

THANKS FOR YOUR PURCHASE!!

Thanks so much for your purchase! I am so grateful for your support. Please, however do not post this resource on a publicly-accessible website like a blog, Wix, Weebly, or school webpage. This allows any student to find an attached answer key (if applicable). This is a violation of our Terms of Use

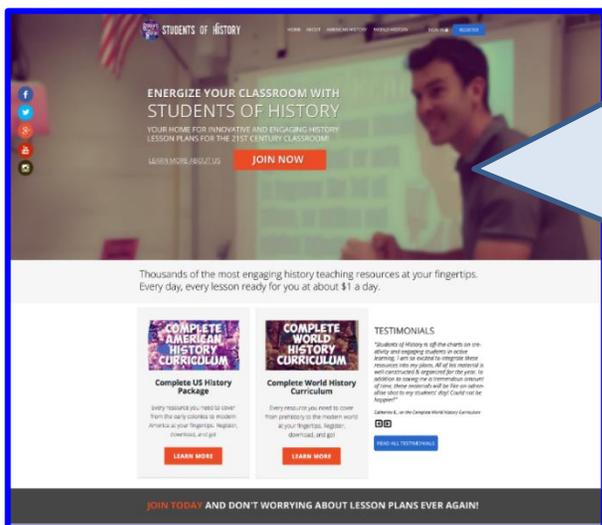
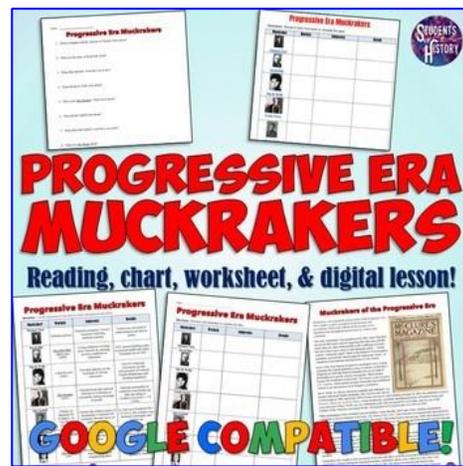
I hope you enjoy this resource and that it helps you and your class gain a deeper understanding of the Industrial Revolution and what life was like for workers in these factories. Of course, there are many different ways it can be used based on class, grade level, time available, etc.

I give the article to students to read for a homework assignment along with the interactive notebook page. I like them to do this at home because it is more of a “fun” creative assignment and I get more success rather than the quiz worksheet. Then we’ll talk about what the students read and get them to share some of their notebook pages. I might use the worksheet quiz/questions at the end of class or the next day to see how much they recall about it.

An editable Google Doc version of the reading and worksheet [can be accessed here](#). A Good short video about [The Jungle and Pure Food and Drug Act can be seen here](#).

You can find many more [Industrial Revolution teaching resources by clicking here](#). I am sure you will find many more resources you will enjoy. For example, 2 good follow up activities are this [Major American Strikes & Labor Issues Picket Signs Lesson](#) or this [Gilded Age Dinner Party of Robber Barons & Progressives](#).

Here are some additional resources you may enjoy:



You can also get access to **EVERY RESOURCE** for World or US History through a Students of History **subscription!** That's over 700 amazing resources like interactive notebooks, Google Drive notebooks, warm ups, projects, PowerPoints and more!

Plus:

Daily lesson plans are included for every day of the school year! They're all available at [StudentsofHistory.com!](http://StudentsofHistory.com)

THE JUNGLE BY UPTON SINCLAIR

Upton Sinclair was a muckraker, or journalist who exposed corruption in government and business. In 1904, he spent 7 weeks working in Chicago's meatpacking plants gathering information on the conditions there. In 1906, he published his novel *The Jungle*. The novel portrays the harsh conditions and exploited lives of American immigrants in Chicago and similar industrialized cities. Most readers were shocked by his exposure of health violations and unsanitary practices in the American meatpacking industry. The following is an excerpt.

There were the men in the pickle rooms, for instance. Scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world; all the joints of his fingers might be eaten by the acid, one by one.

Of the butchers and floorsmen, the beef boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be crisscrossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails—they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan.

There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were those who worked in the chilling rooms, and whose special disease was rheumatism; the time limit that a man could work in the chilling rooms was said to be only five years.

There were the wool pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands till the acid had eaten their fingers off. There were those who made the tins for the canned meat, and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning.

There were the "hoisters," as they were called, whose task it was to press the lever which lifted the dead cattle off the floor. They ran along upon a rafter, peering down through the damp and the steam, and as old Durham's architects had not built the killing room for the convenience of the hoisters, at every few feet they would have to stoop under a beam, say four feet above the one they ran on, which got them into the habit of stooping, so that in a few years they would be walking like chimpanzees. Worst of any, however, were the fertilizer men. These people could not be shown to the visitor—for the odor of a fertilizer man would scare away any ordinary visitor at a hundred yards.

Other men worked in tank rooms full of steam and in some of which there were open vats near the level of the floor. Their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting—sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham's Pure Leaf Lard!



Chicago packers pioneered the moving (dis)assembly line. Live pigs were lifted by their hind feet onto the overhead rail. Their throats were cut and after they bled to death, the carcasses moved along as each worker cut off a particular part until nothing was left "but the squeal." This process revolutionized work by reducing complex operations to simple steps. (From "Scientific American," November 7, 1891. Courtesy Yale University, Sterling Memorial Library)

Name _____

THE JUNGLE BY UPTON SINCLAIR

Directions: Answer the following questions after reading the excerpt from Upton Sinclair's The Jungle.

1. What do you think was Sinclair's purpose for writing this piece?

2. Give 3 specific examples of unsafe or unsanitary conditions in this meatpacking factory?

3. Which of these best states the main idea of this excerpt?
 - a. Fertilizer men had the worst job in the plant.
 - b. Meatpacking plants had dangerous and unsanitary working conditions.
 - c. America's laws were not protecting immigrant workers.
 - d. The pickle rooms were a scene of horror due to the workers in there.

4. How do you think readers reacted to The Jungle when it first came out?

5. Why do you think the workers in these factories accepted these conditions and did not quit?

6. As the word is used in the last paragraph, "vats" are –
 - a. Rooms where food is cooked
 - b. A tax on food
 - c. Large containers
 - d. Tools for carving meat

7. What can the government do to combat the problems facing workers and consumers such as those seen in "The Jungle"?

THE JUNGLE BY UPTON SINCLAIR

Directions: Answer the following questions after reading the excerpt from Upton Sinclair's The Jungle.

1. What do you think was Sinclair's purpose for writing this piece?

Open to many possible student answers but they should note that Sinclair worked for 7 weeks in an actual meatpacking plant before writing this novel, so he experienced these things first-hand. He likely wanted to expose what these poor men went through to enact change.

2. Give 3 specific examples of unsafe or unsanitary conditions in this meatpacking factory?

Many possible choices from the excerpt can be used by students. These include the men in tank rooms falling into the vats, hoisters having to stoop along under 4' high beams, tuberculosis and rheumatism being rampant in the factory, men cutting their hands and fingers, and many more.

3. Which of these best states the main idea of this excerpt?
- Fertilizer men had the worst job in the plant.
 - Meatpacking plants had dangerous and unsanitary working conditions.**
 - America's laws were not protecting immigrant workers.
 - The pickle rooms were a scene of horror due to the workers in there.

4. How do you think readers reacted to The Jungle when it first came out?

Students should note that in the introduction it mentions that readers were shocked at the health violations and unsanitary conditions more than the mistreatment of workers. However, this is also open to student opinion.

5. Why do you think the workers in these factories accepted these conditions and did not quit?

Students should note that these workers were mostly immigrants who desperately needed the money and were likely fleeing worse conditions in their home countries. The government and big business had also cracked down hard on workers unionizing and arrested many who tried to strike or unionize for better working conditions.

6. As the word is used in the last paragraph, "vats" are –
- Rooms where food is cooked
 - A tax on food
 - Large containers**
 - Tools for carving meat
7. What can the government do to combat the problems facing workers and consumers such as those seen in "The Jungle"?

Open to many possible student answers but they should reference Congress passing legislation (like the Pure Food & Drug Act of 1906) or the creation of an agency like the Food and Drug Administration to oversee that safety and healthy conditions are kept.

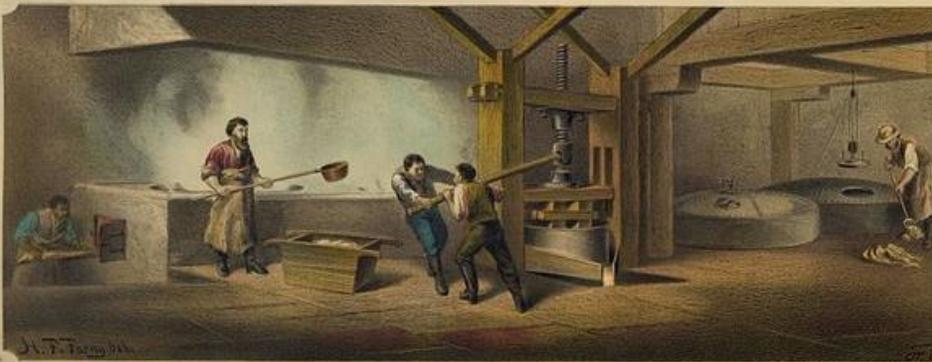
THE JUNGLE BY UPTON SINCLAIR



KILLING.



CUTTING.



RENDERING.



SALTING.

This 1873 lithograph shows 4 scenes from a Cincinnati pork packing house: "Killing, Cutting, Rendering, & Salting." Cut it out along the dotted lines and glue into your notebooks so each flap can be lifted up. Then use what you read in the excerpt from *The Jungle* to describe what the conditions were like in each part of the factory.

Student Sample Pages

