey, however, one is an epic poem and one is a movie. *not focused*

best: takes a stand  
 good language  
 has controversy  
 focused

## How To Write a Thesis Statement

### What is a Thesis Statement?

Almost all of us—even if we don't do it consciously—look early in an essay for a one- or two-sentence condensation of the argument or analysis that is to follow. We refer to that condensation as a thesis statement.

### Why Should Your Essay Contain A Thesis Statement?

- to test your ideas by distilling them into a sentence or two
- to better organize and develop your argument
- to provide your reader with a “guide” to your argument

In general, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question your paper explores.

### How Can You Write Good Thesis Statement?

Here are some helpful hints to get you started. You can either scroll down or select a link to a specific topic.

[How to Generate a Thesis if the Topic is Assigned. \(#assigned\)](#)

[How to Generate a Thesis if the Topic is Not Assigned. \(#unassigned\)](#)

[How to Tell a Strong Thesis Statement from a Weak One. \(#strongthesis\)](#)

#### How to Generate a Thesis Statement if the Topic is Assigned.

Almost all assignments, no matter how complicated, can be reduced to a single question. Your first step, then, is to distill the assignment into a specific question. For example, if your assignment is “Write a report to the local school board explaining the potential benefits of using computers in a fourth-grade class,” turn the request into a question like “What are the potential benefits of using computers in a fourth-grade class?” After you've chosen the question your essay will answer, compose one or two complete sentences answering that question.

Q: “What are the potential benefits of using computers in a fourth-grade class?”

A: “The potential benefits of using computers in a fourth-grade class are . . . .”

OR

*take a stand?*

A: “Using computers in a fourth-grade class promises to improve . . . .”

The answer to the question is the thesis statement for the essay.

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#### How to Generate a Thesis Statement if the Topic is Not Assigned.

Even if your assignment doesn't ask a specific question, your thesis statement still needs to answer a question about the issue you'd like to explore. In this situation, your job is to figure out what question you'd like to write about.

A good thesis statement will usually include the following four attributes:



- take on a subject upon which reasonable people could disagree
- deal with a subject that can be adequately treated given the nature of the assignment
- express one main idea
- assert your conclusions about a subject

Let's see how to generate a thesis statement for a social policy paper.

*Brainstorm the topic.*

Let's say that your class focuses upon the problems posed by drug addiction. You find that you are interested in the problems of crack babies, babies born to mothers addicted to crack cocaine.

You start out with a thesis statement like this:

**Crack babies.**

This fragment isn't a thesis statement. Instead, it simply indicates a general subject. Furthermore, your reader doesn't know what you want to say about crack kids.

*Narrow the topic*

Your readings about the topic, however, have led you to the conclusion that not only do these babies have a difficult time surviving premature births and withdrawal symptoms, but their lives will be even harder as they grow up because they are likely to be raised in an environment of poverty and neglect. You think that there should be programs to help these children.

You change your thesis to look like this:

**Programs for crack kids.**

This fragment not only announces your subject, but it focuses on one main idea: programs. Furthermore, it raises a subject upon which reasonable people could disagree, because while most people might agree that something needs to be done for these children, not everyone would agree on what should be done or who should do it. You should note that this fragment is not a thesis statement because your reader doesn't know your conclusions on the topic.

*Take a position on the topic.*

After reflecting on the topic a little while longer, you decide that what you really want to say about this topic is that in addition to programs for crack babies, the government should develop programs to help crack children cope and compete.

You revise your thesis to look like this:

**More attention should be paid to the environment crack kids grow up in.**

This statement asserts your position, but the terms more attention and the environment are vague.

*Use specific language.*

You decide to explain what you mean about "the environment," so you write:

**Experts estimate that half of crack babies will grow up in home environments lacking rich cognitive and emotional stimulation.**

This statement is specific, but it isn't a thesis. It merely reports a statistic instead of making an assertion.

- ...
- ...
- ...

... statement for a social policy issue.

... statement.

... You find that you are interested in the ...

... of this ...

### Task 1

... your response ...

... the ...

... you to the conclusion that not only do these ...

... of this ...

### Task 2

... your response ...

... the ...

... you really want to say about this topic is that ...

... of this ...

... statement should be paid to the environment ...

... statement ...

... the ...

... you want ...

... that half of crack babies will grow up in home environments lacking rich ...

... statement ...



*Make an assertion based on clearly stated support.*

You finally revise your thesis statement one more time to look like this:

**Because half of all crack babies are likely to grow up in homes lacking good cognitive and emotional stimulation, the federal government should finance programs to supplement parental care for crack kids.**

Notice how the thesis answers the question, "Why should anything be done for crack kids, and who should do it?" When you started thinking about the paper, you may not have had a specific question in mind, but as you became more involved in the topic, your ideas became more specific. Your thesis changed to reflect your new insights.

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## How to Tell a Strong Thesis Sentence from a Weak One.

### 1. A strong thesis takes some sort of stand.

Remember that your thesis needs to show your conclusions about a subject. For example, if you are writing a paper for a class on fitness, you might be asked to choose a popular weight-loss product to evaluate. Here are two thesis statements:

**There are some negative and positive aspects to the Banana Herb Tea Supplement.**

This is a weak thesis. First, it fails to take a stand. Second, the phrase "negative and positive aspects" is vague.

**Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.**

This is a strong thesis because it takes a stand.

### 2. A strong thesis justifies discussion.

Your thesis should indicate the point of the discussion. If your assignment is to write a paper on kinship systems, using your own family as an example, you might come up with either of these two thesis statements:

**My family is an extended family.**

This is a weak thesis because it states an observation. Your reader won't be able to tell the point of the statement, and will probably stop reading.

**While most American families would view consanguineal marriage as a threat to the nuclear family structure, many Iranian families, like my own, believe that these marriages help reinforce kinship ties in an extended family.**

This is a strong thesis because it shows how your experience contradicts a widely-accepted view. A good strategy for creating a strong thesis is to show that the topic is controversial. Readers will be interested in reading the rest of the essay to see how you support your point.

### 3. A strong thesis expresses one main idea.

Readers need to be able to see that your paper has one main point. If your thesis expresses more than one idea, then you might confuse your readers about the subject of your paper. For example:

You finally realize your thesis statement not more than to look like this:

Because half of all crack babies are likely to grow up in homes lacking good cognitive and emotional stimulation, the federal government should finance programs to supplement parental care for crack kids.

Notice how the thesis answers the question, "Why should anything be done for crack kids, and who should do it?" When you started thinking about the paper, you may not have had a specific question in mind, but as you became more involved in the topic, your focus became more specific. Your thesis changed to reflect your new insights.

## How to Tell a Strong Thesis Sentence from a Weak One

### 1. A strong thesis takes some sort of stand.

Remember that your thesis needs to show your conclusions about a subject. For example, if you are writing a paper from class on fitness, you might be asked to choose a popular weight-loss product to evaluate. Here are two thesis statements:

This product is the best, and patients agree to the Banana Herb Tea Supplement.

This product is the best, and patients agree to the Banana Herb Tea Supplement.

Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

The first strong thesis because it takes a stand.

### 2. A strong thesis justifies discussion.

Your thesis also ought to indicate the goal of the discussion. If your assignment is to write a paper on friendship, you might write your own thesis as an example. You might come up with either of these two thesis statements:

My family is an extended family.

This is a weak thesis because it states an observation. Your reader won't be able to tell the point of the statement, and you're not showing your reasoning.

While most of the world's families would view extended families as a threat to the nuclear family structure, many American families like my own believe that these marriages help maintain relationships in an extended family.

The second thesis is strong because you explain and comment on why you think that way. Your goal is to create a strong thesis to show that the topic is controversial. Readers will be interested in reading the rest of the essay to see how you support your point.

### 3. A strong thesis addresses one main idea.

Readers don't want to be told to see that your paper. The one main point. If your thesis is "I am an idea that you might consider your readers about the subject of your paper. For example,



**Companies need to exploit the marketing potential of the Internet, and web pages can provide both advertising and customer support.**

This is a weak thesis statement because the reader can't decide whether the paper is about marketing on the Internet or web pages. To revise the thesis, the relationship between the two ideas needs to become more clear. One way to revise the thesis would be to write:

*If it's about Web Pages can provide ads or that companies can exploit it*

**Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using web pages that offer both advertising and customer support.**

This is a strong thesis because it shows that the two ideas are related. Hint: a great many clear and engaging thesis statements contain words like "because," "since," "so," "although," "unless," and "however."

#### 4. A strong thesis statement is specific.

A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic. For example, if you write a paper on hunger, you might say:

**World hunger has many causes and effects.**

This is a weak thesis statement for two major reasons. First, "world hunger" can't be discussed thoroughly in five or ten pages. Second, "many causes and effects" is vague. You should be able to identify specific causes and effects. A revised thesis might look like this:

**Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.**

This is a strong thesis because it narrows the subject to a more specific and manageable topic and it also identifies the specific causes for the existence of hunger.

*Produced by Writing Tutorial Services, Indiana University, Bloomington, IN*

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## INDIANA UNIVERSITY

Writing Tutorial Services

Ballantine Hall 206, 1020 E. Kirkwood Ave. Bloomington, IN 47405

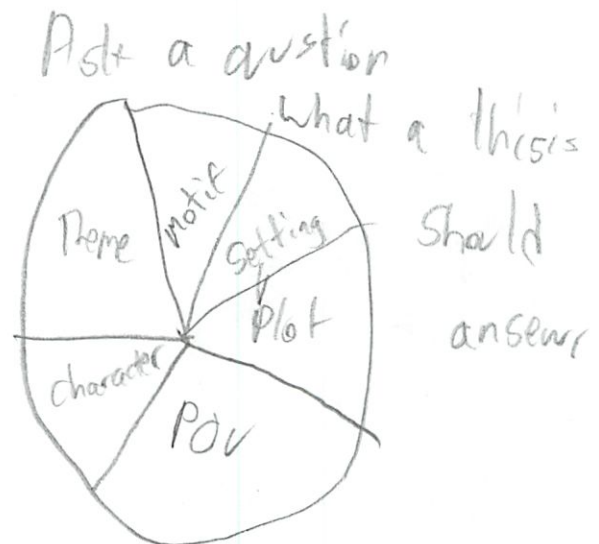
Phone: (812) 855-6738

### Comments

Last updated: 27 April 2004

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## Useful Transitions and Linking Expressions

### *Transitions which can be used to show location:*

above	among	beneath	in front of	on top of
across	around	beside	inside	outside
against	away from	between	into	over
along	back of	beyond	near	throughout
alongside	behind	by	off	below
down	onto	under		

---

### *Transitions which can be used to show time sequence:*

about	first	until	soon	then
after	second	meanwhile	later	next
at	third	today	afterward	in the meantime
before	prior to	tomorrow	immediately	as soon as
during	in addition	yesterday	finally	when
eventually	again	at last	subsequently	furthermore
still	moreover			

---

### *Transitions which can be used to compare two things:*

in the same way	likewise	as
also	like	similarly

---

### *Transitions which can be used to contrast two things:*

but	yet	on the other hand	although	otherwise
however	in the meantime	still	even though	counter to
even so	nevertheless	on the contrary	conversely	as opposed

---

### *Transitions which can be used to emphasize a point:*

again	indeed	for this reason	truly	to repeat
with this in mind	in fact	to emphasize	certainly	of course
definitely	obviously	naturally		

---

### *Transitions which can be used to conclude or summarize:*

as a result	consequently	accordingly	in short	finally
thus	due to	to sum up	in conclusion	therefore
in summary	altogether	in other words	that is	in brief



*Transitions which can be used to add information:*

again	and	furthermore	next	also
besides	likewise	finally	additionally	equally important
moreover	as well	in addition	for example	further
together with	another	for instance	furthermore	along with

---

*Transitions which can be used to clarify:*

that is	put another way	to clarify	in other words	stated differently
---------	-----------------	------------	----------------	--------------------

---

*Transitions which can be used to show exception:*

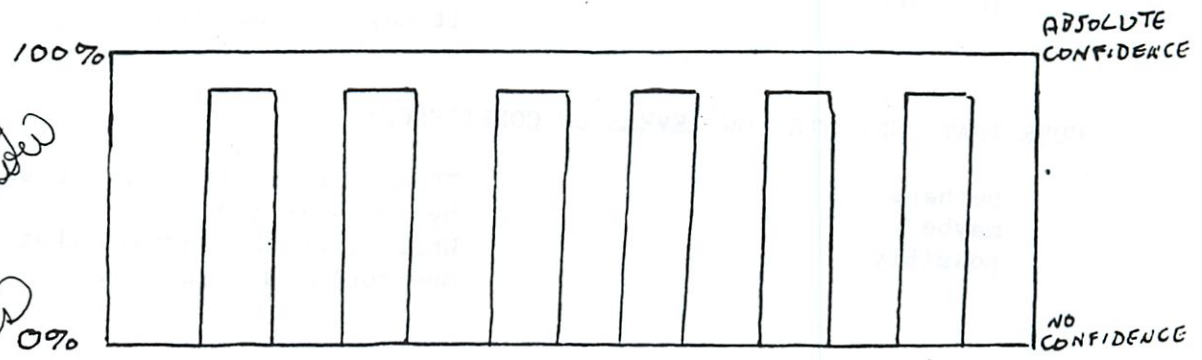
yet	still	however	nevertheless	in spite of
despite	of course	once in a while	sometimes	granted

# MODULATING LEVELS OF CONFIDENCE

REASONABLE DOUBT AND UNCERTAINTY ARE AS MUCH A PART OF INTELLIGENT THOUGHT AS REASONABLE CONFIDENCE IS. AUTHENTIC AUTHORITY RESIDES IN THE CAREFUL AND HONEST INDICATION OF ONE'S LEVEL OF CONFIDENCE IN A GIVEN UTTERANCE. CLAIMS TO EXCESSIVE - OR EXCESSIVELY CONSISTENT - CONFIDENCE RESULT IN FALSE AUTHORITY AND PRETENTIOUSNESS.

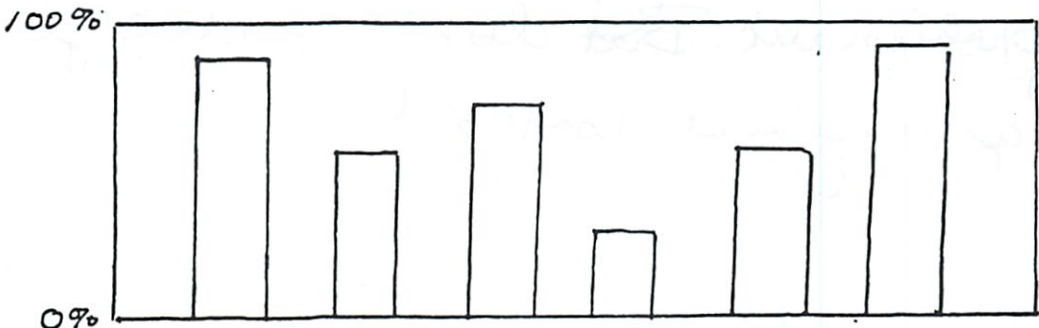
## FALSE AUTHORITY:

*Sometimes a reader is modest & / or doesn't fully know it is rhetorical*



ALL PROPOSITIONS ARE UTTERED WITH EQUALLY HIGH CONFIDENCE

## TRUE AUTHORITY:



PROPOSITIONS VARY IN THEIR LEVEL OF CONFIDENCE AS BEFITS THE INDIVIDUAL UTTERANCE

RICHARD WERTIME 1985

LEVELS OF CONFIDENCE

## CUES THAT INDICATE HIGH LEVELS OF CONFIDENCE:

certainly  
 very clearly  
 without doubt  
 unquestionably

I am quite sure that  
 There can be no doubt that  
 No one would argue that  
 It can be taken for granted that

## CUES THAT INDICATE MEDIUM LEVELS OF CONFIDENCE:

probably  
 most likely  
 very possibly  
 arguably

It would seem that  
 One can be reasonably certain  
 that  
 One could argue that  
 It may well be that

## CUES THAT INDICATE LOW LEVELS OF CONFIDENCE:

perhaps  
 maybe  
 possibly

Though it is difficult to say  
 My guess is that  
 While I am not certain that  
 One could suggest that

*Your tone can remain equally authoritative  
 and in claiming that you have run-up against  
 a problematic. But don't apologize  
 Be as confident as possible.*



Name: Mike

### 1. Content:

the extent to which the writing exhibits sound understanding, interpretation, and/or analysis of the writing task and text

15 (15 pts.) Use *at least* three direct quotes from the play and use quotation marks and page numbers after each quote: Highlight these quotes on your final draft.

15 (15 pts.) offer insightful interpretations of the text with analysis that goes beyond a literal level (in other words, don't summarize—analyze!)

- o i.e. Romeo states, "Here's to my love" (V. iii. 119).
- o **summary:** covering the main points briefly
- o **analysis:** an examination of a complex subject, its elements, and their relations

15 — 13 (15 pts.) develop ideas clearly and fully, effectively integrating and elaborating on specific textual evidence *I still have some questions though*

- o Don't simply make a statement and move on! Elaborate! Define what you are talking about and use transitions such as:
  - for instance..., for example..., in other words..., furthermore..., What this means is..., this proves that...

15 — 14 (15 pts.) reveal a thorough and insightful understanding of the author's use of literary elements and techniques

- o Use literary terms such as plot, theme, metaphor, mood, setting, imagery, and show how these play a part in developing your thesis.
- why was this changed down one?*

### 2. Organization:

the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence

10 (10 pts.) effectively establish and maintain consistent focus on a clear thesis

- o It should be clear what the main idea of your essay is in the intro

10 — 8 (10 pts.) exhibit a logical sequence of claims, evidence, and interpretations to support the thesis and effectively use transitions

- o Don't jump back and forth! Start on one idea, develop it fully, then move on

10 (10 pts.) make effective use of transition words and phrases

- o See the wall and the third bullet under content

### 3. Conventions:

the extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar

9 (10 pts.) demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (i.e., punctuation of complex sentences)

- o Capitalize the pronoun I (not i)
  - o Avoid run-on sentences! Read your paper aloud *several times* while paying close attention to the punctuation. Do you use a period at the end of a sentence? Do you need any commas?
- overall good job!*

94

New-99  
Final - 96.5

Michael Plasmeier

Kaiser

English 9H

15 December 2005

# Revision I

## After Grade

### *Romeo and Juliet* Essay

Since *Romeo and Juliet* was written four-hundred years ago by William Shakespeare in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. First, people have changed in four-hundred years. They no longer have time to sit through long scenes that are full of words. Ordinary people want to see and not hear. They do not want to process all of the clues that William Shakespeare included in his language. Second, Shakespeare can't get to the point easily enough to satisfy modern, mainstream audiences. These people have jobs to think about and are very busy and involved in many things. They only go to the theater for entertainment – a break from their busy world. Shakespeare includes long monologues that force people to think deeply about its meaning. Thirdly, the situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. Some films have even tried to adapt *Romeo and Juliet* to modern day, but these remove most of the original language and add a modern soundtrack. Thus, Shakespeare's *Romeo and Juliet* is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form.

In the twenty-first century, most people are interested in seeing, not hearing. They are too busy rushing around in their daily lives to fully understand a Shakespearean play. People are much more interested in having everything laid out in front of them. They want to see elaborate



sets and costumes. During the intermission, a typical affluent audience member is busy typing away on his or her Blackberries or calling the babysitter, they are not thinking about the play. This is what Shakespeare originally intended to happen. The working and middle class has too much on going on in their lives. Shakespeare did not know about the pressure people face today. In addition, today's generation has been raised watching MTV. This is very stimulating as the camera switches positions every few seconds. This is done to keep our generation interested, however, its byproduct is that we developed short attention spans. We are unable to pay attention for a long time as required in Shakespearean scene.

*Romeo and Juliet* doesn't get to the point. Shakespeare includes mostly auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the words that are said about them. For instance, the Nurse, her speech includes malapropisms. For example she says, "If you be here, sir, I desire some confidence with you" (II.iv.111). She means, however, to say conference. While an actor is racing through his or her lines, most people won't notice that this malapropism was included on purpose to show the Nurse's lack of education, but will seem educated. In both movies adaptations of the play, some of her dialogue has been removed. This has been done to keep the attention of a modern audience. They don't want to listen to her rant. In the Queen Mab monologue, Mercutio talks about dreams. This is pretty easy to figure out, he even says it. "True I talk of dreams" (I.iv.102). However, some scholars believe that the monologue has a much deeper meaning, revealing much about Mercutio's personal life. On the surface, it seems to have nothing to do with it. However you could, if you had the time, think much more into this speech. Modern, mainstream audiences don't have the time nor wish to do this in-depth analysis. Even if they were able to think about the monologue, they would be limited by the many words

good example



in the play that we no longer use. Shakespeare uses words in archaic ways. He sometimes uses out-dated definitions of words and rearranges the sentence structure. You can not focus on extracting the meaning while the actors are racing through their lines or if you have too many things on your mind.

The situations found in *Romeo and Juliet* could no longer happen or are very unlikely to happen today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him a letter. A modern-day adaptation tries to say that Romeo was not home to sign for this letter. However, this is not an excuse for Friar Lawrence not to telephone Romeo in addition to writing him. This way, Romeo would then have been able to reply instantaneously saying that he got the message. This mix up with the letter is very unlikely to happen today. Also, in today's faster paced life, arranged marriages are very rare. Children have many more rights and say in their lives today, then in the past. Children's wills are much more respected in today's generations than during Shakespearean times. Also, children aren't married off with four days notice when they are only twelve, which is almost like what Capulet forces Juliet to do. He even calls her a "disobedient wretch!" when she refuses to obey (III.v.165). These examples show that today's world is different, both culturally and with technology helping out. There is no way that all of the play's situations are relevant today.

However, some directors have tried to make *Romeo and Juliet* relevant to today. One such movie adaptation is William Shakespeare's Romeo + Juliet (1996) directed by Baz Luhrmann. However, the movie makes many changes from the original play. First of all, it is a movie. This allows the director to change camera angles and have lavish sets. It also allows the director to switch back and forth between scenes rapidly. The dialogue is also greatly reduced to fit the movie. Also, it has a soundtrack of modern music with modern lyrics to make it more

interesting. Also, some scenes and situations have been changed or have been dropped to cater towards modern audiences. For instance, in this movie adaptation, the Prince's warning to the feuding families is cut short. So, as you can see, the movie takes many liberties in adapting *Romeo and Juliet* to modern day. The audience watching the original play being performed live does not have this luxury.

However, some Shakespeare nuts would argue that the story and its themes may still be relevant today. This might be true, but you must first extract these themes from the complicated dialogue. These Shakespeare nuts and scholars may be interested in doing this, but for mainstream audiences feeling the pressure, this is not an option.

The way *Romeo and Juliet* was originally presented is incompatible with today's modern day audiences. Theater-goers want to see colorful set and not hear long monologues. They want to easily find the point and main idea of the story. They don't have time to search for its themes. The play's situations can not happen today, or are easily avoidable. For these reasons, William Shakespeare's *Romeo and Juliet* is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences.

*terminology*

*— I wonder what you think of this... is this acceptable?*

Are we becoming a truly self-absorbed shallow generation? Can the enriching art forms (drama, art, poetry), albeit from the past, be reserved only for scholars? Is it important for people, even the mainstream, to be well-rounded?

Terminology

alt is safe  
you think of alt as  
a way to  
describe  
a link

Can we become a truly self-reliant  
generation? Can the generation

that follows (born, but, growing, about from  
the past, be trained only for behavior?

to be well-versed? It is important for people, even the maintenance



Michael Plasmeier

Kaiser

English 9H

15 December 2005

# Revision H

## After Grade

### *Romeo and Juliet* Essay

Since *Romeo and Juliet* was written four-hundred years ago by William Shakespeare in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. First, people have changed in four-hundred years. They no longer have time to sit through long scenes that are full of words. Ordinary people ~~People~~ want to see and not hear. They do not want to process all of the clues that William Shakespeare included in his language. Second, Shakespeare can't get to the point easily enough to satisfy modern, mainstream audiences. These people have jobs to think about and are very busy and involved in many things. They only go to the theater for entertainment – a break from their busy world. Shakespeare. ~~He~~ includes long monologues that force people to think deeply about its meaning. Thirdly, the situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. Some films have even tried to adapt *Romeo and Juliet* to modern day, but these remove most of the original language and add a modern soundtrack. Thus, Shakespeare's *Romeo and Juliet* is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form.

