

(Scoring Guidelines—Answers should encompass knowledge from text and class discussion. Scoring can be adapted to fit individual classroom use.)

1 HISTORICAL PERSPECTIVES

CASE STUDY

It was only five o'clock in the morning, but Emily Roberts was already awake. She had to help her mother make breakfast for her younger siblings before heading out into the pre-dawn streets of London to her job at the mill. She was just 12 years old, and though she would rather go to school, she needed this job to help support her family. Only a few years before, a man in the far-off land of America had invented something called the “cotton gin.” This new-fangled invention, along with the spinning jenny and the power loom, had changed the face of the textile industry. Emily’s family had been forced to sell their small farm and move to the city because their home-based loom, which had supported the Roberts family for generations, could no longer remain competitive with the big city textile manufacturers. A revolution was sweeping through Britain and America—an Industrial Revolution.

1. What were some of the innovations in the process and organization of production that the Industrial Revolution brought?
2. While Emily was hard at work, she accidentally sliced open her hand. Explain how the three doctrines of common law might have protected her employer.
3. If Emily were alive today (and many years older) she might help in the development of a joint union-management safety and health committee at the textile mill where she worked. What are some of the guidelines to follow when developing such a team?
4. Merely establishing a joint safety and health committee is not enough. During the early development stages, it is important to secure commitments and guarantees from both sides if the committee is to be successful. What might some of these commitments and guarantees be?