

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

In developing your answers to Part III, be sure to keep this general definition in mind:

**discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

### PART III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context:

The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

**Task:** Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

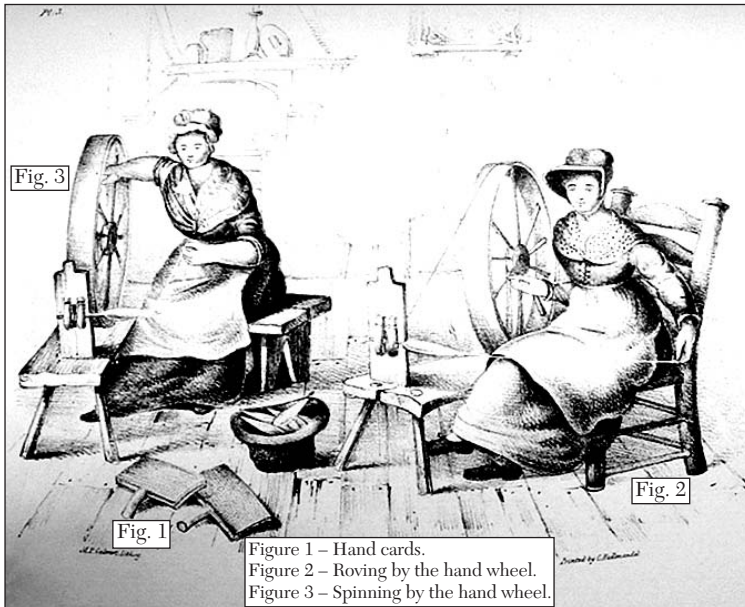
- Discuss both the positive effects *and* the negative effects of the Industrial Revolution on European society

## Part A

### Short-Answer Questions

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

#### Document 1a



Source: R. Guest, *A Compendious History of the Cotton Manufacture*, A. M. Kelley, first published in 1823 (adapted)

#### Document 1b

##### At Work in a Woollen Factory



Source: *The Illustrated London News*, August 25, 1883

1 Based on these pictures, state **two** changes in how cloth was produced. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 2

. . . Passing to manufactures, we find here the all-prominent fact to be the substitution of the factory for the domestic system, the consequence of the mechanical discoveries of the time. Four great inventions altered [changed] the character of the cotton manufacture; the spinning-jenny, patented by Hargreaves in 1770; the water-frame, invented by Arkwright the year before; Crompton's mule [spinning machine] introduced in 1779, and the self-acting mule, first invented by Kelly in 1792, but not brought into use till Roberts improved it in 1825. None of these by themselves would have revolutionised the industry. But in 1769—the year in which Napoleon and Wellington were born—James Watt took out his patent for the steam-engine. Sixteen years later it was applied to the cotton manufacture. In 1785 Boulton and Watt made an engine for a cotton-mill at Papplewick in Notts, and in the same year Arkwright's patent expired. These two facts taken together mark the introduction of the factory system. But the most famous invention of all, and the most fatal to domestic industry, the power-loom, though also patented by Cartwright in 1785, did not come into use for several years, and till the power-loom was introduced the workman was hardly injured. At first, in fact, machinery raised the wages of spinners and weavers owing to the great prosperity it brought to the trade. In fifteen years the cotton trade trebled [tripled] itself; from 1788 to 1803 has been called "its golden age;" for, before the power-loom but after the introduction of the mule [spinning machine] and other mechanical improvements by which for the first time yarn sufficiently fine for muslin [a fabric] and a variety of other fabrics was spun, the demand became such that "old barns, cart-houses, out-buildings of all descriptions were repaired, windows broke through the old blank walls, and all fitted up for loom-shops; new weavers' cottages with loom-shops arose in every direction, every family bringing home weekly from 40 to 120 shillings per week." At a later date, the condition of the workman was very different. Meanwhile, the iron industry had been equally revolutionised by the invention of smelting by pit-coal brought into use between 1740 and 1750, and by the application in 1788 of the steam-engine to blast furnaces. In the eight years which followed this latter date, the amount of iron manufactured nearly doubled itself. . . .