In the twenty-first century, most people are interested in seeing, ~~want to see and~~ not hear~~ing~~. They are too busy rushing around in their daily lives to fully understand a Shakespearean play. People are much more interested in having~~seeing~~ everything laid out in

front of them. They want to see elaborate sets and costumes. During the intermission, a typical affluent audience member is people-are-busy typing away on his or her their-Blackberries or calling the babysitter, they are not thinking about the play. This is what Shakespeare, as originally intended to happen. The working and middle class has too much on going on in their lives. Shakespeare did not know about the pressure people face today. In addition, today's generation has been raised watching MTV. This is very stimulating as the camera switches positions every few seconds. This is done to keep our generation people-interested, however, its byproduct is that we developed short attention spans. We are unable to pay attention for a long time as required in Shakespeare an scene.

*Romeo and Juliet* doesn't get to the point. Shakespeare includes mostly auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the words that are said about them. For instance, the Nurse, her speech includes malapropisms. For example she says, "If you be here, sir, I desire some confidence with you" (II.iv.111). She means, however, to say conference. While an actor is racing through his or her lines, most people won't notice that this malapropism was included on purpose to show the Nurse's lack of education, but will seem educated. In both movies adaptations of the play, some of her dialogue has been removed. This has been done to keep the attention of a modern audience. They don't want to listen to her rant. In the Queen Mab monologue, Mercutio talks about dreams. This is pretty easy to figure out, he even says it, "True I talk of dreams" (I.iv.102). However, some scholarspeople believe that the monologue has a much deeper meaning, revealing much about Mercutio's personal life. On the surface, it seems to have nothing to do with it. However you could, if you had the time, think much more into this speech. Modern, mainstream audiences don't have the time nor wish to do this in-depth



analysis. Even if they were able to think about the monologue, they would be limited by the many words in the play that we no longer use. Shakespeare uses words in archaic~~strange~~ ways. He sometimes uses out-dated definitions of words and rearranges the sentence structure. You can not focus on extracting the meaning while the actors are racing through their lines or if you have too ~~m~~many things on your mind.

The situations found in *Romeo and Juliet* could no longer happen or are very unlikely to happen today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him a letter. A modern-day adaptation~~adoption~~ tries to say that Romeo was not home to sign for this letter. However, this is not an excuse for Friar Lawrence not to telephone Romeo in addition to writing him. This way, Romeo would then have been able to reply instantaneously saying that he got the message. This mix up with the letter is very unlikely to happen today. Also, in today's faster paced life, arranged marriages are very rare. Children have many more rights and say in their lives today, then in the past. Children's wills are much more respected in today's generations then during Shakespearean times. Also, children aren't married off with four days notice when they are only twelve, which is almost like what Capulet forces Juliet to do. He even calls her a "disobedient wretch!" when she refuses to obey (III.v.165). These examples show that today's world is different, both culturally and with technology helping out. There is no way that all of the play's situations are relevant today.

However, some directors~~people~~ have tried to make *Romeo and Juliet* relevant to today. One such movie adaptation~~adoption~~ is William Shakespeare's Romeo + Juliet (1996) directed by Baz Luhrmann. However, the movie makes many changes from the original play. First of all, it is a movie. This allows the director to change camera angles and have lavish sets. It also allows the director to switch back and forth between scenes rapidly. The dialogue is also greatly



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However, some Shakespeare nuts~~would~~~~people~~ argue that the story and its themes may still be relevant today. This might be true, but you must first extract these themes from the complicated dialogue. These Shakespeare nuts and scholars~~Some people, as those who love English,~~ may be interested in doing this, but for mainstream audiences feeling the pressure, this is not an option.

The way *Romeo and Juliet* was originally presented is incompatible with today's modern day audiences. Theater-goes~~People~~ want to see colorful set and not hear long monologues. They want to easily find the point and main idea of the story. They don't have time to search for its themes. The play's situations can not happen today, or are easily avoidable. For these reasons, William Shakespeare's *Romeo and Juliet* is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences.

Name: Michael Plasmior

## Reflection

**Directions:** After giving each question below serious thought and reflection, answer the following **COMPLETELY** and in complete sentences. You will receive a check, check plus or check minus depending on how well you appear to have reflected and answered.

1. Are you satisfied with your grade? Why or why not?

No, I always try and wish to achieve a 100%, 94 is too low for me. I will try to revise some small things but it is not worth it to make major change, I can devote time to make other smaller changes that bring in big effect like QOD, S.

2. How do you think you did with following directions? Why did you do well/not well?

I think I followed directions very well because I had no errors related to not following directions, I pulled together against my will to put 3 quotes in, I did not think that there were many directions for this assignment

3. What (if any) mistakes did you make with format? What questions do you still have with the format?  
(parenthetical citations, quotes)

I believe I made no mistakes, therefore I have no further questions with the format.

4. What kind of editorial problems do you see in your essay? Are they problems that you don't know how to fix or are they "duh!" problems that were just careless?

Even though I read and revise my paper many times, some errors slip through. The problem is that I revise the content and wording too much and in the last revisions I try and make the final revision for mechanics only, but stuff still slips through.

5. On a scale of 1-10 (1 being the lowest and 10 the highest) how much effort did you put into this assignment (be honest)? Does your grade reflect the amount of work you did?

8, <sup>My</sup> grade sort of reflects effort, but grade should be higher in my opinion, due to reasons listed.

6. What five things will you do differently for the writing assignment? Why?

1. Be better at final check for mechanics
2. Further try to refine organization, but not try too hard
3. Pick a topic/thesis quicker
4. Try to get more feedback from other people
5. Perhaps spend less time on it - everyone else does



Please take a moment to read this [personal appeal for donations](#) from Wikipedia founder Jimmy Wales.

\$337,663.31
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# Mainstream

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**Mainstream** is, generally, the common current of [thought](#) of the [majority](#). It is a term most often applied in the [arts](#) (i.e., music, literature, and performance). This includes:

- something that is [ordinary or usual](#);
- [something that is familiar to the masses](#);
- something that is available to the general public.

As such, the mainstream includes all [popular culture](#), typically disseminated by [mass media](#). The opposite of the mainstream are [subcultures](#), [countercultures](#), [cult followings](#) and [underground cultures](#).

## Contents

- [1 In film](#)
- [2 In music](#)
- [3 In sociology](#)
- [4 Mainstreaming in education](#)

## In film

**Mainstream films** can best be defined as commercial films that know a [wide release](#) and play in first run theatres (A [movie theater](#) that runs primarily mainstream film fare from the major film companies and distributors, during the initial release period of each film). Being sold at [Amazon.com](#) or its affiliates can also be an indicator. [Hollywood](#) movies are usually considered mainstream and [blockbusters](#) are also mainstream films.

The boundary is vague. Mainstream suggests middle-of-the-road and implies [commercial](#) viability, sometimes implying that the commercial viability is with a loss of artistic creativity.

The opposite of mainstream film may be [experimental film](#), [art film](#) or [cult film](#).

## In music

Musically, mainstream music denotes music that is familiar to the masses, as for example [popular music](#), [pop music](#) or [middle of the road](#) music.

## In sociology

*Main article: [Normal \(behavior\)](#)*

Mainstream pressure, through actions such as [peer pressure](#), can force individuals to [conform](#) to the [mores](#) of the group (e.g., an [obedience](#) to the mandates of the [peer group](#)). Some have stated that they see mainstream as the antithesis of [individuality](#).

## Mainstreaming in education

*Main article: [Mainstreaming in education](#)*

**Mainstreaming in education**, also known as [inclusion](#), is the process of grouping disabled students with general [education](#) students in the classroom. In theory, this method is supposed to bring up the students at lower levels while encouraging leadership roles from the higher level students. The difficulty of defining what "mainstream" is arises from the differences that parents and their children may have for what the word means.

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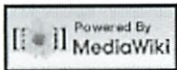
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Michael Plasmeier

Kaiser

English 9H

15 December 2005

Final  
Revision H

*Romeo and Juliet* Essay

Since *Romeo and Juliet* was written four-hundred years ago by William Shakespeare in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. First, people have changed in four-hundred years. They no longer have time to sit through long scenes that are full of words. People want to see and not hear. They do not want to process all of the clues that William Shakespeare included in his language. Second, Shakespeare can't get to the point easily enough to satisfy modern, mainstream people. He includes long monologues that force people to think deeply about its meaning. Thirdly, the situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. Some films have even tried to adapt *Romeo and Juliet* to modern day, but these remove most of the original language and add a modern soundtrack. Thus, Shakespeare's *Romeo and Juliet* is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form.

In the twenty-first century, people want to see and not hear. They are too busy rushing around in their daily lives to fully understand a Shakespearean play. People are much more interested in seeing everything. They want to see elaborate sets and costumes. During the intermission, people are busy typing away on their Blackberries or calling the babysitter, they are not thinking about the play, as originally intended. In addition, today's generation has been



raised watching MTV. This is very stimulating as the camera switches positions every few seconds. This is done to keep people interested, however, its byproduct is that we developed short attention spans. We are unable to pay attention for a long time as required in Shakespeare.

*Romeo and Juliet* doesn't get to the point. Shakespeare includes mostly auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the words that are said about them. For instance, the Nurse, her speech includes malapropisms. For example she says, "If you be here, sir, I desire some confidence with you" (II.iv.111). She means, however, to say conference. While an actor is racing through his or her lines, most people won't notice that this malapropism was included on purpose to show the Nurse's lack of education, but will seem educated. In both movies adaptations of the play some of her dialogue has been removed. This has been done to keep the attention of a modern audience. They don't want to listen to her rant. In the Queen Mab monologue, Mercutio talks about dreams. This is pretty easy to figure out, he even says it, "True I talk of dreams" (I.iv.102). However, some people believe that the monologue has a much deeper meaning, revealing much about Mercutio's personal life. On the surface, it seems to have nothing to do with it. However you could, if you had the time, think much more into this speech. Modern, mainstream audiences don't have the time nor wish to do this in-depth analysis.)

Even if they were able to think about the monologue, they would be limited by the many words in the play that we no longer use. Shakespeare uses words in strange ways. He sometimes uses out-dated definitions of words and rearranges the sentence structure. You can not focus on extracting the meaning while the actors are racing through their lines or if you have too many things on your mind.

Watch Your Organization

yes

fun-on

archaic copps, tried to be more blunt

→ you make interesting arguments here.

However, you may need to redirect or specify who you mean when you say "people." you don't take into account

Sometimes mainstream sometimes Shakespeare nuts - I agree, mostly I need to be more specific.

The situations found in *Romeo and Juliet* could no longer happen or are very unlikely to happen today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him a letter. A modern-day adoption <sup>30.</sup> tries to say that Romeo was not home to sign for this letter. However, this is not an excuse for Friar Lawrence not to telephone Romeo in addition to writing him. This way, Romeo would then have been able to reply instantaneously saying that he got the message. This mix up with the letter is very unlikely to happen today. Also, in today's faster paced life, arranged marriages are very rare. Children have many more rights and say in their lives today, then in the past. Children's wills are much more respected in today's generations <sup>just</sup> than during Shakespearean times. Also, children aren't married off with four days notice when they are only twelve <sup>wich is</sup> almost like what Capulet forces Juliet to do. He even calls her a "disobedient wretch!" when she refuses to obey (III.v.165). These examples show that today's world is different, both culturally and with technology helping out. There is no way that all of the play's situations are relevant today.

However, some people have tried to make *Romeo and Juliet* relevant to today. One such adaption <sup>adaption</sup> is William Shakespeare's Romeo + Juliet (1996) directed by Baz Luhrmann. However, the movie makes many changes from the original play. First of all, it is a movie. This <sup>yes</sup> allows the director to change camera angles and have lavish sets. It also allows the director to switch back and forth between scenes rapidly. The dialogue is also greatly reduced to fit the movie. Also, it has a soundtrack of modern music with modern lyrics to make it more interesting. Also, some scenes and situations have been changed or have been dropped to cater towards modern audiences. For instance, in this movie adaptation, the Prince's warning to the feuding families is cut short. So, as you can see, the movie takes many liberties in adapting

The numerous Shakespearean scholars. Why is Shakespeare universally accepted, studied, applauded? If he and his work are NOT relevant → ?



Romeo and Juliet to modern day. People watching the original play being performed live, do not have these luxuries.

However, some people argue that the story and its themes may still be relevant today.

This might be true, but you must first extract these themes from the complicated dialogue. Some people, as those who love English, may be interested in doing this, but for mainstream audiences, this is not an option.

The way *Romeo and Juliet* was originally presented is incompatible with today's modern day audiences. People want to see colorful set and not hear long monologues. They want to easily find the point and main idea of the story. They don't have time to search for its themes. The play's situations can not happen today, or are easily avoidable. For these reasons, William Shakespeare's *Romeo and Juliet* is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences.

↓ didn't I have Shakespeare nuts before? - must have changed it to be more PC - no I did not have it but I was thinking that  
qualify the more a bit more

you do mention "mainstream audiences"

but you need to qualify what that means up front. - really I thought there was a clear definition of mainstream - see Wikipedia print-out  
- I disagree

Otherwise, you have well thought out ideas that are articulated well. Your organization pulls together at the end, but <sup>you</sup> may want to look at that a bit <sup>more</sup> closely.  
How?



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Kaiser

English 9H

15 December 2005

# Revision G

## *Romeo and Juliet* Essay

Since *Romeo and Juliet* was written four-hundred years ago by William Shakespeare in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. First, people have changed in four-hundred years. They no longer have time to sit through long scenes that are full of words. People want to see and not hear. They do not want to process all of the clues that William Shakespeare included in his language. Second, Shakespeare can't get to the point easily enough to satisfy modern, mainstream people. He includes long monologues that force people to think deeply about its meaning. Thirdly, the situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. Some films have even tried to adapt *Romeo and Juliet* to modern day, but these remove most of the original language and add a modern soundtrack. Thus, Shakespeare's *Romeo and Juliet* is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form.

In the twenty-first century, people want to see and not hear. They are too busy rushing around in their daily lives to fully understand a Shakespearean play. People are much more interested in seeing everything. They want to see elaborate sets and costumes. During the intermission, people are busy typing away on their Blackberries or calling the babysitter, they are not thinking about the play, as originally intended. In addition, today's generation has been

raised watching MTV. This is very stimulating, as the camera switches positions every few seconds. This is done to keep people interested, however, its byproduct is that we developed short attention spans. We are unable to pay attention for a long time as required in Shakespeare.

*Romeo and Juliet* doesn't get to the point. Shakespeare includes mostly auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the words that are said about them. For instance, the Nurse, her speech includes malapropisms. For example she says, "If you be here, sir, I desire some confidence with you" (II.iv.111). She means, however, to say conference. While an actor is racing through his or her lines, most people won't notice that this malapropism was included on purpose to show the Nurse's lack of education, but will seem educated. In both movies adaptations of the play some of her dialogue has been removed. This has been done to keep the attention of a modern audience. They don't want to listen to her rant. In the Queen Mab monologue, Mercutio talks about dreams. This is pretty easy to figure out, he even says it, "True I talk of dreams" (I.iv.102). However, some people believe that the monologue has a much deeper meaning, revealing much about Mercutio's personal life. On the surface, it seems to have nothing to do with it. However you could, if you had the time, think much more into this speech. Modern, mainstream audiences don't have the time nor wish to do this in-depth analysis. Even if they were able to think about the monologue, they would be limited by the many words in the play that we no longer use. Shakespeare uses words in strange ways. He sometimes uses out-dated definitions of words and rearranges the sentence structure. You can not focus on extracting the meaning while the actors are racing through their lines or if you have too much stuff many things on your mind.

The situations found in *Romeo and Juliet* could no longer happen or are very unlikely to happen today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him a letter. A modern-day adoption tries to say that Romeo was not home to sign for this letter. However, this is not an excuse for Friar Lawrence not to telephone Romeo in addition to writing him. This way, Romeo would then have been able to reply instantaneously saying that he got the message. This mix up with the letter would-beis very unlikely to happen today. Also, in today's faster paced life, arranged marriages are very rare. Children have many more rights and say in their lives today, than in the past. Children's wills are much more respected in today's generations than during Shakespearean times. Also, children aren't married off with four days notice when they are only twelve almost like what Capulet forces Juliet to do. He even calls her a "disobedient wretch!" when she refuses to obey (III.v.165). These examples shows These examples show that today's world is different, both culturally and with technology helping out. There is no way that all of the play's situations are relevant today.

However, some people have tried to make *Romeo and Juliet* relevant to today. One such movie adoption is William Shakespeare's Romeo + Juliet (1996) directed by Baz Luhrmann. However, the movie makes many changes from the original play. First of all, it is a movie. This allows the director to change camera angles and have lavish sets. It also allows the director to switch back and forth between scenes rapidly. The dialogue is also greatly reduced to fit the movie. Also, it has a soundtrack of modern music with modern lyrics to make it more interesting. Also, some scenes and situations have been changed or have been dropped to cater towards modern audiences. For instance, in this movie adaptation, the Prince's warning to the feuding families is cut short. So, as you can see, the movie takes many liberties in adapting



*Romeo and Juliet* to modern day. People watching the original play being performed live, would do not have these luxuriates.

However, some people argue that the story and its themes may still be relevant today. This might be true, but you must first extract these themes from the complicated dialogue. Some people, as those who love English, may be interested in doing this, but for mainstream audiences, this is not an option.

The way *Romeo and Juliet* was originally presented is incompatible with today's modern day audiences. They People want to see colorful set and not hear long monologues. They want to easily find the point and main idea of the story. They don't have time to search for it<sub>s</sub>he themes. The play's situations are no longer relevant can not happen today, or are easily avoidable. For these reasons, William Shakespeare's *Romeo and Juliet* is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences.

Michael Plasmeier

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English 9H

15 December 2005

# Revision F

*Romeo and Juliet* Essay

by William Shakespeare

Since *Romeo and Juliet* was written four-hundred years ago in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. First, people have changed in four-hundred years. They no longer have time to sit through long scenes that are full of words. People want to see and not hear. They do not want to process all of the clues that William Shakespeare included in his language. Second, Shakespeare can't get to the point easily enough to satisfy modern, mainstream people. He includes long monologues that force people to think deeply about its meaning. Thirdly, the situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. Some films have even tried to adapt *Romeo and Juliet* to modern day, but these remove most of the original language and add a modern soundtrack. Thus, Shakespeare's *Romeo and Juliet* is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form.

In the twenty-first century, people want to see and not hear. They are too busy rushing around in their daily lives to fully understand a Shakespearean play. People are much more interested in seeing everything. They want to see elaborate sets and costumes. During the intermission, people are busy typing away on their Blackberries or calling the babysitter, they are not thinking about the play. In addition, today's generation has been raised watching MTV.

as originally intended

This is very stimulating as the camera switches positions every few seconds. This is done to keep people interested, however, its byproduct is that we developed short attention spans. We are unable to pay attention for a long time as required in Shakespeare.

*Romeo and Juliet* doesn't get to the point. Shakespeare includes mostly auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the words that are said about them. For instance, the Nurse, her speech includes malapropisms. For example she says, "If you be here, sir, I desire some confidence with you" (II.iv.111). She means, however, to say conference. While an actor is racing through his or her lines, most people won't notice that this malapropism was included on purpose to show the Nurse's lack of education, but will seem educated. In both movies adaptations of the play some of her dialogue has been removed. This has been done to keep the attention of a modern audience. <sup>who don't want to listen to her rant</sup> In the Queen Mab monologue, Mercutio talks about dreams. This is pretty easy to figure out, he even says it, "True I talk of dreams" (I.iv.102). However, some people believe that the monologue has a much deeper meaning, revealing much about Mercutio's personal life. On the surface, it seems to have nothing to do with it. However you could, if you had the time, think much more into this speech. Modern, mainstream audiences don't have the time nor wish to do this in-depth analysis. Even if they were able to think about the monologue, they would be limited by the many words in the play that we no longer use. Shakespeare uses words in strange ways. He sometimes uses out-dated definitions of words and rearranges the sentence structure. You can not focus on extracting the meaning while the actors are racing through their lines or if you have too <sup>many things</sup> ~~much~~ stuff on your mind.

The situations found in *Romeo and Juliet* could no longer happen or are very unlikely to happen today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him



edit stop  
 a letter. A modern-day adoption tries to say that Romeo was not home to sign for ~~the~~ <sup>this</sup> letter.

However, this is not an excuse for Friar Lawrence not to telephone Romeo in addition. <sup>to writing him,</sup> This

way, Romeo would then have been able to reply instantaneously saying that he got the message.

This mix up with the letter ~~would~~ <sup>is</sup> be very unlikely to happen today. Also, in today's faster paced

life, arranged marriages are very rare. Children have many more rights and say in their lives

today, then in the past. Children's wills are much more respected in today's generations than

during Shakespearean times. Also, children aren't married off with four days notice when they

are only twelve almost like what Capulet forces Juliet to do. He even calls her a "disobedient

wretch!" when she refuses to obey (III.v.165). These examples shows that today's world is

different, both culturally and with technology helping out. There is no way that all of the play's

situations are relevant today.

However, some people have tried to make *Romeo and Juliet* relevant to today. One such movie adoption is William Shakespeare's Romeo + Juliet (1996) directed by Baz Luhrmann.

However, the movie makes many changes from the original play. First of all, it is a movie. This

allows the director to change camera angles and have lavish sets. It also allows the director to

switch back and forth between scenes rapidly. The dialogue is also greatly reduced to fit the

movie. Also, it has a soundtrack of modern music with modern lyrics to make it <sup>more</sup> interesting.

Also some scenes and situations have changed or been dropped to cater towards modern

audiences. For instance, in this movie adaptation, the Prince's warning is cut short. <sup>to the feeding families</sup> So, as you

can see, the movie takes many liberties in adapting *Romeo and Juliet* to modern day. People

watching the original play being performed, <sup>live do</sup> ~~would~~ not have these luxuriates.

However, some people argue that the story and its themes may still be relevant today.

This might be true, but you must first extract these themes from the complicated dialogue. Some

people, as those who love English, may be interested in doing this, but for mainstream audiences, this is not an option.

The way *Romeo and Juliet* was originally presented is incompatible with modern <sup>today's</sup> ~~day~~ audiences.

<sup>People</sup> ~~They~~ want to see colorful set and not hear long monologues. They want to easily find the

point and main idea of the story. They don't have time to search for <sup>its</sup> ~~the~~ themes. The

play's situations are <sup>can not happen</sup> ~~no longer relevant~~ today, or are easily avoidable. For these reasons,

William Shakespeare's *Romeo and Juliet* is no longer relevant, entertaining, or

stimulating to today's modern, mainstream audiences.

↑ indent thing

Michael Plasmeier

Kaiser

English 9H

15 December 2005

# Revision E

## ~~Romeo and Juliet~~ *Romeo and Juliet* Essay

Since ~~Romeo and Juliet~~ *Romeo and Juliet* was written four-hundred years ago in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. First, people have changed in four-hundred years. They no longer have time to sit through long scenes that are full of words. People want to see and not hear. They do not want to process all of the clues that William Shakespeare included in his language. ~~People's attention spans have shortened watching MTV.~~ Second, Shakespeare can't get to the point easily enough to satisfy modern, mainstream people. He includes long monologues that force people to think deeply about its meaning. Thirdly, the situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. ~~Also, arrange marriages are virtually non-existent in today's society.~~ Some films have even tried to adapt ~~Romeo and Juliet~~ *Romeo and Juliet* to modern day, but these remove most of the original language and add a modern soundtrack. Thus, Shakespeare's ~~Romeo and Juliet~~ *Romeo and Juliet* is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form. ~~intro para still too long?~~

In the twenty-first century, people want to see and not hear. They are too busy rushing around ~~it in~~ their daily lives to fully understand a Shakespeare~~an~~ play. People are much more interested in seeing everything. They want to see elaborate sets and costumes. ~~While During the~~



intermission, people are busy typing away on their Blackberries ~~during intermission~~, or calling the babysitter, they are not thinking about the play. In addition, today's generation has been raised ~~we have been raised~~ watching MTV. This is very stimulating, as the camera switches positions every few seconds. This is done to keep people interested, however, its byproduct is that we developed short attention spans. We are unable to pay attention for a long time as ~~is~~ required in Shakespeare.

Romeo and Juliet ~~Romeo and Juliet~~ doesn't get to the point. Shakespeare includes mostly auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the words that are said about them. For instance, the Nurse, ~~her speech includes she speaks in malapropisms to show her lack of education, but will to seem educated.~~ For example she says, "If you be here, sir, I desire some confidence with you" (II.iv.111). She means, however, to say conference. While an actor is racing through his or her lines, Unless this is pointed out, most people won't notice that this malapropism was included on purpose to show the Nurse's lack of education, but will to seem educated. ~~In both classic and modern~~ movies adaptations of the play, ~~the nurse is shown uneducated, however~~ some of ~~her~~ dialogue ~~has been~~ removed. This has been done to keep the attention of ~~the a~~ modern audience. In the Queen Mab monologue, Mercutio talks about dreams. This is pretty easy to figure out, ~~he even says it.~~ "True I talk of dreams" (Liv.102). However, some people believe that ~~the monologue~~ has a much deeper meaning, revealing much about Mercutio's personal life. ~~still too off topic? (http://www.rsc.org.uk/romeo/learning/mab.html)~~ On the surface, it seems to have nothing to do with it. However you could, if you had the time, think much more into this speech. Modern, mainstream audiences don't have the time nor wish to do this in-depth analysis. Even if they were able to think about ~~the monologue~~, they would be

limited by the many words in the play that we no longer use. Shakespeare uses words in strange ways. He sometimes uses out-dated definitions of words and re-arranges the sentence structure. You can not focus on extracting the meaning while the actors are racing through their lines or if you have too much stuff on your mind.

The situations found in Romeo and Juliet could no longer happen or are very unlikely to happen today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him a letter. A modern-day adoption tries to explain this essay that Romeo was not home to sign for the letter. However, this is not an excuse for Friar Lawrence not to telephone him too. Modern Movie says he wasn't home to get letter, as mention later on Romeo in addition. This way. Romeo would then have been able to reply instantaneously saying that he got the message. A-This mix up with the letter would be very unlikely to happen today. Anyway, Friar John wouldn't have been stopped or quarantined by the plague. Also, in today's faster paced life, arranged marriages are very rare. Children have yes many more rights and say in their lives today than in the past. Children ren's-s wills are much more respected in today's generations than during Shakespeare an times. Also, children aren't married off with four days notice when they are only twelve almost like what Capulet forces Juliet to do. He even calls her a "disobedient wretch!" when she refuses to obey (III.v.165). This-These examples shows that today's world is different, both culturally and with technology helping out. There is no way that all of tPeople are also often cremated or buried in small caskets individually, then in large family buildings. As you can see, the play's situations are different now, four hundred years later. he play's situations are relevant today.

New info However, sSome people have tried to make Romeo and Juliet relevant to the modern to-day. One such movie adoption is William Shakespeare's Romeo +

Juliet (1996) directed by Baz Luhrmann. However, the movie makes many changes from the original play. First of all, it is a movie. This allows the director to change camera angles and have lavish sets. It also allows the director to switch back and forth between scenes rapidly. The dialogue is also greatly reduced to fit the movie scene. Also, the movie has a soundtrack of modern music with modern lyrics to fill the gap make it interesting. Also some scenes and situations have changed or been dropped to cater towards modern audiences. For instance, in this movie adaptation, Romeo is not home to sign for the letter that Friar Lawrence send him. Mentioned above the Prince's warning is cut short. So, as you can see, the movie takes many liberties in adapting Romeo and Juliet to modern day. It is not at all as Shakespeare originally envisioned. People watching the original play being performed, would not have these luxuries.

Also However, some people argue that, the story and its themes may still be relevant today. This might be true, but you must first extract -if you are willing to extract- these themes from the complicated dialogue. Some people, as those who love English, may be interested in doing this, but for mainstream audiences, they just don't wish to do this. is is not an option.

The way Romeo and Juliet was originally presented is incompatible with modern day audiences. They want to see colorful set and not hear long monologues. They want to easily find the point and main idea of the story. They don't have time to think with all of their worries search for the themes. The play's situations are no longer relevant today, or are easily avoidable. For these reasons, William Shakespeare's Romeo and Juliet is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences.

?paper too long?



Peer Response Sheet

Writer's name P102

Reminders:

- Responders are responsible for commenting in each area below IN DETAIL.

1. What I like most about your paper is...

your good use of words and well stated points

2. Your thesis is (write the actual sentence)...

Since Romeo and Juliet was written 400 years ago, in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences.

3. Three places you can use a quote are (or, these are the three quotes I see in your

paper): maybe show a quote how Friar is sending the letter.

4. You need to add more information, description, defining, analysis... in these areas:

maybe reduce the information in intro.

5. The basic organization of your essay is and this is (isn't) easy to follow because...

Responders name Melissa Meadman

Date 12/7/05

Michael Plasmeier

Kaiser

English 9H

15 December 2005

# Revision D

*Underline → italicize*

## Romeo and Juliet Essay

Since Romeo and Juliet was written four-hundred years ago in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. First, people have changed in four-hundred years. They no longer have time to sit through long scenes that are full of words. People want to see and not hear. They do not want to process all of the clues that William Shakespeare included in his language. ~~People's attention spans have shortened watching MTV.~~ Second, Shakespeare can't get to the point easily enough to satisfy modern, mainstream people. He includes long monologues that force people to think deeply about its meaning. Thirdly, the situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. ~~Also, arrange marriages are virtually non-existent in today's society.~~ Some films have even tried to adapt Romeo and Juliet to modern day, but these remove most of the original language and add a <sup>modern</sup> soundtrack. Thus, Shakespeare's Romeo and Juliet is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form. ?intro para still too long?

In the twenty-first century, people want to see and not hear. They are too busy rushing around <sup>in</sup> their daily lives to fully understand a Shakespeare play. People are much more interested in seeing everything. They want to see elaborate sets and costumes. <sup>During intermission</sup> While people are busy typing away on their Blackberries ~~during intermission~~, or calling the babysitter, they are not

Quote: maybe something in the party to show  
that's what they did for entertainment. Plasmeier 2

thinking about the play. In addition, today's generation has been raised ~~we have been raised~~ watching MTV. This is very stimulating, as the camera switches positions every few seconds. This is done to keep people interested, however, its byproduct is that we developed short attention spans. We are unable to pay attention for a long time as ~~is~~ required in Shakespeare.

Romeo and Juliet doesn't get to the point. Shakespeare includes mostly auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the words that are said. For instance, the Nurse. She speaks in malapropisms to show her lack of education, but will to seem educated. Unless this is pointed out, most people won't notice. <sup>about her</sup> In both classic and modern movies adaptations of the play, the nurse is shown uneducated, <sup>these clues</sup> ~~however some of the dialogue is removed~~. This has been done to keep the attention of the audience. In the Queen Mab monologue, Mercutio talks about dreams.

<sup>fact</sup> This is pretty easy to figure out. However, some people believe that <sup>the monologue</sup> it has a much deeper meaning, revealing much about Mercutio's personal life. ?still too off-topic?

~~(<http://www.rsc.org.uk/romeo/learning/mab.html>)~~ <sup>the monologue</sup> On the surface, <sup>it</sup> seems to have nothing to do with <sup>Mercutio's personal life</sup> it. However you could, if you had the time, think much more into this speech. Modern, mainstream audiences don't have the time nor wish to do this in-depth analysis. Even if they were able to think about <sup>the speech</sup> it, they would be limited by many words in the play we no longer use. Shakespeare uses words in strange ways. He sometimes uses out-dated definitions of words and <sup>re</sup>arranges the sentence structure. You can not focus on extracting the meaning while the actors are racing through their lines or if you have too much <sup>stuff</sup> on your mind.

The situations found in Romeo and Juliet could no longer happen or are very unlikely <sup>to happen</sup> today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him a letter. A modern-day adoption tries <sup>say that</sup> to explain this as Romeo was not home to sign for the letter.

A Quote: about how Friar Lawrence is sending a letter to Romeo, not email to prove the length of getting the letter, and the chance of it not getting there like in this book

Quote: Nurse malapropism

maybe a section about Queen mab



However, this is not an excuse for Friar Lawrence not to telephone ~~him~~ <sup>Romeo</sup> ~~too~~. Modern Movie says ~~he wasn't home to get letter, as mention later on~~ Romeo would then have been able to reply

instantaneously saying that he got the message. ~~A mix up with the letter would be very unlikely~~ <sup>This</sup> today. Anyway, Friar John wouldn't have been stopped or quarantined by the plague. Also, in

today's faster paced life, arranged marriages are very rare. Children <sup>have</sup> ~~has~~ many more rights and say in their lives today than in the past. ~~Child's~~ <sup>Children's</sup> wills are much more respected in today's

generations than during Shakespeare. Also, children aren't married off with four days notice when they are only twelve. This shows that today's world is different, both culturally and with

technology helping out. ~~People are also often cremated or buried in small caskets individually,~~ <sup>The play's situations are no longer relevant today.</sup> then in large family crypts. Friar Lawrence would not have been able to hide Juliet in this way.

Because our lives run at a much faster pace, most people are middle or working class. We longer live in stone buildings. As you can see, the play's situations are different now, four hundred

years later. Mellissa: seems to be jumping point to point too quickly.

~~However,~~ <sup>New info</sup> Some people have tried to make Romeo and Juliet relevant to ~~the modern day.~~

One such movie is William Shakespeare's Romeo + Juliet <sup>adoptain</sup> <sup>(1996)</sup> directed by Baz Luhrmann. However, the movie makes many changes from the original play. First of all, it is a movie. This allows the

director to change camera angles and have lavish sets. It also allows the director to switch back and forth between scenes. <sup>rapidly</sup> The dialogue is also greatly reduced to fit ~~the scene.~~ <sup>to make it</sup> Also the movie

has a soundtrack of modern music with modern lyrics to <sup>fill the gap.</sup> <sup>make it interesting</sup> Also some scenes and situations have changed. <sup>Many boring scenes were dropped.</sup> For instance, <sup>Paris</sup> in ~~this movie adaptation,~~ <sup>come up w/ vacate</sup> Romeo is not home to sign for

~~the letter that Friar Lawrence send him.~~ Mentioned above So, as you can see, the movie takes many liberties in adapting Romeo and Juliet to modern day. <sup>had to</sup> ~~It is not at all as Shakespeare~~

~~originally envisioned.~~

<sup>People watching the play would not have this luxury</sup>

Quite; Capulet's anger when Juliet doesn't want arranged marriages

edstop

Paris  
wants to marry Juliet  
Capulet wants to

However, some argue that ~~Also, the story and its themes may still be relevant today, if you are willing to extract~~  
~~them from complicated dialogue.~~ Some people, who love English, may be interested in this, but  
 for mainstream audiences, they just don't wish to do this.

This might be true but you must first extract this info

The way Romeo and Juliet was originally presented is incompatible with modern day audiences. They want to see colorful set and not hear long monologues. They want to easily find the point of the story. They don't have time to think with all of their worries. The play's situations are no longer relevant today, or are easily avoidable. For these reasons, William Shakespeare's Romeo and Juliet is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. ?paper too long?

and main idea search for the themes

quotes

Also the story and its themes may still be relevant today. When we return to examine the geographical distance. Some people who love English may be interested in the fact that the museum indicates they are not just to do this.

The *new* Rogers and John was originally presented as an opportunity with much in the audience. They want to see colorful set and not hear long monologues. They want to catch the point of the story. Then don't have time to think with all of their sources. The play's relations are no longer relevant today, or are easily avoidable. For these reasons William Shakespeare's *Romeo and Juliet* is no longer relevant, entertaining, or stimulating to today's audience. (The museum indicates "paper too long")





- Watch movie and include rebuttal
- Include transition words and explain in detail
- Mention shakespree nuts
- Use literary elements !
- Use three quotes from book
- ~~Underlined~~ <sup>italics</sup> Romeo and Juliet

*She is the fairies' midwife, and she comes*

*In shape no bigger than an agate stone*

(1.4.54-5)

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Michael Plasmeier

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English 9H

15 December 2005

# Revision C

## Romeo and Juliet Essay

Since Romeo and Juliet was written four-hundred years ago in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. First, people have changed in four-hundred years. They no longer have time to sit through long scenes that are full of words. People want to see and not hear. They do not want to process all of the clues that William Shakespeare included in his language. People's attention spans have shortened watching MTV. Second, Shakespeare can't get to the point easily enough to satisfy modern, mainstream people. He includes long monologues that force people to think deeply about its meaning. Thirdly, the situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. Also, arranged marriages are virtually non-existent in today's society. Some films have even tried to adapt Romeo and Juliet to modern day, but these remove most of the original language and add a soundtrack and words. Thus, Shakespeare's Romeo and Juliet is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form. ?intro para still too long?

In the twenty-first century, people want to see and not hear. They are too busy rushing around in their daily lives to fully understand a Shakespeare play. People are much more interested in seeing everything. They want to see elaborate sets and costumes. While people are busy typing away on their Blackberries during intermission, or calling the babysitter, they are not

thinking about the play. In addition, today's generation has been raised, we have been raised watching MTV. This is very stimulating, as the camera switches positions every few seconds. This is done to keep people interested, however, its byproduct is that we developed short attention spans. We are unable to pay attention for a long time as is required in

### Shakespeare Shakespeare.

Romeo and Juliet doesn't get to the point. Shakespeare includes mostly auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the script words that are said. For instance, the Nurse, ~~s~~ She speaks in malapropisms. ~~T~~ o show her lack of education, but will to seem educated. Unless this is pointed out, most people won't notice. In both classic and modern movies adaptations of the play, ~~both classic and modern, this is also shown, an~~ the nurse is shown uneducated, however some of the dialogue is removed. This has been done to keep the attention of the audience. ~~For instance, In~~ the Queen Mab monologue, Mercutio talks about dreams. This ~~requires a little bit of thinking to figure out~~ is pretty easy to figure out. However, some people believe that it has a much deeper meaning, revealing much about Mercutio's personal life. ~~if you delve into it, some people believe that Mercutio starts talking about dirty sex and nastiness about women typical of gay men.~~ ?still too off-topic? (<http://www.rsc.org.uk/romeo/learning/mab.html>) On the surface, ~~this speech seems perfectly clean~~ it seems to have nothing to do with it. However, you could, if you had the time, think much more into thise speech. Modern, mainstream audiences don't have the time nor wish to do this in-depth analysis. Even if they were able to think about it, they would be limited by many words in the play we no longer use. Shakespeare uses words in strange ways. He sometimes uses ~~them in~~ out-dated definitions of words and re-arranges the sentence structure. You can not focus on extracting the meaning while the actors are racing



through their lines or if you have too much on your mind, if your to-do list or the babysitter is on your mind.

The situations found in Romeo and Juliet could no longer happen or are very unlikely today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him a messageletter. Modern Movie says he wasn't home to get letter Romeo would then have been able to reply instantaneously saying that he got the message. A mix up with the letter would be very unlikely today. Anyway, Friar John wouldn't have been stopped or quarantined by the plague. Also, in today's faster paced life, arranged marriages are very rare. The child also has muchmany more rights and say in their lives today thentoday-then in the past. Children's wills are much more respected in today's generations than during Shakespeare. Also, children aren't married off with in four days notice when they are only twelve. This shows that today's world is different, both culturally and with technology helping out. People are also often cremated or buried in small tombs-caskets individually, then in large family crypts. Friar Lawrence would not have been able to hide Juliet in this way. Because our lives run at a much faster pace, most people are middle or working class, -and\_ wWe longer live in stone buildings, -As you can see, the play's situations are different now, four hundred years later.- Mellissa: seems to be jumping point to point too quickly.

?responce to baz, modern movie

Need to write closing

- Watch movie and include rebuttal
- Include transition words and explain in detail
- Mention shakespeare nuts
- Use literary elements
- Use three quotes from book
- Underlined Romeo and Juliet

*She is the fairies' midwife, and she comes*

*In shape no bigger than an agate stone*

(1.4.54-5)

#### Works Cited

Sylvain, Dale. (1959). Marie Horner: a Biography. New York: Five Lakes Publishing.

Margolis, Francine and Greg Kirchner. (2000). Photographic Essays of the End of a Century.  
Atlanta: Lakes & Sons.

<http://www.windowmarketplace.com/content.aspx?ctid=154>

Michael Plasmeier

Kaiser

English 9H

15 December 2005

# Revision B



Mention Shakespeare nuts

## Romeo and Juliet Essay

Since Romeo and Juliet was written four-hundred years ago in what was a very different world, it is no longer relevant, entertaining, or stimulating to today's modern, mainstream audiences. <sup>First</sup> People have changed in four-hundred years. They no longer have time to sit through long, ~~boring~~ scenes that are full of words. People want to see and not hear. ~~They want a~~ <sup>maybe reward; don't have to</sup> colorful, elaborate set and interesting lighting design. They don't want to process all of the clues that William Shakespeare included in his language. Modern video switches cameras every 1-3 seconds; life is at a far faster pace today.

<sup>Second?</sup> <http://www.windowmarketplace.com/content.aspx?ctid=154> Shakespeare can't get to the point easily to satisfy modern, mainstream people. He includes long monologues, <sup>enough</sup> ~~the~~ force people to think deeply about its meaning. <sup>Thirdly,</sup> The situations encountered in the play would be either very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending an e-mail. Also, arrange marriages are virtually non-existent in today's society, as the will of the child is valued much more today. <sup>films</sup> Some people have tried to

adapt Romeo and Juliet to modern day, but these ~~are in film~~ and remove most of the original language. Thus, Shakespeare's Romeo and Juliet is no longer relevant or entertaining to today's modern, mainstream audiences, when it is presented in its original form. <sup>para</sup> ?intro too long?

<sup>already said this</sup> In today's modern, fast paced world, people want to see and not hear. They are too busy <sup>wad per word, maybe switch it around a little</sup> rushing around in their daily lives to fully understand a Shakespeare play. People are much more

you already say this in the body paragraph, where it belongs better.

maybe a little too technical, maybe another reason that is more general like how people want to see not here.

seems like too much detail: should be put in body in same thing



~~Keep lighting better in the past~~

interested in seeing everything ~~up front~~. They want to see elaborate sets and costumes. ~~Because~~ the ~~plays are indoors~~, they want the lighting to be fun, and interesting. While people are busy <sup>functioning</sup> typing away on their Blackberries during intermission, or <sup>calling the babysitter</sup> trying to set up a to-do list, they are not thinking about the play. <sup>In addition, today's generation has been</sup> ~~Also, we have been~~ raised watching MTV. This is very stimulating, as the camera switches positions about every 3 seconds. This is done to keep people interested. As this is the case, we develop <sup>ed</sup> short attention spans. We <sup>are unable</sup> don't want to pay attention for a long time. <sup>as is required in Shakespeare</sup>

Romeo and Juliet doesn't get to the point. Shakespeare includes <sup>mostly</sup> auditory clues to make up for his lack of set. As was said in the Standard Deviants video, almost all of the clues about the characters come from the ~~script~~. <sup>words that are said</sup> For instance, the Nurse, <sup>she</sup> speaks in malapropisms. To show her lack of education, but will to seem educated. Unless this is pointed out, most people won't notice. In <sup>of the play</sup> movies adaptations, both classic and modern, <sup>the nurse is shown uneducated however</sup> this is also shown, and some of the dialogue is removed. <sup>This has been done to keep the attention of the audience.</sup> For instance, the Queen Mab monologue, Mercutio talks about dreams.

<sup>deduction is fairly easy</sup> This requires a little bit of thinking to figure out. However, if you delve into it, some people believe that Mercutio starts talking about dirty sex and nasty <sup>is</sup> ~~things~~ about women, <sup>which the other believes is</sup> typical of gay men. <sup>I think so.</sup> ~~?too off-topic?~~ (<http://www.rsc.org.uk/romeo/learning/mab.html>) On the surface, this <sup>monologue</sup> speech seems perfectly clean. However, you could, if you had the time, think much more into <sup>this</sup> the speech. Modern, mainstream audiences don't have the time to do this in-depth analysis. <sup>but wish</sup> Even if they were able to think about it, they would be limited by many words we no longer use. <sup>in the play</sup>

Shakespeare uses words in strange ways. He sometimes uses ~~them in~~ out-dated definitions and <sup>the</sup> arranges sentence structure. You can not focus on extracting the meaning if your <sup>you have too much</sup> to-do list or the <sup>a little hard to see whether you</sup> ~~babysitter~~ is on your mind. <sup>are saying if just Shakespeare doesn't make points or modern day as well.</sup>

The situations found in Romeo and Juliet could no longer happen or are very unlikely <sup>to happen</sup> today. Friar Lawrence could have sent an e-mail or called Romeo instead of sending him a

letter

message. Romeo would then have been able to reply instantaneously saying that he got the message. A mix up with the letter would be very unlikely today. Anyway, Friar John wouldn't have been stopped by the plague. Also, in today's faster paced life, arranged marriages are very rare. The child ~~also~~ <sup>many</sup> has <sup>and say</sup> much more rights today than in the past. Children's wills are much more respected in today's generations than during Shakespeare. Also, children aren't married off <sup>w/</sup> <sup>notice</sup> within four days when they are only twelve. This shows that today's world is different, both culturally and with technology. People are also often cremated or buried in small <sup>helping out</sup> <sup>caskets</sup> tombs individually, then in large family crypts. Because our lives run at a much faster pace, most people are middle or working class, <sup>As you can see</sup> and we longer live in stone buildings, the play's situations are different now, ~~400~~ <sup>far</sup> hundred years later.

?responce to baz, modern movie

Need to write closing

seems to be switching point to point to quickly

Good Job Overall

- Watch movie and include rebuttal
- Include transition words and explain in detail
- Use literary elements
- Use three quotes from book
- Underlined Romeo and Juliet

*She is the fairies' midwife, and she comes*

*In shape no bigger than an agate stone*

(1.4.54-5)

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Margolis, Francine and Greg Kirchner. (2000). Photographic Essays of the End of a Century.  
Atlanta: Lakes & Sons.



Michael Plasmeier

Kaiser

English 9H

Date It's Due

12/15

1st  
A

Romeo and Juliet Essay

Since Romeo and Juliet was written <sup>four hundred</sup> 400 years ago in what was a very different world, it is no longer relevant, entertaining, or stimulating to <sup>today's</sup> modern audiences. People have changed in <sup>that are</sup> 400 years. They no longer have time to sit through long, boring scenes full of words. People want to see and not hear. They want a colorful, elaborate set and interesting lighting design. They don't want to process all of the clues that William Shakespeare included <sup>in his language</sup>. Modern video switches camera <sup>every</sup> 1-3 seconds; life is at a far faster pace today.

four hundred

(<http://www.windowmarketplace.com/content.aspx?ctid=154>) Shakespeare can't get to the point easily; instead he includes long <sup>for main reason</sup> boring monologues, where one has to think deeply to find <sup>main idea</sup> the point of. The situations encountered in the play <sup>would be</sup> are very rare or non-existent today. Friar Lawrence could have easily reached Romeo in Mantua with a cell phone or by sending e-mail. Also arrange marriages are virtually non-existent in today's society, as the will of the child is valued much more today. closing to intro

?intro too long?

?rebuttal with Romeo + Juliet

?no rich patron

Thus, Shakespeare's R+J is no longer relevant or entertaining to ~~have~~ <sup>when it is presented in its original form</sup>

Chrisi Thus ~~Plasmeier~~ and he still, like always, cannot ever understand the meaning of literature.

# Sample Paper

## Mercutio's Soliloquy

Mercutio, Romeo's dear friend, gives a rather intriguing speech in Act I Scene IV about the power of dreams. Romeo, saddened by his current situation, is comforted by his friend Mercutio in a teasing manner. They speak of dreams, leading to Mercutio's speech about Queen Mab. This speech serves two purposes, first to comfort Romeo and secondly to bring him back to reality. *wow!*

Mercutio introduces Queen Mab to Romeo, in a sense, mocking him. In Celtic mythology Queen Mab is portrayed as a queen of the fairies. She is considered to be wise in all matters involving women. Mab, the deliverer of dreams, often hypnotizes her subjects. Mercutio speaks of her in a light manner at first. She is a mystical and tiny creature with "...collars of the moonshine watery beams" (1.4.66). Mercutio becomes immersed in his story, giving great detail of Queen Mab. "In shape no bigger than an agate-stone on the fore-finger of an alderman ... her chariot is an empty hazelnut ... and in this she gallops night by night" (1.4.74). After describing her in much detail, the mood of his speech changes dramatically.

He speaks now of reality and shows that Mab gives dreamers what they wish. Lovers dream of love, "O'er ladies lips who straight on kisses dream" (1.4.78). Lawyers dream of money "O'er lawyers fingers who straight dream of fees" (1.4.77). Soldiers dream of the death of their enemies "Sometime she driveth o'er a soldiers neck and then dreams he of cutting foreign throats, of breeches, ambuscadoes, Spanish blades, of



healths five fathoms deep" (1.4.86-9). According to Mercutio, Mab may give dreamers what they want but then they must face reality. And that reality is very dark. !

Mercutio, at first, tells this story in a light-hearted state of mind. But as the tone of the speech changes, Mercutio expresses to Romeo that perhaps his desires are too dreamlike and that he must face the harsh reality that he may not always get what he wants. Much of the story of Romeo and Juliet is about family loyalty and finding love. In this soliloquy, Mercutio deflates the idea that these themes are pure and true. This is illustrated as he transforms Queen Mab from the fairy of dreams to "the hag" (1.4.96). This is a significant speech in the play because it foreshadows what is to come in this tragic tale. As Mercutio says, "True I talk of dreams, which are the children of an idle brain, begot of nothing but vain fantasy, which is as thin of substance as the air and more inconstant than the wind" (1.4.102-6). Mercutio pokes fun at dreams, commenting that dreams change as often as the wind changes direction. This also foreshadows Romeo's change of heart, falling for Juliet and forgetting Rosaline.

Mercutio is a likeable character and good friend to Romeo. He offers comfort to Romeo, who has been denied Rosaline's love. However, he demonstrates a very real message in his soliloquy. Romeo's desires will not always be fulfilled. This foreshadows events to come. Perhaps Mercutio offers Romeo food for thought that life is not full of happy endings. Romeo's doubt overtakes him as he fears:

...For my mind misgives some consequence yet hanging in the stars shall bitterly begin his fearful date with this night's revels, and expire the term of a despised life closed in my breast by some vile forfeit of untimely death (1.4.112-16)

wow  
his is an incredibly  
well thought out  
well written  
essay!



Michael Plasmeier  
Kaiser  
Eng 9H  
21 December 2005

**Revision: C**  
12/21/2005



## Parody – The Spy Apprentice

10/10

→ “Hello new recruits, welcome to The Spy Apprentice, the reality show where you will compete through a number of tasks in order to be crowned ‘Spy Apprentice’ and you will get a job working at a secret national spy agency. 16 of you stand before me, but only one can become the ‘Spy Apprentice.’ Do you have what it takes to compete in the tough world of espionage? All right, lets get started.

Well first, let me go over a few rules. Every week, you will be assigned a mission. You will then have to select a ‘Mission Commander’. That person is assigned with managing and leading the team for that mission. The team that completes the mission the best as decided by top spies in the espionage world, wins. That team will get to enjoy a reward while the other team has to come here, to the ‘Spy Boardroom’ where someone will be fed to the sharks. When I push this little button, a trap door will open up under you and you char will be tilted forward. You will then fall into the shark pit directly below us. In that tank are very hungry sharks; there is no chance of survival. You will be out of the game. On the other hand, the winning ‘Mission Commander’ will be exempt from firing should his team lose the next mission. Also, there is a little twist. One person on your team is a secret ‘Double Agent,’ they want the other team to succeed. You must find out who that person is and try to get them fired instead. The person that lasts the longest becomes the ‘Spy Apprentice’ and will win the job with the secret spy agency.

Are you ready to get started? You have been randomly divided up into teams. Do you want to know what your first mission is? Good Luck.”

Academy English

Ms. Kaiser

Research Project: Industrial Revolution

# The Industrial Revolution

## 1700-1900

### Purpose:

- To connect content material from English and Social Studies
- To introduce Academy students to good research techniques using book and web sources from the HHS Library  
(additional types of source materials will be used in research projects through the school year)
- To reinforce the use of MLA format for research
- To identify thesis ideas and their supports in research materials
- To integrate research information into a written research product

### The Assignment:

You may choose between several options for this project.

- I. Create a journal that chronicles three days in the life of a child working in the factories during the Industrial Revolution. *child labor*

#### Be sure to include:

- specific details about the working conditions
- how many hours a day you work
- how you feel
- use AT LEAST two parenthetical citations that illustrate where you found these details IN EACH JOURNAL. (That's a total of six parenthetical citations....)

The journal will be written from the viewpoint of a child. Therefore, it will be in first-person narrative. The journal will include **three 150-word minimum entries** that talk specifically about your life and tie in what is happening historically (events and issues) during your time. Remember to stay in character.

- II. Create **three 150-word minimum letters** from one family member to another discussing the differences between their rural life and their new urban life because of the Industrial Revolution.

#### Be sure to consider:

- the working conditions of farm life and how they have changed due to the revolution.
- The amount of time the family members work now as opposed to on the farm

Cont...



Option II continued...

- Use at least two parenthetical citations per letter that illustrate where you learned the information that you used to write the letter.
- discuss what is happening both in your life and historically (events and issues) in your time period. Remember to stay in character.

III. Create a political pamphlet that is either **for** or **against** the Revolution.

The pamphlet must be at least **450 words in length** and must present a thesis (argument) and supporting evidence that educates the reader and attempts to persuade the reader to accept your cause. You may refer to your text book (pps. 258-262).

**Be sure to consider:**

- the positive effects of the Industrial Revolution vs. the negative effects before you construct a thesis.
- Include facts, graphs, pictures that you feel will be affective in persuading your readers.
- You need to include at least six parenthetical citations throughout the pamphlet illustrating where you got your information.
- You may design the pamphlet by hand or using any computer program such as Word, Home Publishing...

#### **Materials:**

Create an MLA format **works consulted list** for your research materials.

The works consulted list must include a minimum of **six sources, including**

- three books (one can be your social studies textbook, *Modern World History*)
- three websites (specific, scholarly, and valid for the Industrial Revolution)

#### **Research Dates:**

As a class, we will spend full blocks in the HHS Library on January 3 (4) and 5 (6). You are welcome to continue your research after these dates. The HHS Library is open from 7 AM to 4 PM, Monday through Friday.

#### **Your Grade Will Be Based On:**

Historical content and accuracy

Remaining "in character" throughout

Quality of writing

Minimum length requirements met

Works consulted list: correct MLA form, 6 historically valid and appropriate sources (3 books, 3 websites)

Parenthetical citations



## 2 Industrialization

### PATTERNS OF CHANGE

### CASE STUDY: Manchester

#### MAIN IDEA

The factory system changed the way people lived and worked, introducing a variety of problems.

#### WHY IT MATTERS NOW

The difficult process of industrialization is being repeated in many less-developed countries today.

**SETTING THE STAGE** The Industrial Revolution eventually led to a better quality of life for most people. Yet the change to machine production also caused immense human suffering. In Britain, the Industrial Revolution proved to be a mixed blessing.

### Industrialization Changes Ways of Life

The pace of industrialization quickened in Britain. By the 1800s more people could afford to heat their homes with coal from Wales and to dine on Scottish beef. They wore better clothing, too, woven on power looms in England's industrial cities. These cities soon swelled with workers. However, other people suffered from industrialization.

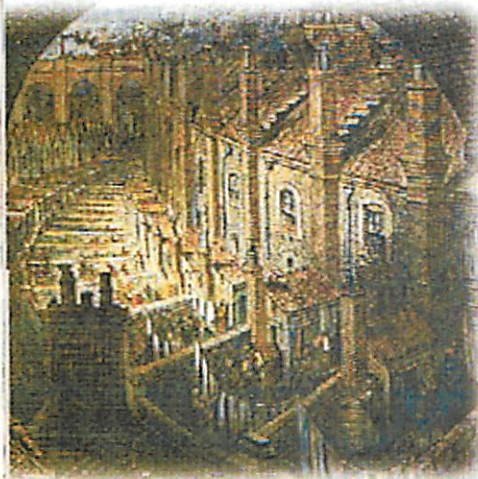
**Growth of Industrial Cities** For centuries, most Europeans had lived in rural areas. After 1800, the balance shifted toward cities. The growth of the factory system—manufacturing goods in a central location—brought waves of jobseekers to cities and towns. Between 1800 and 1850, the number of European cities boasting more than 100,000 inhabitants rose from 22 to 47. Most of Europe's urban areas at least doubled in population. This period was one of **urbanization**—city building and the movement of people to cities. Some cities, such as Glasgow and Berlin, tripled or even quadrupled in size.

Factories developed in clusters because entrepreneurs built them near sources of energy. Major new industrial centers sprang up between the coal-rich area of southern Wales and the Clyde River valley in Scotland. The biggest of these centers developed in England.

Britain's capital, London, was the country's most important city. Containing twice as many people as its closest rival (Paris), London became Europe's largest city. It had a population of about 1 million people by 1800. During the 1800s London's population exploded, providing a vast labor pool and market for new industry.

Newer cities challenged London's industrial leadership. Birmingham and Sheffield became iron-smelting centers. Leeds and Manchester dominated textile manufacturing. Along with the port of Liverpool, Manchester formed the center of Britain's bustling cotton industry. During the 1800s, Manchester experienced rapid growth. In 1760, the population of this market town was around 45,000. By 1850, it had swelled to 300,000 people.

**Living Conditions** No plans, no sanitary codes, and no building codes controlled the growth of England's cities. They lacked adequate housing, education, and police protection for the people who poured in from the countryside seeking jobs. Most of the unpaved streets had no drains and collected heaps of garbage. Workers lived in dark, dirty shelters, whole families crowding into one bedroom.



As cities grew all over Europe, people crowded into tenements and row houses such as these in London.



Not surprisingly, sickness was widespread. Cholera epidemics regularly swept through the slums of Great Britain's industrial cities. In 1842, a British government study showed an average life span to be 17 years for working-class people in one large city, compared with 38 years in a nearby rural area.

Elizabeth Gaskell's *Mary Barton* (1848) is a work of fiction. Nonetheless, its realistic description of the dank cellar dwelling place of one family in a Manchester slum presents a startlingly accurate portrayal of urban life at the time:

#### A VOICE FROM THE PAST

You went down one step even from the foul area into the cellar in which a family of human beings lived. It was very dark inside. The window-panes many of them were broken and stuffed with rags . . . the smell was so fetid [foul] as almost to knock the two men down . . . they began to penetrate the thick darkness of the place, and to see three or four little children rolling on the damp, nay wet brick floor, through which the stagnant, filthy moisture of the street oozed up. . . .

ELIZABETH GASKELL, *Mary Barton*

**Working Conditions** Factory owners wanted to keep their machines running for as many hours a day as possible. As a result, the average worker spent 14 hours a day at the job, 6 days a week. Instead of changing with the seasons, the work was the same week after week, year after year. Workers had to keep up with the machines.

Industry also posed new dangers in work. Factories were seldom well-lit or clean. Machines injured workers in countless ways. A boiler might explode or a drive belt might catch the worker's arm. And there was no government program to provide aid in case of injury. The most dangerous conditions of all were found in the coal mines. Frequent accidents, damp conditions, and the constant breathing of coal dust made the average miner's life span ten years shorter than that of other workers.

**Class Tensions** Not everyone in the new cities lived miserably. Well-to-do merchants and factory owners built fancy homes in the suburbs. In addition, a new class began to emerge.

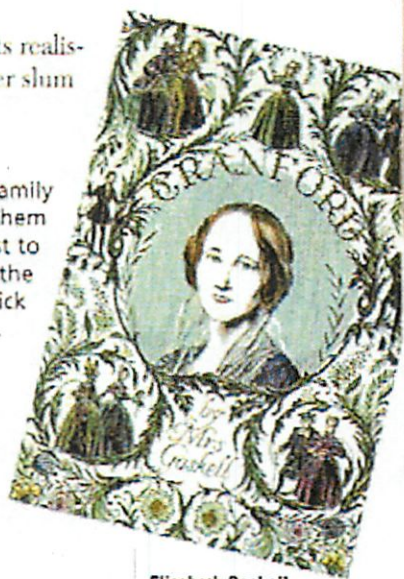
Though poverty gripped Britain's working classes, the Industrial Revolution created enormous amounts of money in the country. Most of this wealth lined the pockets of factory owners, shippers, and merchants. These wealthy people made up a growing **middle class**—a social class of skilled workers, professionals, businesspeople, and wealthy farmers.

The new middle class transformed the social structure of Great Britain. In the past, landowners and aristocrats occupied the top position in British society. With most of the wealth, they wielded the power. Now some factory owners, merchants, and investment bankers grew wealthier than the landowners and aristocrats.

Yet important social distinctions divided the two wealthy classes. Landowners looked down on those who had made their fortunes in the "vulgar" business world. Not until late in the 1800s were rich entrepreneurs considered the social equals of the lords of the countryside.

Gradually, a larger middle class—neither rich nor poor—emerged. This group included an upper middle class of government employees, doctors, lawyers, and managers of factories, mines, and shops. A lower middle class consisted of factory overseers and such skilled workers as toolmakers, mechanical drafters, and printers. These people enjoyed a comfortable standard of living.

During the years 1800 to 1850, however, poor workers saw little improvement in their own living and working conditions. Frustrated workers watched their livelihoods disappear as machines replaced them. In response, they smashed the machines they thought were putting them out of work. One group of such workers was called the Luddites. They were named after Ned Ludd, probably a mythical English



Elizabeth Gaskell (1810–1865) was a British writer whose novels such as *Mary Barton* (1848) and *North and South* (1855) show a sympathy for the working class. *Cranford* (1853) deals with the life of a peaceful English village.



laborer, was said to have destroyed weaving machinery around 1779. The Luddites attacked whole factories in northern England beginning in 1811, destroying labor-saving machinery. Outside the factories, mob disorder took the form of riots, mainly because of the poor living and working conditions of the workers.

**Positive Effects of the Industrial Revolution** Despite the problems that follow industrialization, the Industrial Revolution eventually had a number of positive effects. It created jobs for workers. It contributed to the wealth of the nation. It fostered technological progress and invention. It greatly increased the production of goods and raised the standard of living. Perhaps most important, it provided the hope of improvement in people's lives. *made change - w/o it all just farmers*

The Industrial Revolution produced a number of other benefits as well. These included healthier diets; better housing; and cheaper, mass-produced clothing. Because the Industrial Revolution created a demand for engineers as well as clerical and professional workers, it expanded educational opportunities.

The middle and upper classes prospered immediately from the Industrial Revolution. For the workers it took longer, but their lives gradually improved during the 1800s. Labor eventually won higher wages, shorter hours, and better working conditions.

## PATTERNS OF CHANGE: Industrialization

### Effects of Industrialization

Size of Cities	<ul style="list-style-type: none"><li>• Growth of factories, bringing job seekers to cities</li><li>• Urban areas doubling, tripling, or quadrupling in size</li><li>• Factories developing near sources of energy</li><li>• Many new industrial cities specializing in certain industries</li></ul>
Living Conditions	<ul style="list-style-type: none"><li>• No sanitary codes or building controls</li><li>• Lack of adequate housing, education, and police protection</li><li>• Lack of running water and indoor plumbing</li><li>• Frequent epidemics sweeping through slums</li><li>• Eventually, better housing, healthier diets, and cheaper clothing</li></ul>
Working Conditions	<ul style="list-style-type: none"><li>• Industrialization creating new jobs for workers</li><li>• Workers trying to keep pace with machines</li><li>• Factories dirty and unsanitary</li><li>• Workers running dangerous machines for long hours in unsafe conditions</li><li>• Harsh and severe factory discipline</li><li>• Eventually, higher wages, shorter hours, and better working conditions</li></ul>
Emerging Social Classes	<ul style="list-style-type: none"><li>• Growing middle class of factory owners, shippers, and merchants</li><li>• Upper class of landowners and aristocrats resentful of rich middle class</li><li>• Lower middle class of factory overseers and skilled workers</li><li>• Workers overworked and underpaid</li><li>• In general, a rising standard of living, with some groups excluded</li></ul>

*↳ let laws be passed protecting us today*

### SKILLBUILDER: Interpreting Charts

1. Which social class benefited most and which suffered most from industrialization?
2. What were some of the advantages and disadvantages of industrialization?

The long-term effects of the Industrial Revolution are still evident. Most people today in the industrialized countries can afford consumer goods that would have been considered luxuries fifty or a hundred years ago. Further, their living and working conditions are much improved over those of workers in the 19th century.

As the Industrial Revolution in Manchester demonstrated, economic success can unleash a variety of problems. Even today, the economic pressures of industrialization frequently lead to the overuse of natural resources and the abuse of the environment. The profits derived from industrialization, however, permit thoughtful governments to invest in urban improvements.

*more inventions + tech to bring things cheaper  
"next step"*



## CASE STUDY: Manchester

### The Mills of Manchester

Manchester's unique advantages made it a leading example of the new industrial city. This northern English town had ready access to water power. It also had available land from the nearby countryside and an outlet to the sea at Liverpool.

"From this filthy sewer pure gold flows," wrote Alexis de Tocqueville (ah-LEHK-SEE mil TOHK-vihl), the French writer, after he visited Manchester in 1835. Indeed, the industrial giant showed the best and worst of the Industrial Revolution. Manchester's rapid, unplanned growth made it a filthy sewer for the poor people who worked there, but gold certainly flowed toward the mill owners and the new middle class. Eventually, although not immediately, the working class saw their standard of living rise as well.

Manchester's businesspeople took pride in mastering each detail of the manufacturing process, working many hours and risking their own money. For their efforts, they pocketed high profits and erected gracious homes on the outskirts of town.

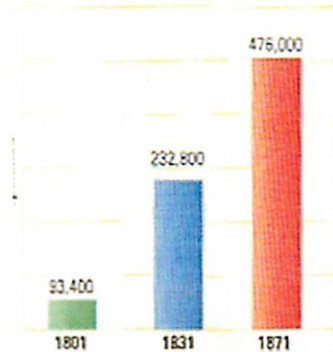
To provide the mill owners with their high profits, workers labored under terrible conditions. Children as young as six joined their parents in the factories. There, for six days a week, they toiled from 6 A.M. to 7 or 8 P.M., with only a half an hour for lunch and a hour for dinner. To keep the children awake, mill supervisors beat them. Tiny hands repaired broken threads in Manchester's spinning machines, replaced thread in the bobbins, or swept up cotton fluff. The dangerous machinery injured many children. The dust filled their lungs and made them cough.

Until the first Factory Act passed in 1819, the British government exerted little control over child labor in Manchester and other factory cities. The act restricted working age and hours. For years after the act passed, young children still did heavy, dangerous work in Manchester's factories.

Putting so much industry into one place polluted the natural environment. The coal that powered factories and warmed houses blackened the air. Textile dyes and

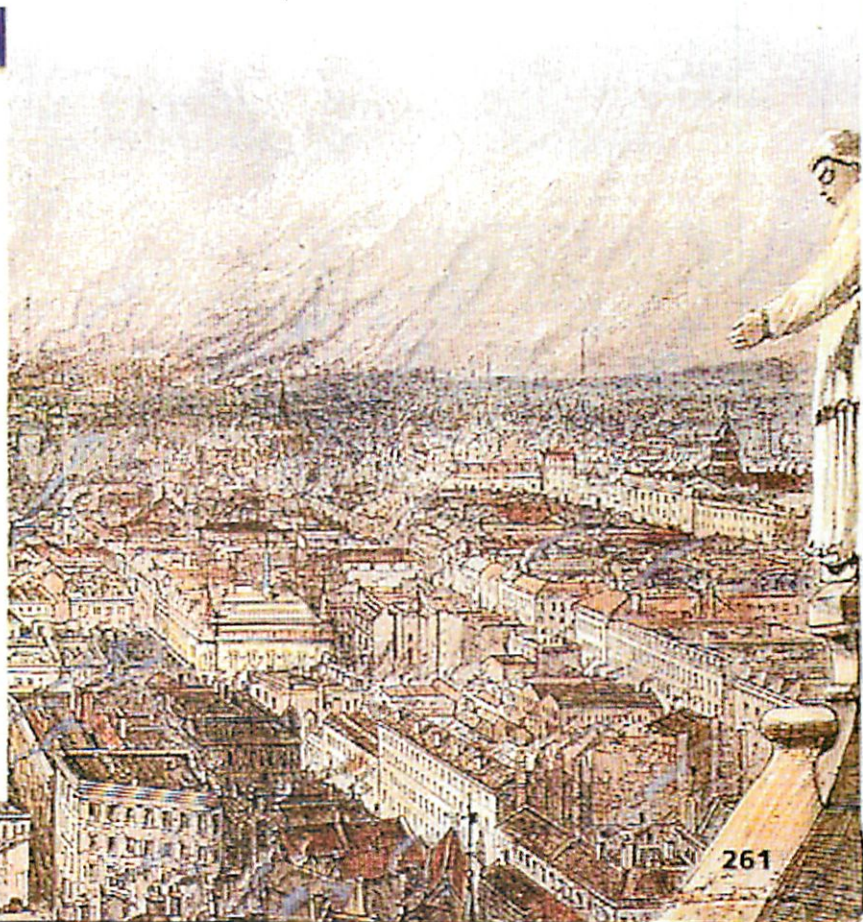
An English engraving of 1876 shows a bird's-eye view of the city of Manchester during the Industrial Revolution.

### Manchester's Growth



#### SKILLBUILDER: Interpreting Graphs

1. How many people did the city of Manchester gain between 1801 and 1831? How many did it gain between 1831 and 1871?
2. What does the engraving show were the effects of such rapid growth?





## The Day of a Child Laborer, William Cooper

William Cooper began working in a textile factory at the age of ten. He had a sister who worked upstairs in the same factory. In 1832, Cooper was called to testify before a parliamentary committee about the conditions among child laborers in the textile industry. The following sketch of his day is based upon his testimony.



**11 P.M.**—Cooper's sister worked another two hours even though she had to be back at work at 5:00 the next morning.

**5 A.M.**—The workday began. Cooper and his sister rose as early as 4:00 or 4:30 in the morning in order to get to the factory for the start of their workday at 5:00. Children usually grabbed their breakfast on the run.



**12 noon**—The children were given a 40-minute break for lunch. This was the only break they received during the whole course of the day.

## Unresolved Problems

### Dangers to the Global Environment

After London experienced major cholera and typhus epidemics early in the 19th century, a sewer system was built to empty sewage into the Thames River. However, in the middle of the century, an environmental disaster occurred.