Source: Arnold Toynbee, *Lectures on the Industrial Revolution of the 18th Century in England*, Humboldt (adapted)

2 According to this document, what were **two** results of the use of machinery? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

### Document 3

. . . Steam-engines furnish the means not only of their support but of their multiplication. They create a vast demand for fuel; and, while they lend their powerful arms to drain the pits and to raise the coals, they call into employment multitudes of miners, engineers, ship-builders, and sailors, and cause the construction of canals and railways: and, while they enable these rich fields of industry to be cultivated to the utmost, they leave thousands of fine arable fields free for the production of food to man, which must have been otherwise allotted to the food of horses. Steam-engines moreover, by the cheapness and steadiness of their action, fabricate [produce] cheap goods, and procure [acquire] in their exchange a liberal supply of the necessaries and comforts of life, produced in foreign lands. . . .

Source: Andrew Ure, *The Philosophy of Manufactures: or, an Exposition of the Scientific, Moral, and Commercial Economy of the Factory System of Great Britain*, A. M. Kelley

3 According to this document, what are **two** ways that steam engines helped the economy in Great Britain? [2]

(1) \_\_\_\_\_

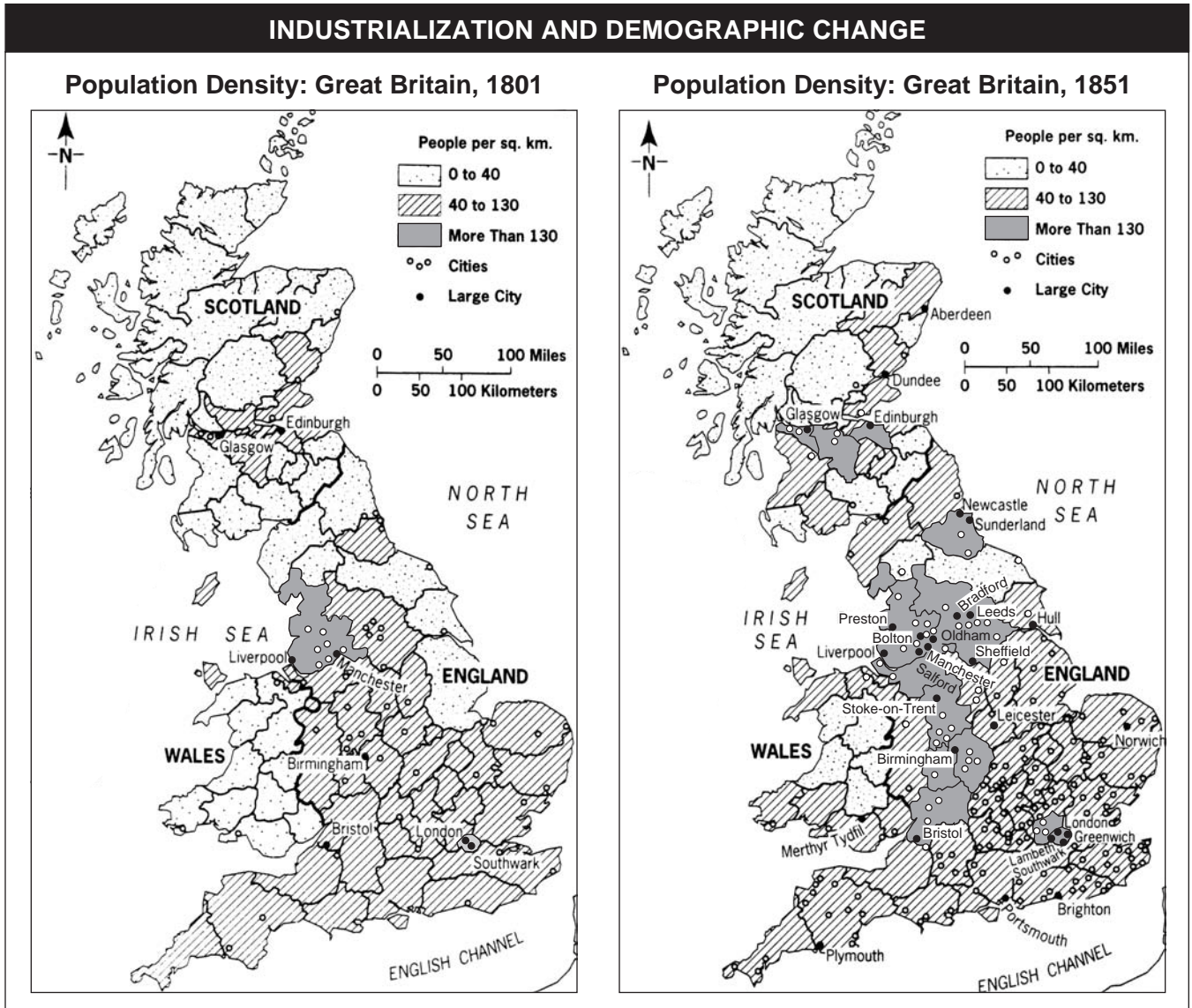
\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score