During the summer of 1858, sewage in the Thames turned the water murky brown. It smelled so bad that life on the riverfront was unbearable. Carloads of decaying fish from the polluted river added to the stink. The odor was so bad that Parliament ordered the window drapes to be soaked in lime chloride to make working in the rooms possible.

Finally, Parliament agreed on a plan to create a modern sewer system. That system discharged the sewage into the Thames beyond the city limits so that the sewage ended up in the North Sea.

See Epilogue, p. 591.



**9 P.M.**—William Cooper's day ended after an exhausting 16-hour shift at work.



other wastes poisoned Manchester's Irwell River. The following description of the river was written by an eyewitness observer in 1862:

### A VOICE FROM THE PAST

Steam boilers discharge into it their seething contents, and drains; sewers their fetid impurities; till at length it rolls on—here between tall dingy walls, there under precipices of red sandstone—consistently less a river than a flood of liquid manure.

HUGH MILLER, "Old Red Sandstone"

Manchester produced consumer goods and created wealth on grand scale. Yet this unplanned industrial city also stood as a reminder of industrialization's dark side. In the 1800s, the industrialization that began in Great Britain spread to the United States and to continental Europe, as you will learn in Section 3.

## Section 2 Assessment

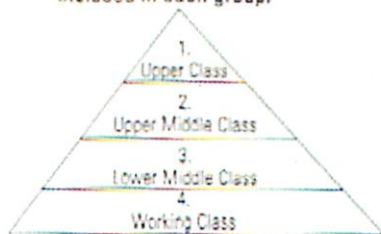
### 1. TERMS & NAMES

Identify

- urbanization
- middle class

### 2. TAKING NOTES

Create a pyramid like the one below listing the social classes in industrial England. List the types of laborers and professionals included in each group.



### 3. ANALYZING ISSUES

How did industrialization contribute to city growth?

#### THINK ABOUT

- growth of industry
- creation of jobs
- the economic advantages of centralization

### 4. ANALYZING

Economic owner and conditions

#### THINK ABOUT

- class
- the spread of
- financial



# Industrial Revolution

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The **Industrial Revolution** was the major technological, socioeconomic and cultural change in the late 18th and early 19th century resulting from the replacement of an economy based on manual labour to one dominated by industry and machine manufacture. It began in Britain with the introduction of steam power (fueled primarily by coal) and powered machinery (mainly in textile manufacturing). The development of all-metal machine tools in the first two decades of the nineteenth century enabled the manufacture of more production machines for manufacturing in other industries.

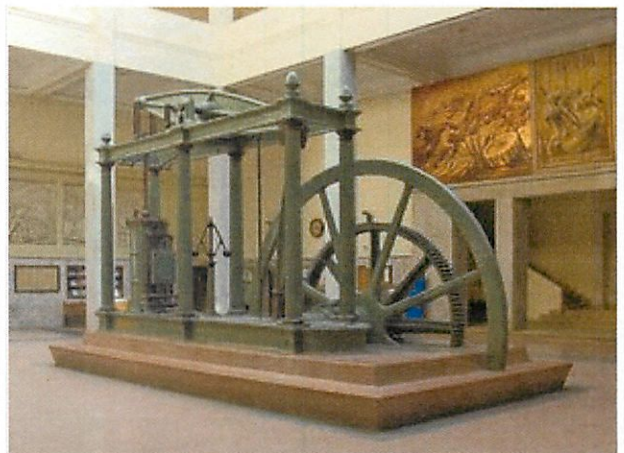
The dating of the Industrial Revolution is not exact. T.S. Ashton held that it was roughly 1760-1830, in effect the reigns of George III, The Regency, and part of William IV. There was no cut-off point for it merged into the Second Industrial Revolution from about 1850, when technological and economic progress gained momentum with the development of steam-powered ships, and railways, and later in the nineteenth century the growth of the internal combustion engine and the development of electrical power generation.

The effects spread throughout Western Europe and North America, eventually affecting the rest of the world. The impact of this change on society was enormous and is often compared to the Neolithic revolution, when mankind developed agriculture and gave up its nomadic lifestyle.

The term *revolution* applied to technological change was introduced by Friedrich Engels and Louis-Auguste Blanqui in the second half of the 19th century.

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A Watt steam engine in Madrid. The development of the steam engine started the industrial revolution in Great Britain. The steam engine was created to pump water from coal mines, enabling them to be deepened.



- 10.3 Luddites
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## Causes

The causes of the Industrial Revolution were complex and remain a topic for debate, with some historians seeing the Revolution as an outgrowth of social and institutional changes wrought by the end of feudalism in Great Britain after the English Civil War in the 17th century. The Enclosure movement and the British Agricultural Revolution made food production more efficient and less labour-intensive, forcing the surplus population who could no longer find employment in agriculture into cottage industry, such as weaving, and in the longer term into the cities and the newly-developed factories. The colonial expansion of the 17th century with the accompanying development of international trade, creation of financial markets and accumulation of capital are also cited as factors, as is the scientific revolution of the 17th century. Technological innovation was another important factor, in particular the new invention and development of the steam engine during the 18th century.

The presence of a large domestic market should also be considered an important catalyst of the Industrial Revolution, particularly explaining why it occurred in Britain. In other nations, such as France, markets were split up by local regions, which often imposed tolls and tariffs on goods traded among them.

## Causes for occurrence in Europe

One question of active interest to historians is why the Industrial Revolution occurred in Europe and not other parts of the world, particularly China. Numerous factors have been suggested, including ecology, government, and culture. Benjamin Elman argues that China was in a high level equilibrium trap in which the nonindustrial methods were efficient enough to prevent use of industrial methods with high costs of capital. Kenneth Pomeranz, in the *Great Divergence*, argues that Europe and China were remarkably similar in 1700, and that the crucial differences which created the Industrial Revolution in Europe were: sources of coal near manufacturing centres and raw materials such as food and wood from the New World, which allowed Europe to expand economically in a way that China could not.

Some historians believe it was the different belief systems in China and Europe that dictated where the industrial revolution occurred. The religion and beliefs of Europe were largely products of Christianity, Socrates, Plato, and Aristotle. Conversely, Chinese society was founded on men like Confucius, Mencius, Han Feizi (Legalism), Chuangtzu (Taoism), and Buddhism. The key difference between these belief systems was that European beliefs focused on the individual, while Chinese beliefs centered around relationships between people. The family unit was more important than the individual for the large majority of Chinese history, and this may have played a role in why



the industrial revolution took much longer to occur in China.

### Causes for occurrence in Great Britain

The debate about the start of the Industrial Revolution also concerns the lead of 30 to 100 years that Britain had over other countries. Some have stressed the importance of natural or financial resources that the United Kingdom received from its many overseas colonies or that profits from the British slave trade between Africa and the Caribbean helped fuel industrial investment.

Alternatively, the greater liberalisation of trade from a large merchant base may have allowed Britain to utilise emerging scientific and technological developments more effectively than countries with stronger monarchies, such as China and Russia. Great Britain emerged from the Napoleonic Wars as the only European nation not ravaged by financial plunder and economic collapse, and possessing the only merchant fleet of any useful size (European merchant fleets having been destroyed during the war by the Royal Navy). The United Kingdom's extensive exporting cottage industries also ensured markets were already available for many early forms of manufactured goods. The nature of conflict in the period resulted in most British warfare being conducted overseas, reducing the devastating effects of territorial conquest that affected much of Europe. This was further aided by Britain's geographical position— an island separated from the rest of mainland Europe.



Coalbrookdale at night, 1801 :  
Artist: Philipp Jakob Louterbourg the Younger

Another theory is that Great Britain was able to succeed in the Industrial Revolution due to the availability of key resources it possessed. It had a dense population for its small geographical size. Enclosure of common land and the related Agricultural revolution made a supply of this labour readily available. There was also a local coincidence of natural resources in the North of England, the English Midlands, South Wales and the Scottish Lowlands. Local supplies of coal, iron, lead, copper, tin, limestone and water power, resulted in excellent conditions for the development and expansion of industry.

The stable political situation in Great Britain from around 1688, and British society's greater receptiveness to change (when compared with other European countries) can also be said to be factors favouring the Industrial Revolution.

### Protestant work ethic

Another theory is that the British advance was due to the presence of an entrepreneurial class which believed in progress, technology and hard work.<sup>1</sup> The existence of this class is often linked to the Protestant work ethic (see Max Weber) and the particular status of dissenting Protestant sects, such as the Quakers, Baptists and Presbyterians that had flourished with the English Civil War. Reinforcement of confidence in the rule of law, which followed the establishment of the prototype of constitutional monarchy in Great Britain in the Glorious Revolution of 1688, and the emergence of a stable financial market there based on the management of the national debt by the Bank of England, contributed to the capacity for, and interest in, private financial investment in industrial ventures.

Dissenters found themselves barred or discouraged from almost all public offices as well as University education at Oxford and Cambridge, when the restoration of the monarchy took place and membership in the official Anglican church became mandatory due to the Test Act. They became active in banking, manufacturing and the Unitarians in particular, were much involved in education by running Dissenting Academies, where, in contrast to the Universities of Oxford and Cambridge, and schools such as Eton and Harrow, much attention was given to mathematics and the sciences - area of scholarship vital to the development of manufacturing technologies.



Historians sometimes consider this social factor to be extremely important, along with the nature of the national economies involved. While members of these sects were excluded from certain circles of the government, they were considered as fellow Protestants, to a limited extent, by many in the middle class, such as traditional financiers or other businessmen. Given this relative tolerance and the supply of capital, the natural outlet for the more enterprising members of these sects would be to seek new opportunities in the technologies created in the wake of the Scientific revolution of the 17th century.

### **Lunar society**

The work ethic argument has, on the whole, tended to neglect the fact that several inventors and entrepreneurs were rational free thinkers or "Philosophers" typical of a certain class of British intellectuals in the late 18th century, and were by no means normal church goers or members of religious sects. Examples of these free thinkers were the Lunar Society of Birmingham which flourished from 1765 to 1809. Its members were exceptional in that they were among the very few who were conscious that an industrial revolution was then taking place in Great Britain. They actively worked as a group to encourage it, not least by investing in it and conducting scientific experiments which led to innovative products.

## **Innovations**

The invention of the steam engine was the most important innovation of the industrial revolution. This was made possible by earlier improvements in iron smelting and metal working based on the use of coke rather than charcoal. Earlier in the 18th century the textile industry had harnessed water power to drive improved spinning machines (see spinning jenny) and looms (see flying shuttle). These textile mills became the model for the organisation of human labour in factories.

### **Transmission of innovation**

Knowledge of new innovation was spread by several means. Workers who were trained in the technique might move to another employer, or might be poached. A common method was for someone to make a study tour, gathering information where he could. Today this is called industrial espionage, with modern concepts of automatic illegality.

During the whole of the Industrial Revolution and for the century before, all European countries and America engaged in this manner of study-touring; some nations, like Sweden and France, trained civil servants or technicians to undertake it as a matter of state policy. In other countries, notably Britain and America, this practice was carried out by individual manufacturers anxious to improve their own methods. Study tours were common then, as was the keeping of travel diaries; writings made by industrialists and technicians of the period are an incomparable source of information about their methods.

Another means for the spread of innovation was by the network of informal philosophical societies like the Lunar Society of Birmingham, in which members met to discuss science and often its application to manufacturing. Some of these societies published volumes of proceedings and transactions, and the London-based Society for the encouragement of Arts, Manufactures and Commerce or, more commonly, Society of Arts published an illustrated volume of new inventions, as well as papers about them in its annual Transactions.

There were publications describing technology. Encyclopedias such as Harris's *Lexicon technicum* (1704) and Dr Abraham Rees's *Cyclopaedia* (1802-1819) contain much of value. Rees's *Cyclopaedia* contains an enormous amount of information about the science and technology of the first half of the Industrial Revolution, very well illustrated by fine engravings. Foreign printed sources such as the *Descriptions des Arts et Métiers* and Diderot's *Encyclopédie* explained foreign methods with fine engraved plates.

Periodical publications about manufacturing and technology began to appear in the last decade of the 18th century, and a number regularly included notice of the latest patents. Foreign periodicals such as the *Annales des Mines*



published accounts of travels made by French engineers who observed British methods on study tours.

## Factories

Industrialisation also led to the creation of the factory. John Lombe's water-powered silk mill at Derby was operational by 1721. In 1746 an integrated brass mill was working at Warmley near Bristol. Raw material went in at one end, was smelted into brass, and was turned into pans, pins, wire, and other goods. Housing was provided for workers on-site.

Josiah Wedgwood and Matthew Boulton were other prominent early industrialists.

The factory system was largely responsible for the rise of the modern city, as workers migrated into the cities in search of employment in the factories. For much of the 19th century, production was done in small mills, which were typically powered by water and built to serve local needs.

The transition to industrialisation was not wholly smooth. For example, a group of English workers known as Luddites formed to protest against industrialization and sometimes sabotaged factories.

One of the earliest reformers of factory conditions was Robert Owen.

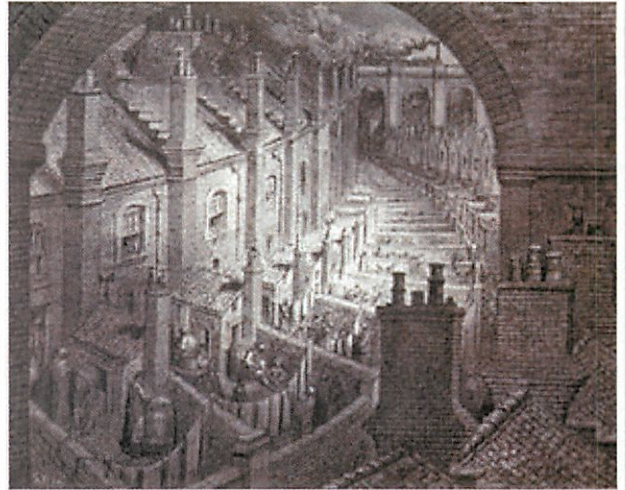
## Machine tools

The Industrial Revolution could not have developed without machine tools, for they enabled manufacturing machines to be made. They have their origins in the tools developed in the 18th century by makers of clocks and watches, and scientific instrument makers to enable them to batch-produce small mechanisms. The mechanical parts of early textile machines were sometimes called 'clock work' due to the metal spindles and gears they incorporated. The manufacture of textile machines drew craftsmen from these trades and is the origin of the modern engineering industry. Machine makers early developed special purpose machines for making parts.

Machines were built by various craftsmen - carpenters made wooden framings, and smiths and turners made metal parts. Because of the difficulty of manipulating metal, and the lack of machine tools, the use of metal was kept to a minimum. Wood framing had the disadvantage of changing dimensions with temperature and humidity, and the various joints used tended to rack (work loose) over time. As the Industrial Revolution progressed, machines with metal frames became more common, but required machine tools to make them economically. Before the advent of machine tools metal was worked manually using the basic hand tools of hammers, files, scrapers, saws and chisels. Small metal parts were readily made by this means, but for large machine parts, such as castings for a lathe bed, where components had to slide together, the production of flat surfaces by means of the hammer and chisel followed by filing, scraping and perhaps grinding with emery paste, was very laborious and costly.

Apart from workshop lathes used by craftsmen, the first large machine tool was the cylinder boring machine, used for boring the large-diameter cylinders on early steam engines. They were to be found at all steam-engine manufacturers. The planing machine, the slotting machine and the shaping machine were developed in the first decades of the 19th century. Although the milling machine was invented at this time, it was not developed as a serious workshop tool until during the Second Industrial Revolution

Military production had a hand in the development of machine tools. Henry Maudslay, who trained a school of



*Over London by Rail* Gustave Doré c 1870. Shows the densely populated and polluted environments created in the new industrial cities

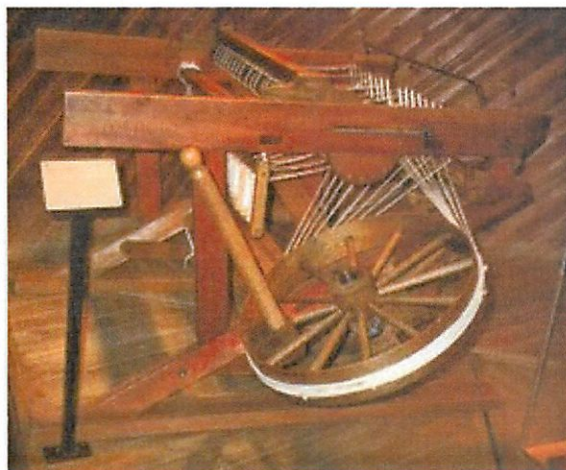


machine tool makers early in the 19th century, was employed at the Royal Arsenal, Woolwich, as a young man where he would have seen the large horse-driven wooden machines for cannon boring made and worked by the Verbruggans. He later worked for Joseph Bramah on the production of metal locks, and soon after he began working on his own he was engaged to build the machinery for making ships' pulley blocks for the Royal Navy in the Portsmouth Block Mills. These were all metal, and the first machines for mass production and making components with a degree of interchangeability. The lessons Maudslay learned about the need for stability and precision he adapted to the development of machine tools, and in his workshops he trained a generation of men to build on his work, such as Richard Roberts, Joseph Clement and Joseph Whitworth.

Maudslay made his name for his lathes and precision measurement. James Fox of Derby had a healthy export trade in machine tools for the first third of the century, as did Matthew Murray of Leeds. Roberts made his name as a maker of high-quality machine tools, and as a pioneer of the use of jigs and gauges for precision workshop measurement.

## Textile manufacture

*Main article: Textile manufacture during the Industrial Revolution*



Model of the spinning jenny in a museum in Wuppertal, Germany. The spinning jenny was one of the innovations that started the revolution.

In the early 18th century, British textile manufacture was based on wool which was processed by individual artisans, doing the spinning and weaving on their own premises. This system is called a cottage industry. Flax and cotton were also used for fine materials, but the processing was difficult because of the pre-processing needed, and thus goods in these materials made only a small proportion of the output.

Use of the spinning wheel and hand loom restricted the production capacity of the industry, but a number of incremental advances increased productivity to the extent that manufactured cotton goods became the dominant British export by the early decades of the 19th century. India was displaced as the premier supplier of cotton goods.

Step by step, individual inventors increased the efficiency of the individual steps of spinning (carding, twisting and spinning, and subsequently rolling) so that the supply of yarn fed a weaving industry that itself was advancing with

improvements to shuttles and the loom or 'frame'. The output of an individual labourer increased dramatically, with the effect that these new machines were seen as a threat to employment, and early innovators were attacked and their inventions were wrecked. The inventors often failed to exploit their inventions, and fell on hard times.

To capitalize upon these advances it took a class of entrepreneurs, of which the most famous is Richard Arkwright. He is credited with a list of inventions, but these were actually developed by people such as Thomas Higs and John Kay; Arkwright nurtured the inventors, patented the ideas, financed the initiatives, and protected the machines. He created the cotton mill which brought the production processes together in a factory, and he developed the use of power – first horse power, then water power and finally steam power – which made cotton manufacture a mechanised industry.

## Mining

Coal mining in Britain, particularly in South Wales is of great age. Before the steam engine, pits were often shallow bell pits following a seam of coal along the surface and being abandoned as the coal was extracted. In other cases, if



the geology was favourable, the coal was mined by means of an adit driven into the side of a hill. Shaft mining was done in some areas, but the limiting factor was the problem of removing water. It could be done by hauling buckets of water up the shaft by means of a horse gin, or it could be drained by an adit leading to a stream or ditch at lower level where it could flow away by gravity. A number of historic mining areas of Britain, such as the Kingswood coalfield near Bristol, still have adits running to this day, as of 2005, almost a century after the industry ceased. The introduction of the steam engine enabled shafts to be made deeper, hence increasing output.

## Metallurgy

*See main article Metallurgy during the Industrial Revolution*

In the early 18th century, small-scale iron working and extraction and processing of other metals were carried out where local resources permitted. Fuel was primarily wood in the form of charcoal, but consumption was starting to be constrained by lack of available timber. At the same time, demand for high-quality iron was dramatically increasing to keep pace with the improvements in military technology and the involvement of Britain in numerous European wars.

Principal suppliers of high-quality iron goods were Sweden and Russia, with Russia being able to command increasingly high prices as Britain's need grew.

To fuel the iron smelting process, people moved from wood to coal and coke. Production of pig iron, cast iron and wrought iron improved through the exchange of ideas (although this was by no means a fast process), with the most well-known name being Abraham Darby. The first Abraham Darby made great strides with using coke to fuel his blast furnaces at Coalbrookdale (1709), although this was principally due to the nature of the coke he was using, and the scientific reasons for the improvement were only discovered later. His family followed in his footsteps, and iron became a major construction material.

Other improvements followed, with Benjamin Huntsman developing a crucible steel technique in the 1740s, and Henry Cort's puddling furnace enabling large-scale production of wrought iron to take place.

The reliance on overseas supplies was diminished, and improvements in machine tools and the use of iron and steel in the development of the railways further boosted the industrial growth of Great Britain.

## Steam power

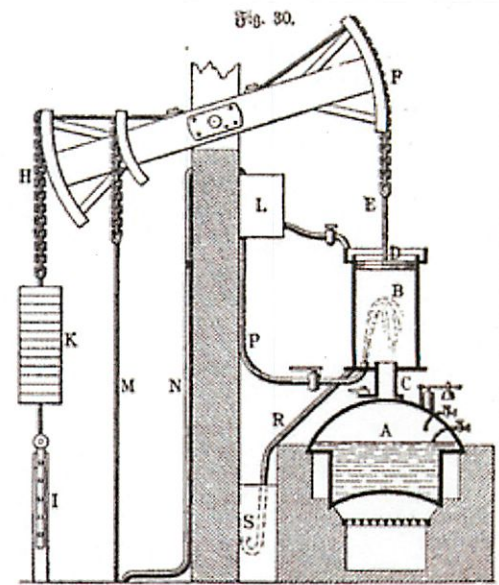
*See main article Steam power during the Industrial Revolution*



The stationary steam engine had great influence on the progress of the Industrial Revolution, but for the period of the Industrial Revolution many industries still relied on wind and water power as well as horse and man-power for driving small machines.

The steam engine was first used for draining mines or for driving mills by pumping water back to a reservoir that had passed through a water wheel. James Watt's invention of rotary motion in the 1780 enabled a steam engine to drive a factory or mill directly.

Until about 1800, the most common pattern of steam engine was the beam engine, which was built within a stone or brick engine-house but after then various patterns of portable (ie readily removable engines, not on wheels) were developed, such as the table engine. The development of machine tools such as the planing and shaping machine enabled all the metal parts of the engines to be easily and accurately cut. Engines could be made in varying sizes and patterns to suit various requirements, such as for locomotives and steam boats.



Newcomen's atmospheric steam engine

## Transportation

*See main article Transport during the Industrial Revolution*

At the beginning of the Industrial Revolution, inland transport was by navigable rivers and roads, with coastwise vessels employed to move heavy goods by sea. Railways or waggon ways were used for conveying coal to rivers for further shipment, and canals were beginning to be cut for moving goods between larger towns and cities.

During the Industrial Revolution, these different methods were improved and developed.

### Navigable rivers

*See main article Rivers of Great Britain*

All the major rivers were made navigable to a great or lesser degree. The Severn in particular was used for the movement of goods to the Midlands which had been imported into Bristol from abroad, and the export of goods from centres of production in Shropshire such as iron goods from Coalbrookdale. Transport was by way of Trows - small sailing vessels which could pass the various shallows and bridges in the river. These could navigate the Bristol Channel to the South Wales ports and Somerset ports, such as Bridgwater and even as far as France.

### Roads

Much of the original British road system was poorly maintained by thousands of local parishes, but from the 1760s turnpike trusts were set up to charge tolls and maintain some roads. New engineered roads were built by Metcalf, Telford and Macadam. The major turnpikes radiated from London and were the means by which the Royal Mail was able to reach the rest of the country. Heavy goods transport on these roads was by means of slow broad wheeled carts hauled by teams of horses. Lighter goods were conveyed by smaller carts or by teams of pack horses. Stage coaches transported rich people. The less wealthy walked or paid to ride on a carriers cart.

### Coastal sail

Sailing vessels had long been used for moving goods round the British coast. The trade transporting coal to London from Newcastle had begun in medieval times. The major international seaports such as London, Bristol and



Liverpool were the means by which raw materials such as cotton might be imported and finished goods exported. Transporting goods onwards within Britain by sea was common during the whole of the Industrial Revolution and only fell away with the growth of the railways at the end of the period.

## Canals

*See main article* History of the British canal system

Canals began to be built in the late eighteenth century to link the major manufacturing centres in the Midlands and north with seaports and with London, at that time the largest manufacturing centre in the country. Canals were the first technology to allow bulk materials to be easily transported across county. A single canal horse could pull a load dozens of times larger than a cart at a faster pace. By the 1820s a national network was in existence. Canal construction served as a model for the organisation and methods later used to construct the railways. They were eventually largely superseded as profitable commercial enterprises by the spread of the railways from the 1840s on.

Britain's canal network, together with its surviving mill buildings, is one of the most enduring features of the early Industrial Revolution to be seen in Britain.

## Railways

*See main article* History of rail transport in Great Britain

Wagonways for moving coal in the mining areas had started in the 17th century, and were often associated with canal or river systems for the further movement of coal. These were all horse drawn or relied on gravity, with a stationary steam engine to haul the wagons back to the top of the incline. The first applications of the steam locomotive were on waggon or plate ways (as they were then often called from the cast iron plates used).

Horse-drawn public railways did not begin until the early years of the 19th century. Steam-hauled public railways began with the Liverpool and Manchester and Stockton and Darlington Railways of the late 1820s. The construction of major railways connecting the larger cities and towns began in the 1830s but only gained momentum at the very end of the Industrial Revolution.

## Social problems

The industrial revolution led to a number of social problems within the newly developed working class. Children worked under miserable conditions and the families lived in bad housing.

### Child labour

Child labour existed before the Industrial Revolution, and in fact dates back to prehistoric times, but during the Industrial Revolution it grew far more abusive than ever before.[1] (<http://www.galbithink.org/child.htm>) Politicians tried to limit child labour by law. Factory owners resisted -- they felt that they were aiding the poor by giving their children work from the age of five years onward. In 1833 the first law against child labour, the Factory Act of 1833, was passed in England: Children younger than nine were not allowed to work, children were not permitted to work at night and the work day of youth under the age of 18 was limited to twelve hours. Factory inspectors supervised the execution of this law. About ten years later, the employment of children and women in mining was forbidden. These laws improved the situation; however child labour remained a problem in Europe up to the 20th century.

### Housing situation

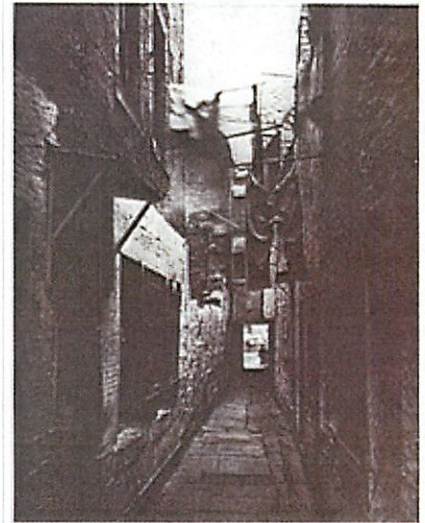


In 1832 James Phillips Kay, an Edinburgh doctor, published a detailed report on the working conditions of the poor and describes worker's housing establishments as follows:

*Here, without distinction of age or sex, careless of all decency, they are crowded in small and wretched apartments; the same bed receiving a succession of tenants until too offensive for their unfastidious senses.*<sup>3</sup>

In 1842 a Sanitary Report was produced by Edwin Chadwick:

"In a cellar in Pendleton, I recollect there were three beds in the two apartments of which the habitation consisted, but having no door between them, in one of which a man and his wife slept; in another, a man, his wife and child; and in a third two unmarried females.(...)I have met with upwards of 40 persons sleeping in the same room, married and single, including, of course, children and several young adult persons of either sex."



Slum in Glasgow, 1871

## Luddites

*Main article: Luddite*

The rapid industrialization of the English economy cost many craft workers their jobs. The textile industry in particular industrialized early, and many weavers found themselves suddenly unemployed since they could no longer compete with machines which only required relatively limited (and unskilled) labour to produce more cloth than a single weaver. Many such unemployed workers, weavers and others, turned their animosity towards the machines that had taken their jobs and began destroying factories and machinery. These attackers became known as Luddites, supposedly followers of Ned Ludd, a folklore figure. The first attacks of the Luddite movement began in 1811. The Luddites rapidly gained popularity, and the British government had to take drastic measures to protect industry.

## Organisation of labour

*See also Labour history*

Conditions for the working class were so bad during the industrial revolution, unions were formed to help protect the rights of the working man. The main method the unions used to effect change was strike action. Strikes were painful events for both sides, the unions and the management. The management was upset because strikes took their precious working force away for a large period of time, and the unions had to deal with riot police and various middle class prejudices that striking workers were the same as criminals, as well as loss of income. The strikes often led to violent and bloody clashes between police and workers. Factory managers usually reluctantly gave in to various demands made by strikers, but the conflict was generally long.

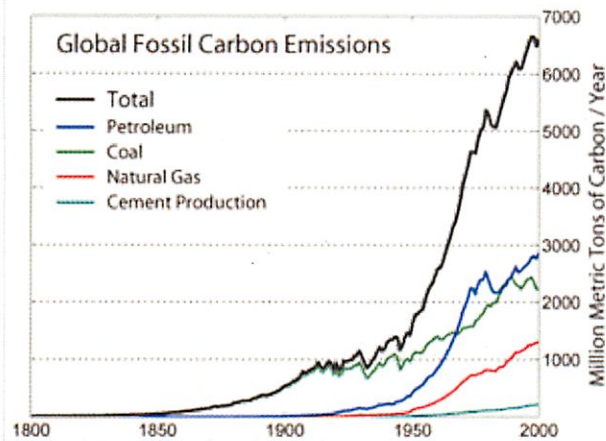
In England the Combination Act forbade workers to form any kind of trade union from 1799 until its repeal in 1824. After this unions were still severely restricted.

In 1842 Cotton Workers in England staged a widespread strike.

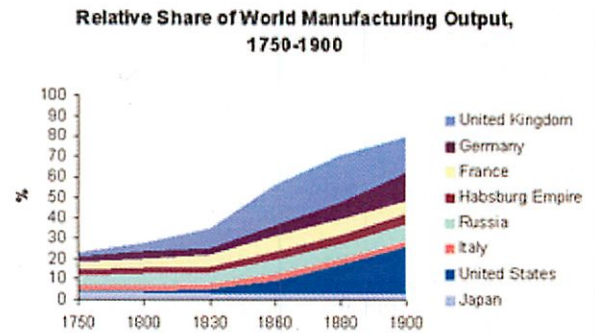
## Effects



The



Roughly exponential increase in carbon dioxide emissions from fossil fuels, driven by increasing energy demands since the Industrial Revolution



application of steam power to the industrial processes of printing supported a massive expansion of newspaper and popular book publishing, which reinforced rising literacy and demands for mass political participation. Universal white male suffrage was adopted in the United States, resulting in the election of the popular Andrew Jackson in 1828 and the creation of political parties organised for mass participation in elections. In the United Kingdom, the Reform Act 1832 addressed the concentration of population in districts with almost no representation in Parliament, expanding the electorate, leading to the founding of modern political parties and initiating a series of reforms which would continue into the 20th century. In France, the July Revolution widened the franchise and established a constitutional monarchy. Belgium established its independence from the Netherlands, as a constitutional monarchy, in 1830. Struggles for liberal reforms in Switzerland's various cantons in the 1830s had mixed results. A further series of attempts at political reform or revolution would sweep Europe in 1848, with mixed results, and initiated massive migration to North America, as well as parts of South America, South Africa, and Australia. The mass migration of rural families into urban areas saw the growth of bad living conditions in cities, long work hours without the traditional agricultural breaks (such as after harvest or in mid winter), a rise in child labour (the children received less pay and benefits than adults) and the rise of nationalism in most of Europe. The increase in coal usage saw a massive increase in atmospheric pollution.

The Industrial Revolution had significant impacts on the structure of society. Prior to its rise, the public and private spheres held strong overlaps; work was often conducted through the home, and thus was shared in many cases by both a wife and her husband. However, during this period the two began to separate, with work and home life considered quite distinct from one another. This shift made it necessary for one partner to maintain the home and care for children. Women, holding the distinction of being able to breastfeed, thus more often maintained the home, with men making up a sizeable fraction of the workforce. With much of the family income coming from men, then, their power in relation to women increased further, with the latter often dependent on men's income. This had enormous impacts on the defining of gender roles and was effectively the model for what was later termed the traditional family.

However, the need for a large workforce also pressured many women into industrial work, where they were often paid much less in relation to men. This was in large part due to a lack of organised labour among women to push for benefits and wage increases, and in part to ensure women's continued dependence on a man's income to survive.

## Intellectual paradigms

### Capitalist

The advent of The Enlightenment provided an intellectual framework which welcomed the practical application of



the growing body of scientific knowledge — a factor evidenced in the systematic development of the steam engine, guided by scientific analysis, and the development of the political and sociological analyses, culminating in Adam Smith's *The Wealth of Nations*.

## Criticism

### Marxism

*See main article* Marxism

Karl Marx saw the industrialization process as the logical dialectical progression of feudal economic modes, necessary for the full development of capitalism, which he saw as in itself a necessary precursor to the development of socialism and eventually communism. According to Marx, industrialization engenders the polarization of societies into two classes, the bourgeoisie — those who own the means of production, i.e. the factories and the land, and the much larger proletariat — the working class who actually perform the labour necessary to extract something valuable from the means of production. Marx asserts that the relationship between the two classes is fundamentally parasitic, insofar as the proletariat are always undercompensated for the true value of their labour by the bourgeoisie (according to the labour theory of value), which allows the bourgeoisie to grow absurdly wealthy through nothing more than the wholesale exploitation of the proletarians' labour.

Rapid advancements in technology left many skilled workers unemployed, as one agricultural and manufacturing task after another was mechanized. The flight of millions of newly unemployed people from rural areas or small towns to the large cities, and thus the development of large urban population centers, led to unprecedented conditions of poverty in the slums that housed workers for the new factories. At the same time, the bourgeois class, at only a small fraction of the proletariat's size, became exceedingly wealthy.

Marx believed that the industrial proletariat would eventually develop class consciousness and revolt against the bourgeois, leading to a more egalitarian socialist and eventually Communist state where the workers themselves would own the means of industrial production. *See Marxism*.

### Romantic Movement

*See main article* Romantic movement

Concurrent with the industrial revolution there developed an intellectual and artistic hostility towards the new industrialisation known as the Romantic Movement. Its major exponents included the artist and poet William Blake, and poets William Wordsworth, Samuel Taylor Coleridge, Keats and Shelley. The movement stressed the importance of "nature" in art and language, in contrast to the 'monstrous' machines and factories. In Blake's words they were the, "*Dark satanic mills*" of his poem *And did those feet in ancient time*.

## The Second Industrial Revolution

*Main article: Second Industrial Revolution*

The insatiable demand of the railroads for more durable rail led to the development of the means to cheaply mass-produce steel. Steel is often cited as the first of several new areas for industrial mass-production, which are said to characterize a "Second Industrial Revolution", beginning around 1850. This "second" Industrial Revolution gradually grew to include the chemical industries, petroleum refining and distribution, electrical industries, and, in the twentieth century, the automotive industries, and was marked by a transition of technological leadership from Great Britain to the United States and Germany.

The introduction of hydroelectric power generation in the Alps enabled the rapid industrialization of coal-starved

northern Italy, beginning in the 1890s. The increasing availability of economic petroleum products also reduced the relation of coal to the potential for industrialization.

By the 1890s, industrialisation in these areas had created the first giant industrial corporations with often nearly global international operations and interests, as companies like U.S. Steel, General Electric, and Bayer AG joined the railroads on the world's stock markets and among huge, bureaucratic organisations.

## Notes

<sup>1</sup> *The Protestant Ethic and the Spirit of Capitalism*, Max Weber, (1904-1905, Eng. trans. 1930)

<sup>2</sup> *In Praise of Idleness*, Bertrand Russell

<sup>3</sup> The full text of the report published by James Phillips Kay in 1832 (<http://www.historyhome.co.uk/peel/p-health/mterkay.htm>)

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## See also

- Economic history of Britain



- Industrialization
- Second Industrial Revolution
- Revolution
- Capitalism in the nineteenth century
- Dialectics of progress

## External links

- Internet Modern History Sourcebook: Industrial Revolution (<http://www.fordham.edu/halsall/mod/modsbook14.html>)
- BBC History Home Page: Industrial Revolution ([http://www.bbc.co.uk/history/society\\_culture/industrialisation/](http://www.bbc.co.uk/history/society_culture/industrialisation/))
- National Museum of Science and Industry website: machines and personalities (<http://www.makingthemodernworld.org.uk/>)
- *Industrial Revolution and the Standard of Living* (<http://www.econlib.org/library/Enc/IndustrialRevolutionandtheStandardofLiving.html>) by Clark Nardinelli - the debate over whether standards of living rose or fell
- An Overveiw of The Industrial Revolution: Industrial Revolution (<http://mars.acnet.wnec.edu/~grempe/courses/wc2/lectures/industrialrev.html>)

## Books

- Friedrich Hayek: *Capitalism and the Historians*, The University of Chicago Press, ISBN 0-226-32072-3 (Paperback 1963)

Edit ( <a href="http://en.wikipedia.org/w/wiki.phtml?title=Template:Industrial_Revolution&amp;action=edit">http://en.wikipedia.org/w/wiki.phtml?title=Template:Industrial_Revolution&amp;action=edit</a> )	<b>The Industrial Revolution</b>
	<p>Coal, Coal mining, Coke, Cotton, Industrial unrest, Industry, Invention, Iron, Machinery, Manufacturing, Metallurgy, Sociology, Steam power, Steel, Technology, Textiles, Water power, Workforce</p>
	<p>Richard Arkwright, Thomas Boulsover, James Brindley, Isambard Kingdom Brunel, Edmund Cartwright, Henry Cort, Samuel Crompton, Abraham Darby I, Abraham Darby II, Abraham Darby III, Francis Egerton, 3rd Duke of Bridgewater, William Fairbairn, James Hargreaves, Thomas Highs, Eaton Hodgkinson, Benjamin Huntsman, Joseph Marie Jacquard,</p>
	<p><b>People/ groups</b> Thomas Johnson (dressing frame), John Kay (flying shuttle), John Kay (spinning frame), Francis Cabot Lowell, Luddite, Lunar Society, Thomas Newcomen, Richard Roberts, Thomas Savery, John Smeaton, George Stephenson, Robert Stephenson, Thomas Telford, Richard Trevithick, James Watt, John Wilkinson</p>



velopment when the federal government, marshaling the expertise of world-renowned physicists and working in concert with such industrial giants as Du Pont, produced the atomic bomb through the so-called Manhattan Project and ushered in a new age fraught with incalculable perils and opportunities for mankind. The Manhattan Project was additionally important in helping accustom government leaders, businessmen, and taxpayers alike to a massive expenditure of federal funds on the implementation of scientific ideas.

The tendency toward bigness and concentration became ever more pronounced in the postwar era as the scope of industrial research grew ever larger; it was buttressed by increasing federal involvement, manifested in massive federal financial investment in research and in the government's cooperation with business in applying science to peacetime and war-related goals.

By 1969 American industry was spending nearly \$10 billion on research and development—matched by about the same amount in government funds. A survey the following year showed that twenty companies performed 42 percent of all company-sponsored research and development. Huge corporations that could afford ample research budgets were in a particularly good position to profit from the proliferation and burgeoning sale of antibiotics, synthetic fibers, detergents, plastics, stereophonic sound systems, and other laboratory-created commodities of an affluent society. The giant of all the corporate research organizations, Bell Telephone Laboratories, contributed a particularly important innovation, the transistor; it revolutionized the electronics industry and was crucial to progress in the development of computers. But industrial research was not the exclusive province of the giants: when a comprehensive survey was made by the government's Research and Development Board in 1952, it was found that some 2,000 companies were engaged in what can be truly called research and that they employed about 100,000 engineers. Over and above all the research conducted by industry itself, several hundred private consulting laboratories had developed by that time—the first and most notable being Arthur D. Little, Inc.—as well as important research institutes, notably the Battelle Memorial Institute and the Mellon Institute of Industrial Research. Research facilities were thus provided for relatively

research was financed by industry, since the mid-1950's about half the funds have come from the federal government. In 1964, a peak year, government funding of industrial research amounted to about 3 percent of the gross national product. The continuing connection between government and industrial research was highlighted by the cooperation of the Atomic Energy Commission and electrical companies in producing nuclear power and by the partnership of the National Aeronautics and Space Administration and the Bell Telephone Company in launching and operating communications satellites. The entire space program of the 1960's was built upon the same kind of coordination between government agencies and research-oriented contracting firms that had been so fundamental to the success of the Manhattan Project. The manned lunar landing of 1969 was thus in part a triumph of American industrial research.

[J. J. Beer and W. D. Lewis, "Aspects of the Professionalization of Science," *Daedalus* (1963); Kendall Birr, *Pioneering in Industrial Research*; John Jewkes and others, *The Sources of Invention*; W. D. Lewis, "Industrial Research and Development," in M. Kranzberg and C. W. Pursell, eds., *Technology in Western Civilization*; National Science Foundation, annual surveys.]

W. DAVID LEWIS  
KENDALL BIRR

**INDUSTRIAL REVOLUTION**, the period during which mechanical devices were generally substituted for human skills and inanimate power or energy was substituted for animate power, with consequent changes in transportation and the use of raw materials. Implied by the term is generation of an ongoing process leading to more and more production. But the period referred to as a "revolution" varies greatly in length: some scholars apply the term only to the initial development of steam-powered iron or steel machinery, and others to the whole process of industrial growth that is still continuing. In America it is popularly confined to the time when the economy was based on coal, steam, and iron, a period that reached its apogee around 1900. It was to be superseded by a stage in the 20th century, sometimes called the "second industrial revolution," when more oil, electricity, and automotive power were used. Since examination of the periods covered by such broad definitions amounts to an encapsulated survey of much of mod-

*Dict. American History*



## INDUSTRIAL REVOLUTION

ern economic history, the interpretation presented here is that the "revolution" involved only the secure establishment of the coal, steam, and iron phase.

Establishing this new phase of technology, however, depended on a favorable business environment and a demand for more goods. Both occurred in England during the course of the 18th century. Great increases in trade, particularly with the empire, inspired merchants and master workers to seek greater productivity through more specialized business and manufacturing facilities and better inland transportation. Business specialization took the form of banking, insurance, specialized middlemen, and transportation companies. In manufacturing, simple labor-saving machines were introduced and greater division of labor was achieved by distributing the various steps of a process once done by a single worker among a number of workers. By about 1800 machinery for textile and some other types of manufacturing was becoming more complex, and in a few factories steam engines were taking the place of waterwheels.

Besides expanding trade and a business system capable of rapid adjustment, England had social and geographic advantages for industrial development not enjoyed by any other nation. No area was far from water transportation, agriculture was highly productive, climate was mild, iron and coal were in close proximity, and the social structure was fluid enough to reward financial success. Regardless of their technical knowledge, other European nations lacking many of these advantages found it difficult to imitate the British system.

The chief retarding factors in Europe as a whole were rugged terrain, a lack of proximity of known resources of coal and iron, and a social structure not conducive to business expansion. In addition, the Continent was ravaged by war from 1793 to 1815 and consequently lagged behind both Britain and the United States until about 1840.

Meanwhile, independence, a financially sound national government, and capital from foreign trade led to a truly revolutionary development of business and a spread of factory industry in the United States. In contrast to the nations of Europe, America readily chartered business corporations and frequently subscribed to their stock. The result was that improvements in business, transportation, and technology that had taken a century to mature in Britain were copied and occasionally improved upon in the United States within one or two decades.

An entrepreneurial climate was generated in which

many men were looking for new devices and in which one innovation led to others. Interruption of British imports and general ocean trade by Thomas Jefferson's embargo of 1807-09 and by the War of 1812 led a group of rich Massachusetts merchants to try wholly mechanized production of coarse cotton cloth. The factory, using inexact copies of English machinery, was opened at Waltham in 1814; it is said to have been the first textile factory in the world to take in raw cotton and turn out finished cloth.

One high-pressure steam engine, perfected early in the century almost simultaneously by Oliver Evans in Pennsylvania and Richard Trevithick in Wales, opened the way for powerful river steamboats and railroad locomotives. Whereas river-steamboat development quickly became indigenous to the United States, railroad technology was largely borrowed from Britain in the 1820's. These two new forms of transportation, together with the completion of important canals, such as the Erie in New York State in 1825, opened a broader market for manufactures.

Each major northeastern seaport strove to connect itself with the rapidly growing interior market. The result was a virtual frenzy of state-aided canal and railroad building that often exceeded local financial resources but had, by 1851, produced an accessible national market stretching to the frontiers of settlement on the edges of the great western plains.

At the beginning of this transportation revolution the United States still lacked the combination of good veins of coal for making coke and nearby ore deposits, necessary for cheap iron. American iron was still smelted and refined by the use of charcoal from wood and could not compete in the industrial regions of the East with British imports. Then Pennsylvanians discovered that anthracite coal, abundant in the eastern part of the state, could be used in its natural form for all the operations involved in making iron. Use of this knowledge proceeded rapidly from 1830 to 1845, at the same time that the French were shifting from wood to coke. By 1845, therefore, potentially competitive iron industries existed outside Britain and iron machinery run by steam could displace wood machinery and waterpower.

As usual with major innovations, the results were not immediate. The lag in time between new inventions in British technology—such as the hot-blast furnace in 1828—and their adoption in the United States was often a decade or more. In a partial survey of U.S. industry in 1832 only 106 factories reported more than \$100,000 in assets, and of those, 88 were textile mills. Of the 36 having more than 250 em-



ployees, 31 were in textiles and only 3 in iron. Except in the Pittsburgh region, only a negligible number used steam.

By 1840, with major canal systems and hundreds of river and lake steamboats in operation, trunk-line railroads under construction, domestic production of machine tools, and cheap coal-smelted iron available, the United States was ready to move ahead. Econometrists estimate that the decade from 1839 to 1849 showed the most rapid expansion of manufacturing in American history. By the time the British held their Crystal Palace Exposition in 1851, industrial products from the United States were so striking that parliamentary commissions were sent to the United States in 1854 and 1855 to examine the "American system of manufacturing." The commissioners reported that the United States had an "advanced industrial economy." Small shops and mills had in many cases become factories employing from 500 to 700 workers and managed according to specialized functions. In the process of growth, industry had moved increasingly to cities served by railroads.

The rapid industrial progress in the United States as compared with that in Great Britain or western Europe in the first half of the 19th century inevitably raises questions of causation. In addition to a highly favorable business system, two things must be given considerable weight: the supply of anthracite coal in the United States and the possession of a common language with Great Britain. British mechanics emigrating to the United States could communicate fully with their employers, and English technical journals could be read by Americans.

A complex of geographic factors was also of major importance. The East Coast had good natural water transportation—not as good as that of Britain, but better than that of either France or Germany. Beyond the Appalachian Mountains, level land made for cheap canal construction, while the Great Lakes and the vast Mississippi River system opened the continent east of the Rockies to barges and steamboats. These level north-central lands also lent themselves to cultivation of farms by machinery and hence to the production of great surpluses to feed industrial workers.

A rapidly growing population and a high rate of migration to new farms, towns, and cities led to an unprecedented demand for cheap home and farm implements that might be mass-produced by machinery. Even when the whole process could not be mechanized, this large-scale demand led to a greater division of labor in the production of farm tools, for example, than was the practice in Europe.

Finally, and perhaps most important of all, Ameri-

can society was suited to the needs of industrial business. In the United States the remnants of feudalism were insignificant, money was the common measure of success, and all occupations that made large profits were prestigious. It may be said that whereas Europe fitted industrialism to the Procrustean bed of its existing social structure, the United States shaped its customs to fit industrialism. The factors already mentioned all contributed to an unusual optimism among American businessmen. Confident of the support of state and national governments and unafraid of foreign invasions, they did not hesitate to take long-term risks in economic development. Meanwhile, valid expectations of high rates of profit encouraged saving for productive purposes and drew the ablest young men into entrepreneurial careers.

[Stuart Bruchey, *The Roots of American Economic Growth, 1607-1861*; Alfred D. Chandler, Jr., "Anthracite Coal and the Beginnings of the Industrial Revolution," *Business History Review*, vol. 46 (1971); Thomas C. Cochran, "The Business Revolution," *American Historical Review*, vol. 79 (1974); David S. Landes, *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe to the Present*.]

THOMAS C. COCHRAN

**INDUSTRIAL WORKERS OF THE WORLD**, a radical labor organization founded in Chicago in June 1905—as an alternative to the more moderate and exclusive American Federation of Labor. Among the more prominent founders of the IWW were Eugene V. Debs, William D. Haywood, and Daniel DeLeon. Beset by political and personal splits during its first years, the IWW barely survived its birth, but from 1909 to 1918 the IWW achieved success and notoriety as the most militant and dangerous institution on the American Left.

Under the leadership of Vincent St. John (1908–15) and Haywood (1915–18) the IWW appealed to all workers regardless of skill, nationality, race, or sex. It sought to organize them into vast industrial unions that would use direct economic action to seize control of industry and abolish capitalism. Antipathetic to political action and dedicated to the destruction of state power, the IWW was the American version of the syndicalist movement that stirred European labor in the pre-World War I years. At its peak in 1917 the IWW had no more than 150,000 members, but more than 3 million workers had passed through its ranks and many more had come under its influence. During World War I, federal and state governments feared the IWW as a threat to national security and arrested, indicted, and convicted over 200 IWW officials on sedition and espionage charges.



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### On-Line Government Document

United States. U.S. Census Bureau. Poverty in the United States: 1998. Sept. 1999. 12 Nov. 1999 <<http://www.census.gov/prod/99pubs/p60-207.pdf>>.

### Article in an On-Line Encyclopedia

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es - 8 - Industrial - Revolution.htm

## 11. Demography, Cities, & Industrial Revolutions

[Back to class notes](#)

### **I. Population growth:**

**A. In conjunction with the Industrial Revolution, Western Europe experienced a population growth spurt from about 1700.**

1. Europe's population doubled during the 18th century, from roughly 100 million to almost 200 million.
2. It doubled again during the 19th century, reaching about 400 million persons by 1900.

**B. Europe and North America were the first regions of the world to experience what has come to be known as the "demographic transition."**

1. The populations of nonindustrial countries are normally stable (and low) because high birth rates are offset by high death rates.
2. With industrialization, better nutrition, and improvements in medical knowledge and public health, death rates fell.
3. The result was a population explosion in 19th-century Europe and North America.

**C. This demographic growth stimulated an "industrious revolution" – based on handicraft production in the cities and the countryside – urbanization, and an industrial revolution.**

1. Though economic growth rates were not "revolutionary,"
2. the industrial revolution transformed where people lived, how they worked, and the ways in which their lives were organized.

### **II. The development of early industry:**

**A. In early modern Europe and North America, two manufacturing traditions persisted side by side.**

1. An urban tradition, centered in larger towns and cities, consisted of specialized, skilled artisans organized into craft guilds.
  - a. In Europe, these guilds possessed a legal monopoly to produce the goods that characterized their trade, such as silversmith or baker.
  - b. In the United States, no formal guilds existed, so entry into the trades was not regulated.
    - i. This increased mobility in and out of specific trades, increased competition, and kept prices relatively low,
    - ii. but it also permitted quacks and pretenders who did not master the trades they professed.
2. A country tradition, in which farm folk practiced a simple trade in winter in their spare time, produced commonplace, easy to make goods for local consumption.



**B. Putting out or cottage industry developed in the countryside in the 17<sup>th</sup> and 18<sup>th</sup> centuries.**

1. Organized by urban merchants who marketed goods (shoes, gloves, hats, clocks, etc.) that mostly by underemployed women and children produced in the countryside, the "putting out system" became an important supplement to agricultural income in some areas and the sole source of income in others.
2. As production in the countryside grew, it tended to undermine urban monopolies, especially in the needle trades and shoemaking, where the skills involved in production were generally not especially high.

**C. The nineteenth century witnessed the consolidation of manufacturing into centralized factories and workshops.**

1. Since much early power derived from waterwheels, industries employing simple machinery often consolidated production in centralized factories to make use of waterpower.
2. Besides this, centralization increased the merchant-employer's control over the work process, limiting the theft of materials common in putting out, permitting the monitoring of the workforce, and speeding up the time it took to get goods to market.

**D. Continuous process manufacturing – the next step in the development of modern manufacturing – was a direct outgrowth of power machinery in:**

1. textiles,
2. meatpacking, and
3. metals production, especially steel.

**III. Urbanization and industrialization worked hand in hand.****A. In many respects, cities lay at the center of the industrialization process, since they performed several crucial functions.**

1. First, cities and towns provided markets for the exchange of goods and services.
  - a. This created competition in the larger cities, ensuring attractive prices to both consumers and producers (who bought their supplies from local firms).
  - b. The availability and low prices of a wide range of goods and services made cities excellent sites for manufacturing, especially high-quality and customized products.
  - c. Cities with natural transportation and communication links (port cities) grew earliest and fastest.
2. Second, urbanization stimulated industrialization by turning erstwhile peasants into market consumers.
  - a. Not only did they largely lose the capacity to produce for themselves (especially food),



- b. cities enticed them into wanting more and more tasteful things.**
- 3. Third, urbanization produced what economists term agglomeration effects” — the capacity to share common investments in infrastructure not available in the same quantity elsewhere such as roads, port facilities, rail connections, postal and banking services, and so on.
- 4. Fourth, cities provided firms with the skills they needed for rising industrial output
- 5. Fifth, urbanization encouraged specialization in which whole districts focused on particular trades such as jewelry, watchmaking, textiles, furniture, and so on.
- 6. Finally, cities became centers of the creation and exchange of knowledge, within both the business and the “social sphere.”
  - a. Offices, shops, and factories became sites for the production and exchange of knowledge.**
  - b. The same was true of places where people socialized and exchanged information and did business – coffee shops, restaurants, social clubs, theaters, and the like.**
  - c. Finally, cities became centers of formal educational institutions: schools, universities, research institutes, and libraries.**

**B. Furthermore, the concentration of early factories along streams or near coal fields often led to the creation of towns and cities where only villages had once stood.**

- 1. Once a large manufactory appeared such as happened in Lowell, MA, other businesses followed.
  - a. In Lowell, Boston Associates initially made their own machinery, but before long, other manufacturers approached them to build textile machines for them too.**
  - b. Thus, a machine industry grew out of the textile mills.**
- 2. Further, as Lowell's population grew, so did the demand for private housing, stores, restaurants, shops, and stores – leading to a synergy between urban and industrial growth.

#### **IV. Why Britain industrialized first:**

**A. Neither the richest nor the most populous country in Western Europe, Britain possessed a hard working, inventive, risk-taking private sector that received strong support from the government.**

- 1. Industrialization could not begin and grow without individual business owners who took a chance on something new.
- 2. This was to a considerable extent an outgrowth of the evolution of British government and law.
  - a. Strong property rights limited the arbitrariness of absolutist government and protected property holders from expropriation through political representation within Parliament.**



- b. The British combined private initiative with creative government throughout the eighteenth and nineteenth centuries.**

**B. Moreover, early on, Britain enjoyed a national market.**

1. A long history of political unification assured
  - a. the absence of internal customs duties,
  - b. a nation-wide legal regime, and
  - c. a national currency.
2. The British also had mastery of the seas, excellent ports, and a large merchant fleet – which connected the country's major cities with each other and the rest of the world.
3. Further, early governmental support of road improvements and canal construction provided Britain with a better transportation network than any other country in Europe.

**C. By the mid-18<sup>th</sup> century, Britain – along with the Netherlands – had the most urbanized population in Europe.**

1. This stimulated the demand for manufactured goods, as we have seen.
2. Moreover, after the Dutch, Britain experienced the second earliest “industrious revolution,” one propelled by craft and cottage industry.

**D. Britain also had an extensive international trading network that had long cultivated markets for expensive cotton and porcelain imports.**

1. This had created a demand for these goods that drove British entrepreneurs to find ways to produce these good themselves, especially with the aid of power machines.
2. The British link to Indian calicoes was an especially important precursor to subsequent developments in textile production that proved so important to the First Industrial Revolution.

**E. Protected by the English Channel and the most powerful navy in the world, Britain enjoyed the advantage of living away from the carnage of war, especially important during the Napoleonic wars.**

1. The chance to industrialize in stable conditions gave them the opportunity to profit from war contracts between 1792 and 1815.
2. Moreover, government military contracts proved more important than many accounts have recognized, especially in the metalworking industries.
3. Napoleon's continental system hurt economic growth, but also spurred the British to look for new manufacturing methods and markets abroad.
4. Once the wars were over, Britain flooded the continent and the Americas with high-quality, inexpensive goods. No nation could compete against British efficiency.

**F. Finally, Britain had the good fortune to possess extensive coal deposits, providing cheap**



**energy for industry and transportation – both especially important to the iron, steel, and metalworking industries.**

1. By 1848, Britain produced more iron than the rest of the world combined.
  - a. To further dominate the metals market, in the 1850s Henry Bessemer (1813-1898) developed a process to make steel, a harder and more malleable metal, quickly and cheaply.
  - b. So effective was the process that between 1856 and 1870 the price of British steel fell to one half the amount formerly charged for the best grade of iron.
  - c. The drastic reduction in price, a mark of industrialization, had a positive impact on all areas of the economy.
2. In the decades after 1850, Britain produced more than two-thirds of the world's coal and more than half of the world's iron and cloth.

**V. American industrialization followed in the footsteps of Britain.**

**A. This was natural, insofar as the United States was an offshoot of Britain, shared its language, religion, and political and cultural traditions.**

1. Thus, migrants from Britain brought their industrial knowledge and skills with them to the US.
2. And because of the broad similarities between the two societies, British migrants and their cultural capital received a ready welcome there.
3. Further, migrants brought financial capital with them too.

**B. Importantly, the US possessed several crucial advantages shared by few other nations.**

1. It possessed abundant, cheap resources in the form of land (food and fiber), minerals (coal, iron, copper), wood, and waterpower.
2. Moreover, in comparative terms, Americans enjoyed good health and high levels of education and literacy – due largely to high levels of nutrition and average income.
3. It is also easy to overlook how much a stable political and legal system – partial legacies of the country's British origins – contributed to the business climate in the country.
4. Further, high rates of fertility and immigration fueled rapid population, urban, and industrial growth – from 40 to 60 million inhabitants just in the two decades between 1870 and 1890.

**VI. Why other nations could not easily reproduce these accomplishments.**

**A. Industrialization was a process that required the presence of several conditions; capital and technological know how, by themselves, were not sufficient to set the process in motion. It required:**

1. political stability, responsible government, and a system of property rights that assured individuals that they could capture most of the returns to their



- efforts to improve themselves through hard work, entrepreneurial activity, and investments in themselves and their projects;
2. an urbanizing population, one largely created through productivity increases in agriculture; and
  3. good infrastructure – especially reliable transportation and communication systems – an asset as essential to sustained urban growth as to industrialization.

**B. Naturally, capital and technological know how were important too.**

1. Though much has been made of capital in early accounts of industrialization, capital has not been so difficult to come by when the other conditions for economic growth have been present.
  - a. **American economic growth in the 19<sup>th</sup> century was fundamentally aided by foreign capital, especially from Britain.**
  - b. **Indeed, foreign investors have often invested in economies that were marginal to poor investment bets.**
  - c. **Further, once set in motion, industrial revolutions produced the funds required for growth.**
2. Knowledge and skills have been indispensable to industrialization.
  - a. **One way to obtain these is through a long, gradual process of development, one in which the human capital of the industrious revolution led naturally into the industrial revolution, with learning taking place primarily in and through work.**
  - b. **A second way is through immigration and close cultural contacts, combined with schooling to accelerate the process of technological diffusion.**
    - i. This happened in the US and Germany.
    - ii. One problem pre-industrial societies faced was the fact that their contacts with industrial leaders was limited, and so too – therefore – were technological transfers.

**C. An obstacle to so-called “late development” is what economists call “first mover advantages” and “barriers to entry.”**

1. Economies that were not among the first to develop often found it impossible to compete with the products from industrialized countries because of a combination of technical superiority and/or cost.
2. In the longer run, however, as the costs of labor rose in the “advanced countries,” low cost labor in low-skill industries have provided an opportunity for development, especially when combined with stable government, schooling, and infrastructural investments.

[Back to class notes](#)



It meant that people were called upon to shift away from the mean and servile tasks of the preindustrial farm to the mean and servile tasks of the factory or workshop. No matter the age, distasteful work, is, distasteful work. The principal difference between the two ages, that before and that of the Industrial Age, is this: in their every day life, the people ate better, were clothed better, and generally led healthier and more productive lives.

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[TOP]

## Dates:-

1756

§ Start of *The Seven Years War*.

1757

§ Jedidiah Strutt and his brother-in-law, William Woollatt, seek a patent for their Derby-rib stocking frame.

1759

§ Wolfe takes Quebec.

1760

§ George III becomes the king.

1762

§ Rousseau brings out his masterpiece, *Contrat social*.

1763

§ End of *The Seven Years War* and *The Treaty Of Paris*.

1768

§ Cook sails with English scientists so that they might observe and study the transit of Venus across the sun (June 3rd, 1769) at Tahiti.

1769

§ At around this time, Blackstone brings out his *Commentaries on the Law of England*.

§ A mathematical-instrument maker by the name of James Watt, in 1769, filed a patent for an engine which called for strange things such as condensers and steam jackets; soon, 1784, the Soho Engineering Works was manufacturing pump machines run by steam.

1770

§ The members of the "Long Parliament" take their seats, it sat for 15 years, until 1785.

1773

§ December: Boston Tea Party.

1776

§ This is the year, 1776, that Gibbon gives forth with his first volume of *The Decline and Fall of the Roman Empire*; Adam Smith, *The Wealth of Nations*; Jeremy Bentham, *Fragments on Government*; and Thomas Paine, *Common Sense*.

§ March 17th, British evacuate Boston.

§ July 2nd, The Continental Congress carries a motion for the independence of the 13 states on the east coast of America. Two days later the *Declaration of Independence* is adopted.

1778

§ The laws were to be changed in England so that Roman Catholics should have the same rights in England as everyone else. (This move was to bring on the Gordon Riots of 1780.)



"George Stephenson [the inventor of the steam locomotive] began as a cowherd; Telford, a shepherd's son, as a stonemason. Alexander Naysmith started as an apprentice coach painter. ... Joseph Bramah, the machine-tool inventor, creator of the first patent lock, the hydraulic press, the beer pump, the modern fire engine, the fountain pen, and the first modern water closet, started as a carpenter's apprentice and got his essential learning, and experience from the local blacksmith's forge. Henry Maudsley, perhaps the ablest of all machine-tool inventors, who created the first industrial assembly line for Brunel's block-making factory in Portsmouth, began work at 12 as a powder-monkey in a cartridge works and graduated in the smithy [sic]. Joseph Clement learned nothing at school except to read and write and began helping his father, a humble handloom weaver; he too was a forge graduate. So was the great engine designer and manufacturer Matthew Murray of Leeds, who shared with James Fox of Derby the honor of inventing the first planing machines (1814). Fox began as a kitchen boy and butler. The Welshman Richard Roberts, another brilliant inventor of machine tools and power looms, including the Self-Acting Mule - described by Smiles as "one of the most elaborate and beautiful pieces of machinery ever contrived" - was a shoemaker's son, had literally no education, and began work as quarry laborer. William Fairbairn, who designed and built the second generation of machinery for the textile industry in the 1820's, was the son of a Kelso gardener, who left school at age 10 to work as a farm laborer. John Kennedy, Fairbairn's partner in this second Industrial Revolution and the first great builder of iron ships, was another poor Scot, who received no schooling except in summer and, like Bramah, started as a carpenter's boy. It was the same story with clever immigrants. Frederick Koenig, who built the first steam presses in London, was the son of a Saxon peasant and began as a printer's devil. Charles Bianconi, who created the first successful passenger transport system, in the remote west of Ireland of all places, was a packman from Lake Como. Such clever and enterprising men came to the British Isles because of the opportunities provided by its great wealth and, still more, by its free economic climate. The English universities might be comatose and the government indifferent to industry, but the law left the entrepreneur and the self-advancing artisan free to pursue their genius. Moreover, it was the only country with an effective patent system."<sup>12</sup>

No one invention came suddenly into bloom; all was trial and error. For an advance in one field required the paralleled advance in another. The whole process that brought on the great inventions of the Industrial Revolution was evolutionary with all the necessary factors being integrated. It happened without any central direction; it happened by each man pursuing his own particular interests; it happened because men were motivated by profit. It could not have happened through some mortal and designing mind; it could not have happened with altruistic motives singularly in mind; it could not have happened if men, each on account of their own unique contribution, did not see the likelihood of some personal advantage or benefit for their actions.

To demonstrate this evolutionary and integrated process that we have come to label the Industrial Revolution, I shall quote the Canadian political economist, Stephen Leacock:

"The invention of improved spinning machinery of Richard Arkwright and others (1769) removed the industry from the home and put it into factories. Better spinning meant a demand for quicker weaving and brought the power loom (1786), one of the first things 'invented to order.' All this meant a need for more power and brought on the use of steam, a thing that had wheezed its way down centuries of queer and useless experiments. It was now set to pump mines, then made to turn wheels of machinery, and then (later) to get up on its own platform, turn its own wheels and run away as a steamboat, like the *Claremont* on the Hudson in 1807, or faster still as a locomotive, such as Stephenson's famous *Rocket* at Liverpool, 1830. All this needed iron, more than could be smelted in wood fires; hence arose the new giant industries of coal and iron, the grimy twins that held up England for half a century."<sup>13</sup>

Thus, this progress, as demonstrated, known as the Industrial Revolution took hold in England. It was due, throughout, to the introduction of new or improved machinery and large-scale production methods.



fortunes. They have increased the comforts of the middle classes. But they have not yet begun to effect those great changes in human destiny, which it is in their nature and in their futurity to accomplish."<sup>6</sup>

The writers that have spread the great myth about the Industrial Revolution seem to ignore the advances that were plainly brought about by it. The products of these "vile factories" were, such things as: affordable soap, underwear and cast iron sewer pipe.<sup>7</sup> Hand and hand with the Industrial Revolution was an expansion of retailing. "By 1785 the number of shopkeepers had increased ... tea, coffee, loafe sugar, spices printed cottons, calicoes, lawns, fine linens, silks, velvets, silk waistcoat pieces, silk coats, hats, bonnets, shawls, laced caps, and a variety of other things" were to be seen in great numbers on the shelves of the shops and found their way in to the most ordinary of homes.<sup>8</sup> To supply the retail demand, as Professor Ashton points out, "subsidiary employments came into being." Further, the diet of the average person changed, now on the family table, instead of bowls of meal supplemented with potatoes, there could be found: fresh meat, bacon, wheat bread, butter, tea, etc. This all came about because of the emergence of an independent, self-respecting class of wage earners. The "Gin Age" had come to an end.<sup>9</sup>

The truth is that the Industrial Revolution showed up the horrendous condition which had existed before it came along; it not only shone the light but it came up with the remedies.

"Historians have done their obvious duty in describing the miserable social conditions of which they found ample evidence. They have, however, proved exceptionally incautious in their interpretation of the facts. First, they seem to have taken for granted that a sharp increase in the extent of social awareness of and indignation about misery is a true index of increased misery; they seem to have given little thought to the possibility that such an increase might also be a function of new facilities of expression (due partly to a concentration of workers, partly to greater freedom of speech), of a growing philanthropic sensitivity (as evidenced by the fight of penal reforms), and of a new sense of the human power to change things, mooted by the Industrial Revolution itself. Second, they do not seem to have distinguished sufficiently between the sufferings attendant upon any great migration (and there was a migration to the towns) and those inflicted by the factory system. Third, they do not seem to have attached enough importance to the Demographic Revolution. Had they used the comparative method, they might have found that a massive influx into towns, with the resultant squalor and pauperism, occurred as well in countries untouched by the Industrial Revolution, where they produced waves of beggars instead of underpaid workers."<sup>10</sup>

The impulse and the impetus of the Industrial Revolution, as it was for civilization itself, was, trade. Traffic in goods is the oldest and most widespread of all social institutions. We see where it was trade that brought on the Egyptian civilization, the Phoenician, the Greek, the Roman, the Spanish, the Dutch, and the English; each of these civilizations, in their own time, dominated world trade. England's time was to truly arrive during the 18th century especially with the conclusion of the *Seven Years War*, 1756-63, a war during which England's rivals had been decisively beaten. She emerged with complete dominion over the seas, a dominion which enabled her merchant ships under the union jack to sail far and wide, little molested. Thus began a period during which England experienced a great trade expansion. Increasing trade put an increasing demand on the inventive English to come up with better ways to produce English goods, faster and cheaper.

Thus it was in the pursuit of trade, each producer, each trader making the best deal he could make, that the English, during the later part of the 18th century, were to meet the demand for English goods. Thus it was that with trade expansion came invention. The great inventors of the Industrial Revolution broke virgin ground. There were no books or precedents to look to. The rich or the well connected had no particular advantage. There existed in England during these times a Free Trade in Ability, it was, indeed, more important than, Free Trade in Commodities. "In early industrial Britain, qualifications, degrees, certificates, professional rules and trade conventions were swept aside by masters and men who were anxious to get on. ... The universities, as opposed to the grammar schools and Dissenting Academies, had little to do with it, and the government, nothing at all."<sup>11</sup> Men sprang from nowhere to take the lead.





## A Blupete Essay



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## The Industrial Revolution: "Myths and Realities."

In 1769, a mathematical-instrument maker by the name of James Watt filed a patent for an engine which called for strange things such as condensers and steam jackets; within a few years, his company, the Soho Engineering Works was manufacturing pump machines run by steam. Thus it is that the year 1769 may well be used as a mark for the beginning of a period in English history when there was a transition for society from that of an agricultural to an industrial basis, one that was to broaden and strengthen in the ensuing one hundred years.<sup>1</sup> It marked, this year of 1769, the beginning of a time during which great social and economic changes were to take place. The simple explanation is that this transition came about as a result of improved machinery and large-scale production methods; but, as we will see, the story is more complex than that. The Industrial Revolution<sup>2</sup> brought about labour saving machines and factory systems; as much as, these machines and these systems brought about the Industrial Revolution. The Industrial Revolution<sup>3</sup> was the integration of a number of factors which acted on one another in a cybernetic fashion. The impulse of the Industrial Revolution, its force, its impetus, acted on the minds of all thinking men of the late 18th and early 19th century. Discoveries fed more discoveries. Ancient class structures broke down; and, human labour began to be replaced with human thought. Men, who knew nothing but back breaking labour, mostly in agriculture, increasingly turned their minds to invent devices and contrivances which would give them more for less labour.

There is a great myth about the Industrial Revolution, perpetuated by writers such as Dickens, *viz.*, that it caused unspeakable misery to the people at large. On the contrary, I do not think any student of history can come to any other conclusion than that the average happiness, to take England as an example, in the early nineteenth century was considerably higher than it had been a hundred years earlier. The writers pointed to the Industrial Revolution in its infancy as one which did not assist the labouring poor, indeed, it was asserted it did them harm. To be found in Malthus' *Essay on Population* (1798), is this:

The increasing wealth of the nation [in an obvious reference to Adam Smith's work] has little or no tendency to better the conditions of the labouring poor. They have not, I believe, a greater command of the necessaries and conveniences of life, and a much greater proportion of them than at the period of the Revolution [1688] is employed in manufactures and crowded together in close and unwholesome rooms."<sup>4</sup>

Certain it is, that little improvement was to be seen in the first years of the Industrial Revolution. It should not have been expected that the benefits of technological developments were to be immediately felt in any far reaching fashion. It is true that a generation beyond that of James Watt, was to pass, before life was to improve for the poor classes. This was due to the intervening years, long years, of war.<sup>5</sup> The social reformers of the 19th century, however, were convinced that only the top end of the middle class were lifted up by the Industrial Revolution. One of these was John Stuart Mill, who in 1848 wrote:

"Hitherto it is questionable if all the mechanical inventions yet made have lightened the day's toil of any human being. They have enabled a greater proportion to live the same life of drudgery and imprisonment and an increased number of manufacturers and others to make



# A Web of English History



## The Peel Web

### Factory Legislation 1802-1878

Year	Act or Investigation	Terms
1802	Health and Morals of Apprentices Act	<p>Covered textile mills and dealt with 'Poor Law' apprentices only.</p> <p>Hours of work were limited to 12 per day. No night work</p> <p>Employers were to provide education, decent clothing and accommodation.</p> <p>JPs were to enforce the Act and appoint visitors.</p> <p>For all textile factories employing over 20 persons, proper ventilation was to be provided and mills were to be whitewashed twice a year.</p>
1818-1819	Peel's Committee and House of Lords' Committee	Investigated child labour
1819	Cotton Mills and Factories Act	<p>Covered cotton mills.</p> <p>No children under 9 were to be employed.</p> <p>Children 9-16 years were limited to 12 hours' work per day.</p> <p>JPs were to enforce the Act.</p>
1831	Factory Act	No night work for persons under the age of 21
1833	First Report on the Employment of Children in Factories	This was the basis for the 1833 Act
1833	Factory Act	<p>Covered textile factories, excluding lace making.</p> <p>No children under 9 were to work in factories (silk mills exempted).</p>

		<p>Children under 13 years were to work no more than 9 hours per day and 48 hours per week.</p> <p>Under 18s were not to work nights.</p> <p>4 paid Inspectors were appointed.</p> <p>Two 8-hour shifts per day of children were to be allowed.</p>
1844	Factory Act	<p>Covered textile factories.</p> <p>Women and young persons (13-18) were to work no more than 12 hours per day.</p> <p>Children under 13 were to work no more than 6½ hours per day.</p> <p>No child under 8 was to be employed.</p>
1847	Factory Act	<p>Ten Hour Act.</p> <p>Covered textile factories.</p> <p>Women and young persons were to work no more than 10 hours per day</p>
1850	Factory Act	<p>Covered textile factories.</p> <p>Women and young persons to work in factories only between the hours of 6 a.m. and 6 p.m. or 7 a.m. and 7 p.m.</p> <p>Hours were raised from 10 to 10½ per day.</p>
1853	Factory Act	<p>Covered textile factories</p> <p>Children were only to work during the same hours as women and young persons</p>
1860	Bleach and Dye Works Act	<p>This extended existing provisions to bleach and dye works.</p>
1864	Factory Acts Extension Act	<p>This applied existing laws to six new industries</p>
1862- 1866	Third Royal Commission on children's employment	<p>.</p>
1867	Factory Acts Extension Act	<p>This applied existing laws to all factories employing over 50 persons.</p>
1867	Workshops Regulation Act	<p>This extended laws to workshops employing fewer than 50 persons.</p> <p>No child under 8 was to be employed in any workshop.</p>
1878	Factory Act	<p>This brought all the previous Acts together - consolidation.</p> <p>Now the Factory Code applied to all trades.</p> <p>No child anywhere under the age of 10 was to be employed.</p> <p>Compulsory education for children up to 10 years old.</p> <p>10-14 year olds could only be employed for half days.</p> <p>Women were to work no more than 56 hours per week</p>



Name #

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## **“The Many Benefits of the Industrial Revolution” Brochure Copy**

Even though many people suffered through the Industrial Revolution, the change in the prevalent economy and eventual increase in standards of living for developed nations was well worth the temporary cost and suffering. The Industrial Revolution represented necessary progress in society and technology. Without the Industrial Revolution, life would not go on as it does today. Eventually, the Industrial Revolution improved the quality of life <sup>for</sup> of most citizens in developed nations. It changed the prevalent, majority economy from one based in agriculture to an industrial-based economy. However, these improvements in life did not come without some temporary suffering of the general population, especially children.

The Industrial Revolution represented necessary progress in the world. An increasing population and a limited supply of resources forced people to find better means to use and exploit these resources. Advances in farming, which was the start of the Industrial Revolution, let more crops come out of the same amount of land to feed more people (Beck et. al. 253). Likewise, such a large population needed cheaper goods and effective transportation to raise their standard of living. Unless the Industrial Revolution happened, most people would be farmers today, and the most of the wealth would be in the hands of the elite few. However, such a large population, as there is on earth, would not be possible without advances in technology and farming. The advances that occurred in the Industrial Revolution were inevitable and represented necessary progress.

“The Industrial Revolution eventually led to a better quality of life for most people,” stated our textbook (Beck et. al. 258). The Industrial Revolution created jobs, contributed to the wealth of nations, and fostered technological progress and innovation (Beck et. al. 260). The Industrial Revolution also gave people healthier diets, better housing and cheaper clothing (Beck et. al. 260). It also expanded educational opportunities with people having a chance to become engineers (Beck et. al. 260). In addition, there were many long-term effects of the Industrial Revolution. Most people today can afford goods that were once considered luxuries (Beck et. al. 260). A middle class started to emerge that was neither super rich nor dirt poor (Beck et. al. 259). People’s lives have been vastly improved that they now have more money. They can now afford good healthcare, which provides money for better drug research, leading to even more advances. Also today, there are now many laws and unions protecting worker’s and children’s rights as a response to the horrible conditions during the Industrial Revolution. Beyond all this though, the textbook lists the Industrial Revolution’s greatest effect as, “the hope of improvement in people’s lives” (Beck et. al. 260) This is indeed true as after the Industrial Revolution, most people’s standards of living did rise. The Industrial Revolution happened for the better and eventually led to a better quality of life for most people.

The Industrial Revolution changed the type of the prevalent economy in the nations that were directly involved in the Industrial Revolution. Before the Industrial Revolution, most economies were based largely in agriculture. Most people worked on their own farms. They were dependent on the health and price of their crops. They could only grow enough food to feed themselves and sell a bit for other necessities. A family



mostly kept what they had and rarely traded or bought things. However, during the Industrial Revolution, the economy transitioned to a more industrial one. In the factory, workers earned a steady salary. They were no longer dependent on the volatile crop prices. Also the factory workers now had to buy everything they needed, including food. In the industrial economy, goods became cheaper and more plentiful, as they could be produced faster. The Ford Model T is a good example of technological innovations, like the assembly line, making goods cheaper. Before assembly lines, a skilled technician assembled the entire car himself, taking a lot of time and skills. After Ford invented the assembly line, a worker did just one repetitive job, over and over again, letting cars be built faster and cheaper. The worker also did not need to be heavily skilled, and later machines could perform some repetitive tasks without demanding a pension. Also, many other technologies in or used in the manufacturing of cars came from the Industrial Revolution. The Industrial Revolution set the wheels in motion, if you will, changing the economy over to one based in industry. In fact, this change over is only now occurring in third world nations. China and India are now starting to make a lot of money <sup>?? delete</sup> manufacturing goods. Conditions for workers are now generally pretty bad, just as they were during the Industrial Revolution. They will likely grow better in the years to come as more laws are enacted. The United States and other highly developed nations are now moving away from a industrial-based economy and into a service-based economy, where information and help is provided, not goods, providing another step of progress.

Some people may argue that the Industrial Revolution did a lot of damage to people and the environment. That is true, but the Industrial Revolution represented necessary progress in the world. Without it, life would go on as normal, and people

~~Michael Plasmeier~~

would all be farmers and not care about the environment. The Industrial Revolution led the road to medical advances and extended people's life expectancy dramatically from 17 to over 70 years. (Beck et. al 259; USA CDC 29) The Industrial Revolution did cause a lot of damage to the environment. Hugh Miller said that a river during this time was not a river, but a "flood of liquid manure" (qtd. in Beck et. al. 262). However, in the present day, there are many laws protecting the environment. Also, the Industrial Revolution made people aware of the fragility of the environment. This let proactive measure be taken and stopped the environment from being taken for granted. Some opponents of the Industrial Revolution may say that living conditions were terrible. However, this again was a lesson for the future. We now have laws about housing and living conditions. The textbook also states that thoughtful governments invested in urban developments from the money they received from industrialization (260). An example of this is that local governments use money they collect from people's paychecks to provide housing for those who need it. During the Industrial Revolution, many adults and children worked long hours in front of dangerous machines. However, if you figure the number of years from the start of the revolution in earnest (around 1780) until 1833 at the passage of the Factory Act, limiting the hours a child could work, it only amounts to around 50 years when these bad conditions could exist (Bloy). The legacy of that act still continues to protect children from bad working conditions today. That is 170 years (and counting) of protection for about 50 years of suffering. This same pattern of temporary suffering for the greater and long term good is repeated throughout all of the negative sides of the Industrial Revolution.



The Industrial Revolution eventually improved the lives of most people. It represented necessary progress in the world that was sorely needed. Most people's quality of life and standards of living eventually improved due to the Industrial Revolution. The Industrial Revolution provided the critical change-over from an economy based in agriculture to an industrial-based economy. There may have been some bumps along the road, but eventually life became better for most people living in developed nations. The Industrial Revolution occurred for the greater good.

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Michael Plasmeier  
Kaiser  
Eng 9H  
11 January 2006

**Revision: E**

1/11/2006



## **“The Many Benefits of the Industrial Revolution” Brochure Copy**

Even though many people suffered through the Industrial Revolution, the change in the prevalent economy and eventual increase in standards of living for developed nations was well worth the temporary cost and suffering. The Industrial Revolution represented necessary progress in society and technology. Without the Industrial Revolution, life would not go on as it does today. Eventually, the Industrial Revolution improved the quality of life of most citizens in developed nations. It changed the prevalent, majority economy from one based in agriculture to and industrial-based economy. However, these improvements in life did not come without some temporary suffering of the general population, especially children.

The Industrial Revolution represented necessary progress in the world. An increasing population and a limited supply of resources forced people to find better means to use and exploit these resources. Advances in farming, which was the start of the Industrial Revolution, **??true? find textbook page and add facts** let more crops come out of the same amount of land to feed more people. Likewise, such a large population needed cheaper goods and effective transportation to raise their standard of living. Unless the Industrial Revolution happened, most people would be farmers today, and the most of the wealth would be in the hands of the elite few. However, such a large population, as there is on earth, would not be possible without advances in technology and farming. The advances that occurred in the Industrial Revolution were inevitable and represented necessary progress. **Add some facts**

“The Industrial Revolution eventually led to a better quality of life for most people,” stated our textbook (Beck et. al. 258). The Industrial Revolution created jobs, contributed to the wealth of nations, and fostered technological progress and innovation. The Industrial Revolution also gave people healthier diets, better housing and cheaper clothing. It also expanded educational opportunities with people having a chance to become engineers. In addition, there were many long-term effects of the Industrial Revolution. Most people today can afford goods that were once considered luxuries (260). A middle class started to emerge that was neither super rich nor dirt poor (259). People’s lives have been vastly improved that they now have more money. They can now afford good healthcare, which provides money for better drug research, leading to even more advances. Also today, there are now many laws and unions protecting worker’s and children’s rights as a response to the horrible conditions during the Industrial Revolution. Beyond all this though, the textbook lists the Industrial Revolution’s greatest effect as, “the hope of improvement in people’s lives” (Beck et. al. 260) **?cite only once at end** This is indeed true as after the Industrial Revolution, most people’s standards of living did rise. The Industrial Revolution happened for the better and eventually led to a better quality of life for most people.

The Industrial Revolution changed the type of the prevalent economy in the nations that were directly involved in the Industrial Revolution. Before the Industrial Revolution, most economies were based largely in agriculture. Most people worked on their own farms. They were dependent on the health and price of their crops. They could only grow enough food to feed themselves and sell a bit for other necessities. A family mostly kept what they had and rarely traded or bought things. However, during the



Industrial Revolution, the economy transitioned to a more industrial one. In the factory, workers earned a steady salary. They were no longer dependent on the volatile crop prices. Also the factory workers now had to buy everything they needed, including food. In the industrial economy, goods became cheaper and more plentiful, as they could be produced faster. The Ford Model T is a good example of technological innovations, like the assembly line, making goods cheaper. Before assembly lines, a skilled technician assembled the entire car himself, taking a lot of time and skills. After Ford invented the assembly line, a worker did just one repetitive job, over and over again, letting cars be built faster and cheaper. The worker also did not need to be heavily skilled, and later machines could perform some repetitive tasks without demanding a pension. The Industrial Revolution set the wheels in motion, if you will, changing the economy over to one based in industry. In fact, this change over is only now occurring in third world nations. China and India are now starting to make a lot of money manufacturing goods. Conditions for workers are now generally pretty bad, just as they were during the Industrial Revolution. They will likely grow better in the years to come as more laws are enacted. The United States and other highly developed nations are now moving away from a industrial-based economy and into a service-based economy, where information and help is provided, not goods, providing another step towards ~~the~~ of progress.

cars could not be invented w/o tech

Also many other technologies in use used in the manufacturing of cars, came from the Industrial Revolution

Some people may argue that the Industrial Revolution did a lot of damage to people and the environment. That is true, but the Industrial Revolution represented necessary progress in the world. Without it, life would go on as normal, and people would all be farmers. The Industrial Revolution led the road to medical advances and extended people's life expectancy dramatically. (add fact citation) Textbook: 17 top p.

and not care about the environment

259) The Industrial Revolution did cause a lot of damage to the environment. Hugh Miller said that a river was not a river, but a "flood of liquid manure" (qtd. in Beck et. al. 262). However, in the present day, there are many laws protecting the environment. Also the Industrial Revolution made people aware of the fragility of the environment. This let proactive measure be taken and stopped the environment from being taken for granted. Some opponents of the Industrial Revolution may say that living conditions were terrible. However, this again was a lesson for the future. Again, we have now created laws <sup>about housing and we provide free housing to those who need it</sup> protect future citizens. The textbook also states that thoughtful governments invested in urban developments from the money they received from industrialization (260). During the Industrial Revolution, many adults and children worked long hours in front of dangerous machines. However, if you figure the number of years from the start of the revolution in earnest (around 1780) until 1833 at the passage of the Factory Act, limiting the hours a child could work, it only amounts to around 50 years when these bad conditions could exist (Bloy). The legacy of that act still continues to protect children from working today. That is 170 years (and counting) of protection for about 50 years of suffering. This same pattern of temporary suffering for the greater and long term good is repeated throughout all of the negative sides of the Industrial Revolution.

New closing paragraph:

The Industrial Revolution eventually improved the lives of most people. It represented necessary progress in the world that was sorely needed. Most people's quality of life and standards of living eventually improved due to the Industrial Revolution. The Industrial Revolution provided the critical change-over from an economy based in agriculture to an industrial-based economy. There may have been some bumps along the road, but eventually life became better for most people living in developed nations. The Industrial Revolution occurred for the greater good.



The IR helped to improve

259) The Industrial Revolution did cause a lot of damage to the environment. Hugh Miller said that a river was not a river, but a "flood of liquid manure" (qtd. in Beck et. al.

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from working today. That is 170 years (and counting) of protection for about 50 years of

suffering. This same pattern of temporary suffering for the greater and long term good is

repeated throughout all of the negative sides of the Industrial Revolution.

The Industrial Revolution represented progress for the greater and long term good

of developed nations. The Industrial Revolution represented necessary progress that was

going to happen anyway. The Industrial Revolution made life better for everyone in the

long run. There were some short term bumps along the road that made life worse for

some generations, but now those have been ironed out, and the Industrial Revolution now

represents necessary progress for the greater good. Don't over use "people"



The IR helped to improve

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Kaiser  
Eng 9H  
10 January 2006

**Revision: D**  
1/10/2006



## **“The Many Benefits of the Industrial Revolution” Brochure Copy**

Even though many people suffered through the Industrial Revolution, the change in the prevalent economy and eventual increase in standards of living for developed nations was well worth the temporary cost and suffering. The Industrial Revolution represented necessary progress in society and technology. Without the Industrial Revolution, life would not go on as it does today. Eventually, the Industrial Revolution improved the quality of life of most citizens in developed nations. It changed the prevalent, majority economy from one based in agriculture to and industrial-based economy. However, these improvements in life did not come without some temporary suffering of the general population, especially children.

The Industrial Revolution represented necessary progress in the world. An increasing population and a limited supply of resources forced people to find better means to use and exploit these resources. Advances in farming, which was the start of the Industrial Revolution, **find textbook page and add facts** let more crops come out of the same amount of land to feed more people. Likewise, such a large population needed cheaper goods and effective transportation to raise their standard of living. Unless the Industrial Revolution happened, most people would be farmers today, and the most of the wealth would be in the hands of the elite few. However, such a large population, as there is on earth, would not be possible without advances in technology and farming. The advances that occurred in the Industrial Revolution were inevitable and represented necessary progress. **Add some facts**

use old heading

“The Industrial Revolution eventually led to a better quality of life for most people,” stated our textbook (258). The Industrial Revolution created jobs, contributed to the wealth of nations, and fostered technological progress and innovation (Textbook 260). The Industrial Revolution also gave people healthier diets, better housing and cheaper clothing (Textbook 260?cite once at end?). It also expanded educational opportunities with people having a chance to become engineers. In addition, there were many long-term effects of the Industrial Revolution. Most people today can afford goods that were once considered luxuries. ?was it the start of the middle class? People’s lives have been vastly improved that they now have more money. They can now afford good healthcare, which provides money for better drug research, leading to even more advances. Also today, there are now many laws and unions protecting worker’s and children’s rights as a response to the horrible conditions during the Industrial Revolution. Beyond all this though, the textbook lists the Industrial Revolution’s greatest effect as, “the hope of improvement in people’s lives.” This <sup>is</sup> ~~was~~ indeed true, as after the Industrial Revolution, most people’s standards of living did rise. The Industrial Revolution happened for the better and eventually led to a better quality of life for most people.

The Industrial Revolution changed the type of the prevalent economy in the nations that were directly involved in the Industrial Revolution. Before the Industrial Revolution, most economies were based largely in agriculture. Most people worked on <sup>their own</sup> farms ~~on their own~~. They were dependent on the health and price of <sup>the</sup> ~~the~~ crops. They could only grow enough food to feed themselves and sell a bit for other necessities. A family mostly kept what they had and rarely traded or bought things. However, during the Industrial Revolution, the economy transitioned to a more industrial one. In the



Use old heading

factory, workers earned a steady salary. They were no longer dependent on the volatile crop prices. Also the factory workers now had to buy everything they needed, including food. In the industrial economy, goods became cheaper and more plentiful, as they could be produced faster. The Ford Model T is a good example of technological innovations making goods cheaper. Before assembly lines, a skilled technician assembled the entire car himself, taking a lot of time and skills. After Ford invented the assembly line, a worker just did one repetitive job, over and over again, letting cars be built faster and cheaper. The worker also did not need to be skilled, and later machines could perform repetitive tasks without pensions. The Industrial Revolution set the wheels in motion, if you will, changing the economy over to one based in industry. ?mention we now move to

Some

service eco. And china now moving to industrial

Some people may argue that the Industrial Revolution did a lot of damage to people and the environment. That is true, but the Industrial Revolution represented necessary progress in the world. Without it, life would go on as normal, and people would all be farmers. The Industrial Revolution led the road to medical advances and extended people's life expectancy dramatically (add fact citation) People may say that

1-eco damage, we are now repairing and made people focus on environment –  
mention how before people hurt environment

2- city crowding, pg 260 textbook bottom say gov used industrial profits to help city infrastructure

3-child labor and bad working conditions- short time only then led to laws , only affected 2-3 generations, now has protected 15 and still going(need suffering before advances in laws) ?did these laws make children go to school for longer



## “The Many Benefits of the Industrial Revolution” Brochure Copy

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The Industrial Revolution represented necessary progress in the world. An increasing population and a limited supply of resources forced people to find better means to use and exploit these resources. Advances in farming, which was the start of the Industrial Revolution, ??true? find textbook page and add facts let more crops come out of the same amount of land to feed more people. Likewise, such a large population needed cheaper goods and effective transportation to raise <sup>the</sup> ~~the~~ standard of living. Unless the Industrial Revolution happened, most people would be farmers today, and the most of the wealth would be in the hands of the elite few. However, such a large population, as <sup>is</sup> there is on earth, would not be possible without advances in technology and farming. The advances that occurred in the Industrial Revolution were inevitable and represented necessary progress. Add some facts



“The Industrial Revolution eventually led to a better quality of life for most people” (Textbook 258). The textbook <sup>then</sup> stated that the Industrial Revolution created jobs, contributed to the wealth of ~~the~~ nation, and fostered technological progress and innovation (Textbook 260). However, <sup>the book</sup> it lists the Industrial Revolution's greatest effect as, “the hope of improvement in people's lives”. The Industrial Revolution also gave people healthier diets, better housing and cheaper clothing (Textbook 260?cite once at end?). It also expanded educational opportunities with people having a chance to become engineers. <sup>This ideal happened</sup> After the Industrial Revolution, most people's standards of living rose. Also, there were many long-term effects of the Industrial Revolution. Most people today can afford goods that were once considered luxuries. **?was it the start of the middle class?**

People's lives have been <sup>vastly</sup> improved that they now have more money. Also today, there <sup>now</sup> are many laws and unions protecting worker's and children's rights.

3<sup>rd</sup> para: change in economy

4<sup>th</sup> para- cons + response

5<sup>th</sup>-closing

*The Industrial Revolution happened for the better and eventually led to a better quality of life for most people.*

*They can afford good healthcare, which provides money for ~~more~~ better drug research, leading to more advances.*

Works Cited

Jones, Charles I. "Was an Industrial Revolution Inevitable? Economic Growth Over the Very Long Run." 2.0. 28 September 1999. Stanford University and NBER. 9 January 2006 < <http://www-econ.stanford.edu/faculty/workp/swp99008.pdf>>.

expand



Name: Mike P.

## Industrial Revolution Research Project Grading Rubric

### Content:

- Historical events and issues are presented thoroughly and accurately in a clear and engaging manner. *excellent!* 15 15 pts.
- Character that you choose remains in his/her persona throughout Project-- Or, you maintain your voice and thesis in pamphlet 5 5 pts.

---

- Minimum of 6 sources correctly cited throughout project (at least 2 per journal or letter). 10 10 pts.

### Mechanics & Format:

- Project is typed and double-spaced with appropriate heading (preferably with 12 point font and 1-inch margins). 5 5 pts.
- Few, if any, grammar, spelling, usage, and punctuation errors. 9 10 pts.

### Works Consulted:

- Works Consulted page is submitted with project using correct MLA form 10 10 pts.
- 6 historically valid and appropriate sources are used (3 books and 3 websites) with evidence of their use in project (parenthetical citations). 10 10 pts.

Final Grade for Industrial Revolution Research Project:

64 /65 pts.

### Comments:

Mike,  
This is a very well-thought out essay. You really do justice to this topic. I appreciate the care you took to consider both sides!  
Well Done!