Source: *World Civilizations: Sources, Images, and Interpretations*, McGraw-Hill (adapted)

4 Based on these maps, state **one** change that occurred in Great Britain during the Industrial Revolution. [1]

Score

## Document 5

. . . Every great town has one or more slum areas into which the working classes are packed. Sometimes, of course, poverty is to be found hidden away in alleys close to the stately homes of the wealthy. Generally, however, the workers are segregated in separate districts where they struggle through life as best they can out of sight of the more fortunate classes of society. The slums of the English towns have much in common—the worst houses in a town being found in the worst districts. They are generally unplanned wildernesses of one- or two-storied terrace houses built of brick. Wherever possible these have cellars which are also used as dwellings. These little houses of three or four rooms and a kitchen are called cottages, and throughout England, except for some parts of London, are where the working classes normally live. The streets themselves are usually unpaved and full of holes. They are filthy and strewn with animal and vegetable refuse. Since they have neither gutters nor drains the refuse accumulates in stagnant, stinking puddles. Ventilation in the slums is inadequate owing to the hopelessly unplanned nature of these areas. A great many people live huddled together in a very small area, and so it is easy to imagine the nature of the air in these workers' quarters. However, in fine weather the streets are used for the drying of washing and clothes lines are stretched across the streets from house to house and wet garments are hung out on them. . . .

Source: Friedrich Engels, *The Condition of the Working Class in England*,  
W. O. Henderson and W. H. Chaloner, eds., Stanford University Press

5 According to the document, what did Friedrich Engels state were **two** characteristics of working class living conditions in England? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 6

Edwin Chadwick presented a report to Parliament as secretary to a commission that investigated sanitary conditions and means of improving them.

. . . *First, as to the extent and operation of the evils which are the subject of the inquiry:* . . .  
That the formation of all habits of cleanliness is obstructed by defective supplies of water.  
That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times.  
That of the 43,000 cases of widowhood, and 112,000 cases of destitute orphanage relieved from the poor's rates in England and Wales alone, it appears that the greatest proportion of deaths of the heads of families occurred from the above specified and other removable causes; that their ages were under 45 years; that is to say, 13 years below the natural probabilities of life as shown by the experience of the whole population of Sweden. . . .

Source: Edwin Chadwick, *Report on an Inquiry into the Sanitary Condition of the Labouring Population of Great Britain*, W. Clowes and Sons, 1842

6 Based on this document, state **one** negative effect of industrialization on the workers of Great Britain. [1]

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Score

## Document 7

Flora Tristan was a 19th-century French activist and a member of the lower working class. In 1843, she wrote *The Workers' Union*.

- . . . 1. Consolidation of the working class by means of a tight, solid, and indissoluble [indivisible] Union.
2. Representation of the working class before the nation through a defender chosen and paid by the Workers' Union, so that the working class's need to exist and the other classes' need to accept it become evident.
3. Recognition of one's hands as legitimate property. (In France 25,000,000 proletarians have their hands as their only asset.)
4. Recognition of the legitimacy of the right to work for all men and women.
5. Recognition of the legitimacy of the right to moral, intellectual, and vocational education for all boys and girls.
6. Examination of the possibility of labor organizing in the current social state [social conditions].
7. Construction of Workers' Union palaces [buildings] in every department, in which working-class children would receive intellectual and vocational instruction, and to which the infirm and elderly as well as workers injured on the job would be admitted.
8. Recognition of the urgent necessity of giving moral, intellectual, and vocational education to the women of the masses so that they can become the moral agents for the men of the masses.
9. Recognition in principle of equal rights for men and women as the sole [only] means of unifying humankind. . . .

Source: Flora Tristan, *The Workers' Union*, University of Illinois Press (adapted)

7 Based on this document, state **two** changes in society that Flora Tristan believed were needed for the working class. [2]

(1) \_\_\_\_\_

Score

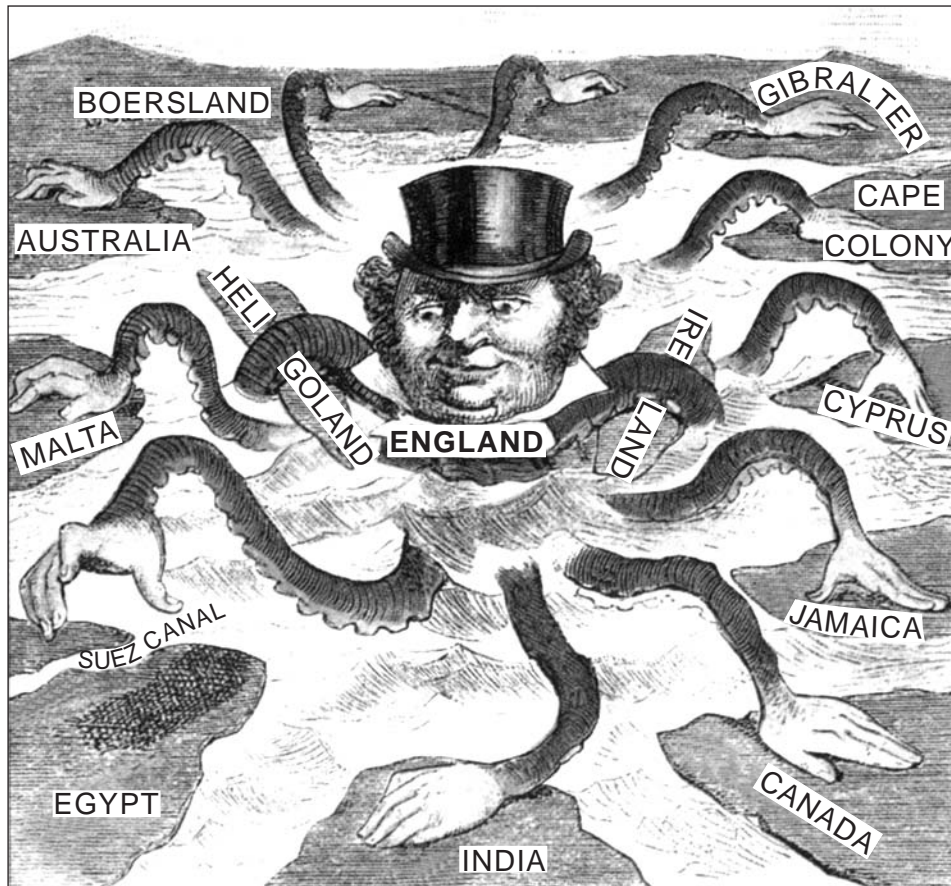
(2) \_\_\_\_\_

Score



Document 8

The Devilfish in Egyptian Waters



Source: *The British Empire in the Nineteenth Century*, Highsmith, 2000 (adapted)

8 Which effect of the Industrial Revolution is implied by this cartoon? [1]

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Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

**Task:** Using the information from the documents and your knowledge of global history, write an essay in which you

- Discuss both the positive effects *and* the negative effects of the Industrial Revolution on European society.

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme