| | • | Data | |
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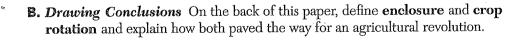




GUIDED READING The Beginnings of Industrialization

| A. Analyzing Causes and Recognizing Effects | As you read this section, make notes in the |
|--|---|
| chart to explain how each factor listed contribu | ted to an Industrial Revolution in Great Britain. |

| 1. Agricultural revolution | |
|---|--|
| | |
| 2. Abundant natural | |
| resources | |
| | |
| 3. Political stability | |
| | |
| 4. Factors of production | |
| | |
| 5. Technological advances in the textile industry | |
| 6. Entrepreneurs | |
| | |
| 7. Building of factories | |
| | |
| 8. Railroad boom | |
| | |
| | |



| | | Date | |
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GUIDED READING Industrialization Case Study: Manchester



A. Analyzing Causes and Recognizing Effects As you read this case study, take notes to answer questions about how industrialization changed the way people lived and worked.

| What changes did industr | ialization bring about for the following groups of people? |
|--------------------------|--|
| 1. Poor city dwellers | 5010F-0010-0-1-0-2-0-0-0-0-0-0-0-0-0-0-0-0-0- |
| 1.1 doi dity direman | |
| , | |
| 2. Factory workers | |
| Z. I dotory workers | |
| • | |
| 3. Wealthy merchants, | |
| factory owners, | |
| shippers | |
| 4. Children | |
| 4. Omitaron | |
| • | |
| 5. Lower middle class of | |
| factory overseers and | |
| skilled workers | |
| 6. Large landowners and | |
| aristocrats | |
| | |
| | |

| What were the long-term consequences of the In | dustrial Revolution for each of the following? |
|--|--|
| 7. The environment | 8. Education |
| | |
| | |
| | |
| | |

B. Determining Main Ideas On the back of this paper, define urbanization and middle class and explain how these terms relate to industrialization.



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| 1 | | · · · · · · · · · · · · · · · · · · · | - . | |
|--------|------|---------------------------------------|------------|--|
| lame | | | i)ate | |
| varric | | | Date | |
| | | | | |





Guided reading $Industrialization \ Spreads$

A. Determining Main Ideas As you read this section, take notes to answer the questions about industrialization in different parts of the world.

| Industrial development in the Un | ted States paralleled industrialization in Britain. | |
|---|---|--|
| What were some favorable conditions that sparked industrialization in both Britain and the United States? | • | |
| 2. What factors led to the great expansion of U.S. industry in the late 1800s? | | |
| | | |

| Industrialization eventually reac | hed continent | al Europe. | | | | |
|---|---------------|------------|--|---|--|---|
| 3. How did the Napoleonic wars affect the development of industry in Europe? | | | | · | | |
| 4. How would you characterize the expansion of industry throughout Europe during the early 1800s? | | | | | | • |

| Industrialization revolutionized | very aspect of society worldwide. |
|--|-----------------------------------|
| 5. How did industrialization shift the world balance of power? | |
| | |
| 6. In what ways did industrial- ization benefit society? | |



B. *Drawing Conclusions* On the back of this paper, explain the reasons for the formation of **corporations**.

| Managa | Date |
|--------|------|
| Name | Dute |



GUIDED READING Reforming the Industrial World

A. Determining Main Ideas As you read about the age of reforms, take notes to answer the questions about the ideas of the philosophers and reformers of the Industrial Revolution.

| The Economic Philosophers | What were the basic ideas of each philosopher? |
|---------------------------|--|
| 1. Adam Smith | |
| 2. Thomas Malthus | |
| 3. David Ricardo | |
| | |

| The Social Reformers | How did each reformer try to correct the ills of industrialization? |
|--------------------------------------|---|
| 4. John Stuart Mill | |
| T. P. L. 10 | |
| 5. Robert Owen | |
| 6. Charles Fourier and | |
| Henri de Saint-Simon | |
| 7. Karl Marx and Friedrich Engels | |
| 8. William Wilberforce | |
| O. William Animenoice | |
| 9. Jane Addams | |
| | |
| 10. Horace Mann | |
| | |

B. Analyzing Motives On the back of this paper, explain why workers formed unions. Include the following terms in your writing.

laissez faire

union

collective bargaining

strike

4 Unit 6, Chapter 25







building vocabulary $\ The \ Industrial \ Revolution$

| . Ć | ompletion Select the te | erm or name that best co | ompletes the sentence. | |
|-----|---|---|--|--|
| | ndustrial Revolution nelosure | crop rotation industrialization | factors of production entrepreneur | urbanization middle class |
| 1. | The process of develop | oing machine production | of goods is called | , |
| 2. | Land, labor, and capita | l are | , or resources needed to pro | duce goods and services. |
| 3. | A person who organize | s, manages, and takes or | n the risks of a business is an | · · · · · · · · · · · · · · · · · · · |
| 4. | The building of cities a | and the movement of pe | ople to cities is called | • |
| 5. | | output of machine-made the | goods that began in England | in the |
| 6. | Thebusinesspeople, and we | | up of skilled workers, professi | onals, |
| | ultiple Choice Circle e sentence. | the letter before the ter | rm or name that best complet | es |
| 1. | | tockholders who share in s is a (a) factory (b) corp | n its profits but are not person poration (c) stock. | nally |
| 2. | | | roduction are privately owned s called (a) capitalism (b) soc | |
| 3. | The coauthor of <i>The C</i> complete socialism in v (b) Karl Marx (c) Jane | which the people own th | o described communism as a e means of production was (a | form of) Adam Smith |
| 4. | The economic policy the (a) utilitarianism (b) so | nat favors a free market cialism (c) laissez faire. | unregulated by government | is called |
| 5. | Large fields surrounde harvesting methods to | d by fences or hedges, in boost crop yields, were | n which landowners experime called (a) enclosures (b) stock | ented with seeding and ss (c) entrepreneurs. |
| 6. | | | roduction are owned by the particular a) capitalism (b) utilitarianism | |
| | riting Write a brief dia 80s using the following | | merican factory worker of the | e [*] : |



factory

strike

union



SKILLBUILDER PRACTICE Developing Historical Perspective

When you view events and people from a historical perspective, you view them in the context of their times. You consider the conditions that existed and the attitudes that were commonly accepted at a certain time in history. You do not judge the past solely by the standards and values of today.

As you have read, the middle class rose in status and wealth as a result of the Industrial Revolution. The excerpt below is from a book published in 1842 counseling middle-class women on their proper role in society. Use historical perspective as you read the passage. Then answer the questions that follow. (See Skillbuilder Handbook)

Domestic life is the chief source of her influence; and the greatest debt society can owe to her is domestic comfort: for happiness is almost an element of virtue; and nothing conduces more to improve the character of men than domestic peace. A woman may make a man's home delightful, and may thus increase his motives for virtuous exertion. . . .

Perhaps one of the first secrets of her influence is adaptation to the tastes, and sympathy in the feelings, of those around her. . . . It is for woman, not for man, to make the sacrifice, especially in indifferent matters. She must, in a certain degree, be

plastic herself if she would mould others. . . .

Nothing is so likely to [win over] the affections of the other sex as a feeling that woman looks to them for support and guidance. In proportion as men are themselves superior, they are accessible to this appeal. On the contrary, they never feel interested in one who seems disposed rather to offer than to ask assistance. There is, indeed, something unfeminine in independence. It is contrary to nature, and therefore it offends.

from Elizabeth Poole Sandford, Woman in Her Social and Domestic Character (Boston: Otis, Broaders, 1842).

| 1 | According to the writer, what is the primary role of a middle-class woman? |
|----|---|
| 2. | How do the writer's images of middle-class men and women reflect the attitudes and values of an expanding industrial society? |
| 3. | The writer advises women to be dependent and ask assistance. How might such advice be viewed in today's society? |





GEOGRAPHY APPLICATION: MOVEMENT

British Population Moves to the Cities

Directions: Read the paragraphs below and study the maps and graph carefully. Then answer the questions that follow.

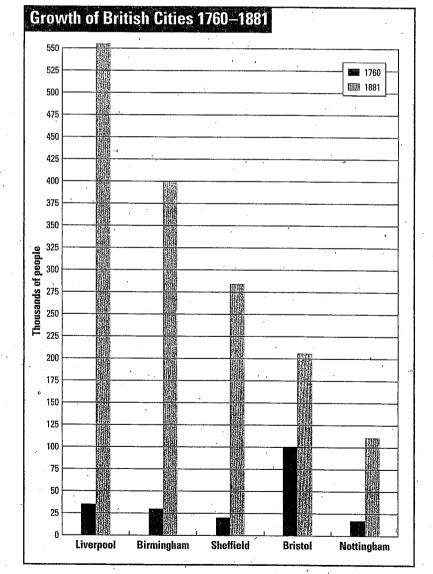
Britain's richest coal fields are in the central and northern regions of the country. This geographic fact caused a major shift in Britain's population between 1750 and 1850.

Coal was found to be the most efficient way to power the new steam engine. As a result, many new industries and factories moved to be near the sources of energy. Soon, coal-fired steam engines powered the iron foundries, textile factories, and railroads of northern Britain.

Industrialization also required a large labor force. The enclosure movement, in which wealthy landowners bought out small farms and forced these people out of their livelihood, provided a ready supply of workers. As a result, masses of people moved to the industrial cities to find jobs.









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Interpreting Text and Visuals

- 1. Of the cities shown on the bar graph, which one had the largest population increase between 1760 and 1881? the smallest?
- 2. What mode of transportation did all English companies have to have in order to transport their goods to Europe?
- 3. Which two cities appear to have missed out on the Industrial Revolution in England?
- 4. Where was most of the English population living in 1750? in 1850? What caused this major population shift?
- 5. If you are a factory owner in Sheffield and your workers have just completed an order of clothes, about how many miles would you have to travel to sell them in London?
- 6. What is the approximate total population of the five cities on the chart in 1760? How much did that total population increase by 1881?
- 7. Why do you think it is important for factories and mills to be near their sources of energy?





PRIMARY SOURCE from "The Opening of the Liverpool to Manchester Railway"

by Frances Ann Kemble

The railway connecting the port of Liverpool with the city of Manchester was the first for which high-speed locomotives were designed. This excerpt, from Frances Ann Kemble's Some Recollections of a Girlhood, is an eyewitness account of the opening of the Liverpool-Manchester Railway on September 15, 1830. What were her impressions of this historic train ride?

7e started on Wednesday last, to the number ${f V}$ of about eight hundred people, in carriages. The most intense curiosity and excitement prevailed, and, though the weather was uncertain, enormous masses of densely packed people lined the road, shouting and waving hats and handkerchiefs as we flew by them. What with the sight and sound of these cheering multitudes and the tremendous velocity with which we were borne past them, my spirits rose to the true champagne height, and I never enjoyed anything so much as the first hour of our progress. I had been unluckily separated from my mother in the first distribution of places, but by an exchange of seats which she was enabled to make she rejoined me when I was at the height of my ecstasy, which was considerably damped by finding that she was frightened to death. . . . While I was chewing the cud of this disappointment . . . a man flew by us, calling out through a speakingtrumpet to stop the engine, for that somebody in the directors' carriage had sustained an injury. We were all stopped accordingly, and presently a hundred voices were heard exclaiming that Mr. Huskisson was killed; the confusion that ensued is indescribable; the calling out from carriage to carriage to ascertain the truth, the contrary reports which were sent back to us, the hundred questions eagerly uttered at once, and the repeated and urgent demands for surgical assistance, created a sudden turmoil that was quite sickening. At last we distinctly ascertained that the unfortunate man's thigh was broken. From Lady Wilton, who was in the Duke's carriage, and within three yards of the spot where the accident happened, I had the following details, the horror of witnessing which we were spared through our situation behind the great carriage. The engine had stopped to take in a supply of water, and several of the gentlemen in the directors' carriage had jumped out to look about

them. Lord Wilton, Count Batthyany, Count Matuscenitz, and Mr. Huskisson among the rest were standing talking in the middle of the road, when an engine on the other line, which was parading up and down merely to show its speed, was seen coming down upon them like lightning. The most active of those in peril sprang back into their seats; Lord Wilton saved his life only by rushing behind the Duke's carriage, and Count Matuscenitz had but just leaped into it, with the engine all but touching his heels as he did so; while poor Mr. Huskisson, less active from the effects of age and ill-health, bewildered, too, by the frantic cries of 'Stop the engine! Clear the track!' that resounded on all sides, completely lost his head, looked helplessly to the right and left, and was instantaneously prostrated by the fatal machine, which dashed down like a thunderbolt upon him, and passed over his leg, smashing and mangling it in the most horrible way. (Lady Wilton said she distinctly heard the crushing of the bone.) So terrible was the effect of the appalling accident that, except that ghastly 'crushing' and poor Mrs. Huskisson's piercing shriek, not a sound was heard or a word uttered among the immediate spectators of the catastrophe.

from Frances Ann Kemble, Some Recollections of a Girlhood (1878). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon Books, 1987), 304–305.

Discussion Questions

Determining Main Ideas

- 1. How many people rode on the first train ride on the Liverpool-Manchester Railway?
- 2. What happened to William Huskisson?
- 3. **Making Inferences** Based on your reading of this excerpt, how do you know that the Liverpool–Manchester Railway was an important improvement in transportation during the Industrial Revolution?









PRIMARY SOURCE Testimony on Child Labor in Britain

During the 1800s there were few laws in Britain regulating the employment of children. Elizabeth Bentley testified before a parliamentary committee investigating conditions among child laborers in Britain's textile industry. As you read this portion of her testimony, think about the hardships she describes.

COMMITTEE: What age are you?

BENTLEY: Twenty-three.

- C: Where do you live?
- B: At Leeds.
- C: What time did you begin work at the factory?
- B: When I was six years old.
- C: At whose factory did you work?
- B: Mr Burk's.
- C: What kind of mill is it?
- B: Flax mill.
- C: What was your business in that mill?
- B: I was a little doffer.
- C: What were your hours of labour in that mill?
- B: From 5 in the morning till 9 at night, when they were thronged.
- C: For how long a time together have you worked that excessive length of time?
- B: For about a year.
- C: What were the usual hours of labour when you were not so thronged?
- B: From six in the morning till 7 at night.
- C: What time was allowed for meals?
- B: Forty minutes at noon.
- C: Had you any time to get your breakfast or drinking?
- B: No, we had to get it as we could.
- C: Do you consider doffing a laborious employment?
- B: Yes.
- C: Explain what you had to do.
- B: When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller, and then put empty ones on, and set the frame going again.
- C: Does that keep you constantly on your feet?
- B: Yes, there are so many frames and they run so quick. . . .
- C: You are considerably deformed in person as a consequence of this labour?
- B: Yes I am.
- C: And what time did it come on?
- B: I was about 13 years old when it began coming,

- and it has got worse since; it is five years since my mother died, and my mother was never able to get me a good pair of stays to hold me up, and when my mother died I had to do for myself, and got me a pair.
- C: Were you perfectly straight and healthy before you worked at a mill?
- B: Yes, I was as straight a little girl as ever went up and down town.
- C: Were you straight till you were 13?
- B: Yes, I was.
- C: Did your deformity come upon you with much pain and weariness?
- B: Yes, I cannot express the pain all the time it was coming.
- C: Do you know of anybody that has been similarly injured in their health?
- B: Yes, in their health, but not many deformed as I
- C: It is very common to have weak ankles and crooked knees?
- B: Yes, very common indeed.
- C: This is brought on by stopping the spindle?
- B: Yes.
- C: Where are you now?
- B: In the poorhouse.

Elizabeth Bentley in Report of Parliamentary Committee on the Bill to Regulate the Labour of Children in Mills and Factories (1832). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon Books, 1987), 295–298.

Activity Options

- Developing Historical Perspective Imagine
 that you are a child who works in a textile mill.
 Write a diary entry in which you describe your
 work life and then share it with classmates.
- 2. Writing for a Specific Purpose Imagine yourself as a member of the parliamentary committee investigating child labor in the textile industry. Write a list of questions that you might want to ask witnesses like Elizabeth Bentley.





PRIMARY SOURCE

"Life in a New England Factory"

from Voice of Industry, June 26, 1845

The Voice of Industry was one of the most widely read American labor papers of the 1840s. The article from which this excerpt was taken called for a 10-hour workday, part of the reform movement aimed at improving working conditions. Which arguments do you think are most persuasive?

uring the last winter a petition was presented to the Legislature of Massachusetts, by eight hundred and fifty "peacable, industrious and hardworking men and women," declaring that they are confined from thirteen to fourteen hours per day in unhealthy apartments, and are hastening through pain, disease, privation, down to a premature grave, and praying the State to inquire into their condition and to restrict the number of hours of labor in Factories to ten per day,—This, and other similar petitions, were signed by two thousand one hundred and thirty-nine persons, chiefly females.

The operatives in England are prohibited, by act of Parliament, from being employed more than at a rate of eleven and a half hours per day. . . .

The operatives in Lowell work

| In January, | 11 hours 24 min. |
|---------------|------------------|
| In February, | 12 hours |
| In March, | 11 hours 52 min. |
| In April, | 13 hours 31 min. |
| In May, | 12 hours 55 min. |
| In June, | 12 hours 45 min. |
| In July, | 12 hours 45 min. |
| In August, | 12 hours 45 min. |
| In September, | 12 hours 43 min. |
| In October, | 12 hours 16 min. |
| In November, | 11 hours 46 min. |
| In December, | 11 hours 24 min. |

To this must be added in each instance thirty minutes, at least, for going to and from the mill, at morning and evening. They go to and return from breakfast in thirty minutes, to and from dinner in thirty minutes, for about eight months in a year; and the other four months they are allowed forty-five minutes.

... A woman in a Factory in New England, works one hour and some minutes longer, every day in the year, than a woman in a British Factory—They are allowed four days as holidays; the English are allowed six.

First it must be apparent that the hours allowed for labor are too many.

Second, that the minutes allowed for them to take their food are too few.

Third, that these causes are sufficient to impair health, induce disease, premature old age, and death.

Fourth, that these causes, . . . acting upon so large a number of females assembled in the manufactries of New England, must in time affect the physical condition of the people of New England.

Fifthly, that no reason can be given why these evils should not produce the same terrible effects here, as in England, where their full results are developed.

Sixth, that as the British Parliament, from motives of humanity have been compelled to interfere in behalf of the operatives, prudence and mercy call upon our legislators to do likewise.

Seventh, that the example of this State would be followed at once throughout New England.

from Voice of Industry, June 26, 1845. Reprinted in Philip S. Foner, ed., The Factory Girls (Urbana: University of Illinois Press, 1977), 218–219.

Activity Options

Forming and Supporting Opinions

- 1. Which arguments given in this article for the 10-hour workday do you think are most persuasive? Rank each of them on a scale of 1 to 5, with 1 being least persuasive and 5 being most persuasive. Then compare your rankings with those of your classmates.
- 2. Despite workers' efforts, the Massachusetts' state legislature did not pass legislation for a 10-hour workday. Discuss with classmates why you think this legislation was defeated.



PRIMARY SOURCE from The Wealth of Nations by Adam Smith

The Scottish philosopher and economist Adam Smith (1723–1790) defended the idea of a free-market economy, or the production and exchange of goods and services without interference from the government, and laid the foundation for modern capitalism. The following excerpt is from Smith's well-known book The Wealth of Nations. According to Smith, what were the effects of the division of labor?

是被表现的运程设施,所以创作系统,这种现在的企业,这些数据,他们也是否用的工程的工程,也可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以

Of the Division of Labour

The greatest improvement in the productive powers of labour, and the greater part of the skill, dexterity, and judgment with which it is anywhere directed, or applied, seem to have been the effects of the division of labour.

The effects of the division of labour, in the general business of society, will be more easily understood, by considering in what manner it operates in some particular manufactures. It is commonly supposed to be carried furthest in some very trifling ones. . . .

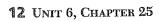
To take an example, therefore, from a very trifling manufacture; but one in which the division of labour has been very often taken notice of, the trade of the pin maker; a workman not educated to this business (which the division of labour has rendered a distinct trade), nor acquainted with the use of the machinery employed in it (to the invention of which the same division of labour has probably given occasion), could scarce, perhaps, with his utmost industry, make one pin in a day, and certainly could not make twenty. But in the way in which this business is now carried on, not only the whole work is a peculiar trade, but it is divided into a number of branches, of which the greater part are likewise peculiar trades. One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head; to make the head requires two or three distinct operations; to put it on, is a peculiar business, to whiten the pins is another; it is even a trade by itself to put them into the paper; and the important business of making a pin is, in this manner, divided into about eighteen distinct operations, which, in some manufactories, are all performed by distinct hands, though in others the

same man will sometimes perform two or three of them. I have seen a small manufactory of this kind where ten men only were employed, and where some of them consequently performed two or three distinct operations. But though they were very poor, and therefore but indifferently accommodated with the necessary machinery, they could, when they exerted themselves, make among them about twelve pounds of pins in a day. There are in a pound upwards of four thousand pins in a middling size. Those ten persons, therefore, could make among them upwards of forty-eight thousand pins in a day. Each person, therefore, making a tenth part of forty-eight hundred pins in a day. But if they had all wrought separately and independently, and without any of them having been educated to this peculiar business, they certainly could not each of them have made twenty, perhaps not one pin in a day; that is, certainly not the two hundred and fortieth, perhaps not the four thousand eight hundredth part of what they are at present capable of performing, in consequence of a proper division and combination of their different operations.

from Adam Smith, *The Wealth of Nations* (1776). Reprinted in Robert L. Heilbroner, ed., *The Essential Adam Smith* (New York: W.W. Norton, 1986), 161–162.

Discussion Questions

- 1. **Determining Main Ideas** What type of manufacturing business did Smith use to illustrate the effects of the division of labor?
- 2. **Making Inferences** What did Smith think were the advantages of the division of labor?
- 3. Forming and Supporting Opinions Based on your reading of this excerpt, do you think Adam Smith supported industrialization? Why or why not?





LITERATURE SELECTION from Mary Barton by Elizabeth Gaskell

The English author Elizabeth Gaskell lived in Manchester, England, when it was a booming industrial center. Writing about social conditions during the Industrial Revolution, Gaskell drew on her firsthand knowledge as she wrote her first novel. Mary Barton, which was published in 1848, provides a vivid description of life in an industrial city during the 1840s. As you read this passage, think about the workers' complaints and the actions they take to improve conditions. Keep in mind that Gaskell uses dialect to capture the way characters speak.

or three years past, trade had been getting worse and worse, and the price of provisions higher and higher. This disparity between the amount of the earnings of the working classes, and the price of their food, occasioned in more cases than could well be imagined, disease and death. Whole families went through a gradual starvation. They only wanted a Dante to record their sufferings. And yet even his words would fall short of the awful truth; they could only present an outline of the tremendous facts of the destitution that surrounded thousands upon thousands in the terrible years 1839, 1840, and 1841. Even philanthropists who had studied the subject, were forced to own

themselves perplexed in the endeavour to ascertain the real causes of the misery; the whole matter was of so complicated a nature that it became next to impossible to understand it thoroughly. It need excite no surprise

then to learn that a bad feeling between workingmen and the upper classes became very strong in this season of privation. The indigence and sufferings of the operatives induced a suspicion in the minds of many of them, that their legislators, their magistrates, their employers, and even the ministers of religion, were, in general, their oppressors and enemies; and were in league for their prostration and enthralment. The most deplorable and enduring evil that arose out of the period of commercial depression to which I refer, was this feeling of alienation between the different classes of society. It is so impossible to describe, or even faintly to picture, the state of distress which prevailed in the town at that time, that I will not attempt it; and yet I think again that surely, in a Christian land, it was not known even so feebly as words could tell it, or the more happy and fortunate would have thronged with their sympathy and their aid. In

many instances the sufferers wept first, and then they cursed. Their vindictive feelings exhibited themselves in rabid politics. And when I hear, as I have heard, of the sufferings and privations of the poor, or provision shops where ha'porths of tea, sugar, butter, and even flour, were sold to accommodate the indigent,—of parents sitting in their clothes by the fire-side during the whole night for seven weeks together, in order that their only bed and bedding might be reserved for the use of their large family,—of others sleeping upon the cold hearth-stone for weeks in succession, without adequate means of providing themselves with food or fuel (and this in the depth of winter),—of others

being compelled to fast for days together, uncheered by any hope of better fortune, living, moreover, or rather starving, in a crowded garret, or damp cellar, and gradually sinking under the pressure of want and despair into a premature

grave; and when this has been confirmed by the evidence of their careworn looks, their excited feelings, and their desolate homes,—can I wonder that many of them, in such times of misery and destitution, spoke and acted with ferocious precipitation?

An idea was now springing up among the operatives, that originated with the Chartists, but which came at last to be cherished as a darling child by many and many a one. They could not believe that government knew of their misery: they rather chose to think it possible that men could voluntarily assume the office of legislators for a nation ignorant of its real state; as who should make domestic rules for the pretty behaviour of children without caring to know that those children had been kept for days without food. Besides, the starving multitudes had heard that the very existence of their distress had been denied in Parliament; and though they felt this strange and inexplicable, yet the idea that their

misery had still to be revealed in all its depths, and that then some remedy would be found, soothed their aching hearts, and kept down their rising fury.

So a petition was framed, and signed by thousands in the bright spring days of 1839, imploring Parliament to hear witnesses who could testify to the unparalleled destitution of the manufacturing districts. Nottingham, Sheffield, Glasgow, Manchester, and many other towns were busy appointing delegates to convey this petition, who might speak, not merely of what they had seen and

had heard, but from what they had borne and suffered. Life-worn, gaunt, anxious, hunger-stamped men, were those delegates.

One of them was John Barton. He would have been ashamed to own the flutter of spirits his appointment gave him. There was the childish delight of seeing London—that went a little way, and but a little way. There was the vain idea of speaking out his notions before so many grand folk—that went a little further;

and last, there was the really pure gladness of heart arising from the idea that he was one of those chosen to be instruments in making known the distresses of the people, and consequently in procuring them some grand relief, by means of which they should never suffer want or care any more. He hoped largely, but vaguely, of the results of his expedition. An argosy of the precious hopes of many otherwise despairing creatures, was that petition to be heard concerning their sufferings.

The night before the morning on which the Manchester delegates were to leave for London, Barton might be said to hold a levee, so many neighbours came dropping in. Job Legh had early established himself and his pipe by John Barton's fire, not saying much, but puffing away, and imagining himself of use in adjusting the smoothingirons that hung before the fire, ready for Mary when she should want them. As for Mary, her employment was the same as that of Beau Tibbs' wife, "Just washing her father's two shirts," in the pantry back-kitchen; for she was anxious about his appearance in London. (The coat had been redeemed, though the silk handkerchief was forfeited.) The door stood open, as usual, between the houseplace and back-kitchen, so she gave her

greeting to their friends as they entered.

"So, John, yo're bound for London, are yo?" said one.

"Ay, I suppose I mun go," answered John, yielding to necessity as it were.

"Well, there's many a thing I'd like yo to speak on to the parliament people. Thou'lt not spare 'em, John, I hope. Tell 'em our minds; how we're thinking we've been clemmed long enough, and we donnot see whatten good they'n been doing, if they can't give us what we're all crying for sin' the day

we were born.

"Bless thee, lad, do

ask 'em to make th'

masters break th'

machines. There's

never been good

times sin' spinning-

jennies came up.

"Ay, ay! I'll tell 'em that, and much more to it, when it gets to my turn; but thou knows there's many will have their word afore me."

"Well, thou'lt speak at last.
Bless thee, lad, do ask 'em to make
th' masters break th' machines.
There's never been good times sin'
spinning-jennies came up."

"Machines is th' ruin of poor folk," chimed in several voices.

"For my part," said a shivering, half-clad man, who crept near the fire, as if ague-stricken, "I would like thee to tell 'em to pass th' short-hours' bill. Flesh and blood gets wearied wi' so much work; why should factory hands work so much longer nor other trades? Just ask 'em that, Barton, will ye?"

Barton was saved the necessity of answering, by the entrance of Mrs. Davenport, the poor widow he had been so kind to; she looked half-fed, and eager, but was decently clad. In her hand she brought a little newspaper parcel, which she took to Mary, who opened it, and then called out, dangling a shirt collar from her soapy fingers:

"See, father, what a dandy you'll be in London! Mrs. Davenport has brought you this; made new cut, all after the fashion.—Thank you for thinking on him."

"Eh, Mary!" said Mrs. Davenport, in a low voice. "What-ten's all I can do, to what he's done for me and mine? But, Mary, sure I can help ye, for you'll be busy wi' this journey."

"Just help me wring these out, and then I'll take 'em to th' mangle."

So Mrs. Davenport became a listener to the conversation; and after a while joined in.

"I'm sure, John Barton, if yo are taking messages

to the parliament folk, yo'll not object to telling 'em what a sore trial it is, this law o' theirs, keeping childer fra' factory work, whether they be weakly or strong. There's our Ben; why, porridge seems to go no way wi' him, he eats so much; and I han gotten no money to send him t' school, as I would like; and there he is, rampaging about th' streets a' day, getting hungrier and hungrier, and picking up a' manner o' bad ways; and th' inspector won't let him in to work in th' factory, because he's not right age; though he's twice as strong as Sankey's little ritling [probably a corruption of "ricketling," a child that suffers from the rickets]—a weakling of a lad, as works till he cries for his legs aching so, though he is right age, and better."

"I've one plan I wish to tell John Barton," said a pompous, careful-speaking man, "and I should like him for to lay it afore the honourable house. My mother comed out o' Oxfordshire, and were underlaundry-maid in Sir Francis Dashwood's family; and when we were little ones, she'd tell us stories of their grandeur: and one thing she named were, that Sir Francis wore two shirts a day. Now he were all as one as a parliament man; and many on 'em, I han no doubt, are like extravagant. Just tell 'em John, do, that they'd be doing th' Lancashire weavers a great kindness, if they'd ha' their shirts a' made o' calico; 'twould make trade brisk, that would, wi' the power o' shirts they wear."

Job Legh now put in his word. Taking the pipe out of his mouth, and addressing the last speaker, he said:

"I'll tell ye what, Bill, and no offence mind ye; there's but hundreds of them parliament folk as wear so many shirts to their back; but there's thousands and thousands o' poor weavers as han only gotten one shirt i' th' world; ay, and don't know

where t' get another when that rag's done, though they're turning out miles o' calico every day; and many o' mile o't is lying in warehouses, stopping up trade for want o' purchasers. Yo take my advice, John Barton, and ask parliament to set trade free, so as workmen can earn a decent wage, and buy their two, ay and three, shirts a year; that would make weaving brisk."

He put his pipe in his mouth again, and redoubled his puffing to make up for lost time.

"I'm afeard, neighbours," said John Barton, "I've not much chance o' telling 'em all yo say; what I think on, is just speaking out about the distress. that they say is nought. When they hear o' children born on wet flags, without a rag t' cover 'em, or a bit o' food for th' mother; when they hear of folk lying down to die i' th' streets, or hiding their want i' some hole o' a cellar till death come to set 'em free; and when they hear o' all this plague, pestilence, and famine, they'll surely do somewhat wiser for us than we can guess at now. Howe'er, I han no objection, if so be there's an opening to speak up for what yo say; anyhow, I'll do my best, and yo see now, if better times don't come after Parliament knows all."

Activity Options

- 1. Writing for a Specific Purpose Prepare a list of workers' grievances that John Barton might present to Parliament. Then share your list with classmates.
- 2. Analyzing Causes and Recognizing Effects Make a cause-and-effect diagram to illustrate how workers in Manchester were affected by an economic depression during the years 1839 to 1841.

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HISTORYMAKERS James Watt Powering the World

"A New Invented Method of Lessening the Consumption of Steam and Fuel in Fire Engines."—title on the patent application for James Watt's first invention (1769)

plows and wagons and operated oars. In addition, wind provided the power to run windmills and propel ships. However, these methods put limits on the amount of work that could be done. In 1705, the development of the steam engine broke through these barriers, and in 1765 a Scotsman named James Watt further spurred industrialization by vastly improving the steam engine.

Watt was born in Scotland in 1736. He was a sickly child, and his mother schooled him at home for a few years. However, the largest part of his education was in his father's workshop. He was a shipbuilder who also made devices for navigation. Young James was given his own tools, bench, and forge, and he learned how to build machines by making models of cranes and organs.

At age 18, Watt decided to become a maker of mathematical instruments. After some training, he moved to Glasgow to begin his work. Local guilds—organizations of craft workers—prevented him from starting his own business. Some friends, however, secured him an appointment at the University of Glasgow to practice his craft.

Before Watt was 30 years old, he had developed his first invention. He was asked to fix a steam engine used for demonstrations in a physics class. Steam engines had been in use for many decades in the mining industry, where they pumped water out of deep shafts. The problem was that these machines burned a tremendous amount of fuel to make steam. As Watt repaired the engine, he noticed this inefficiency.

The steam produced by the engine was pushed into a cylinder where the steam then cooled. The problem was that the cylinder had to be heated again because it cooled along with the steam. Watt invented a separate chamber where the steam could be condensed without reducing the temperature of the cylinder. As a result, his improved steam engines used considerably less fuel.

Watt then became partners with a business owner so he could manufacture his machine. Watt also filed a patent to own the rights to his creation. Others could use it, but they had to pay a fee to Watt. In a few years his first partner was replaced by another, Matthew Boulton. Watt and Boulton worked together for several decades. They were a good team, with Watt providing the engineering knowledge and Boulton the business sense.

Watt continued to find new ways to make the steam engine work better. Then Boulton convinced Watt to devise one major improvement. Boulton believed that the steam engine could be used in mills that made flour and textiles. To be useful, though, the engine would have to drive machines that moved in a circle, not up and down like a pump. By 1781, Watt had built a motor that rotated a shaft that came out of the machine. As Boulton had predicted, the new invention caught on quickly. By 1800, his and Watt's company had sold about 500 steam engines in Great Britain, and most were the new rotating type.

Watt was also interested in chemistry and won credit for an important discovery. He was the first to suggest that water was not a basic element but a compound made of different chemicals. However, he was never able to identify what was involved in making water.

Watt was responsible for other inventions and held many different patents. They earned him around 76,000 British pounds in just over a decade. In 1800, when the patents expired, he and Boulton gave their business to their sons and retired. Watt lived 19 more years, spending the time traveling and receiving honors for his work. However, his interest in machines did not end. He had a workshop made in the attic of his house, where he continued to tinker.

Questions

- 1. **Drawing Conclusions** Why was the steam engine an improvement in powering work?
- 2. **Determining Main Ideas** What is a patent? Does the right it grants last forever?
- 3. **Making Inferences** How did Watt's and Boulton's different abilities strengthen their partnership?





HISTORYMAKERS Henri de Saint-Simon

Social Revolutionary

"[Religion] should guide the community toward the great aim of improving as quickly as possible the conditions of the poorest class."—Saint-Simon, The New Christianity (1825)

Harmy during the American Revolution. He spent time in prison during the French Revolution and witnessed the social changes of the Industrial Revolution. From these experiences and his reading, he launched a new school of thought called Christian socialism. He argued that the industrial age required changes in society that should be shaped by business leaders and Christianity.

Born in Paris, Saint-Simon came from an old and distinguished family. He claimed that his roots could be traced back to Charlemagne, the legendary king of the Franks. By the time of Saint-Simon's birth in 1760, though, the family fortunes had declined. Still, they had enough money to educate him.

At age 17, Saint-Simon joined the French army fighting in the American Revolution and became wounded in one battle. Back in France, he joined in the French Revolution—although he denied it later. He then decided to buy land that had belonged to the Catholic Church or to nobles who had fled the country. Grown wealthy from these real estate purchases, he was able to spend the rest of his life studying and writing.

Saint-Simon's work drew on what he had seen in the French Revolution. That event had begun with the high ideals of liberty, equality, and fraternity—the fellowship of all people. It had degenerated into a bloodbath that destroyed the republic, which was then replaced by an empire. He argued that beliefs about an ideal society were useless unless a thinker took into account social realities.

Determined to understand these realities, Saint-Simon analyzed European history from the Middle Ages to his time. He said that the growing power of the people had reduced the authority of the nobles. At the same time, the scientific and industrial revolutions had lessened the influence of the Catholic Church. The result, he wrote, was "the ruin of the old system in its parts and as a whole." This old system, though, had not yet been fully replaced.

Saint-Simon had a vision of what the new sys-

tem should be. He relied on the business owners of the new industrial age. These industrialists, he thought, were skilled at running organizations and thus were in the best position to lead society.

Saint-Simon also urged the creation of a government consisting of three parts. First, artists and engineers would propose plans for society. Second, scientists would analyze these plans to see if they were workable and wise. Finally, the third group would include business people who would be charged with making decisions and leading the people. Business leaders would, he thought, take the needs and interests of all people into account. Furthermore, society would follow the laws without any problems, he felt, because those laws would be reasonable and just.

Saint-Simon believed that it was important for society to have a strong element of moral guidance. Late in life, he decided that this force should be Christianity. As part of this moral concern, he believed that industrial leaders had a special responsibility to help poor people.

Though a bold and original thinker, Saint-Simon was not an orderly one. His ideas were scattered and never fully developed. Despite this weakness, he was an important social philosopher. After his death, some reformers called for social changes based on his writing. They wanted the ownership of property to be shared, an end to the inheritance of property, and for women to have the right to vote. Even though the group soon broke apart, Saint-Simon's influence did not completely fade. Other movements, such as Marxism and socialism, drew on his work.

Questions

- 1. **Determining Main Ideas** What three events shaped the views of Saint-Simon?
- 2. **Making Predictions** Do you think Saint-Simon's structure for leading society would work? Why or why not?
- 3. **Drawing Conclusions** Do you think Saint-Simon was an idealist or a realist? Explain.

| Name | |
|------|--|
| | |

| Date | |
|------|--|
| Date | |



CONNECTIONS ACROSS TIME AND CULTURES Enlightenment Ideals in an

THEMATIC CONNECTION: **ECONOMICS**

Industrial Age

Enlightenment thinking produced long-term effects that profoundly shaped Western civilization. In Chapter 23, you read how Enlightenment ideals inspired the revolutionary movements of the 1800s. How did Enlightenment ideals affect the economic thinking of the Industrial Age? To find out, answer the questions that follow.

| | the latest and reasonable list as |
|------------|--|
| 1.] | Enlightenment thinkers believed that natural laws were just and reasonable. Just as |
| 1 | here were natural laws of motion, so were there natural laws of politics, government, |
| ; | and economics. How did Adam Smith and other philosophers of industrialization |
| , | view natural laws? |
| | |
| | |
| 2. | Enlightenment philosophers believed in the importance of the individual in society. |
| | Government was created by individuals to promote their welfare and self-interest. |
| | How are these ideals reflected in the philosophy of Adam Smith? |
| | |
| | |
| 3. | An important concept of the Enlightenment was that society would progress. How did |
| | the economic philosophers view progress? |
| | |
| | |
| 1 | Enlightenment philosophers and reformers criticized the great inequalities that existed |
| ' ‡ | in society and believed that through reason, a better society was possible. They called |
| | for social equality, abolition of slavery, prison reform, and improvements in education. |
| | What changes did reformers advocate to correct the faults of an industrialized society? |
| | What changes did reformers advocate to correct the radio of an industrial |
| | |
| | . The state of the second of the second of the second seco |
| C | 6. The ideas of Enlightenment philosophers John Locke and Jean-Jacques Rousseau |
| | laid the foundations for modern Western democratic governments. What reforms |
| | expanded democracy in newly industrialized societies? |
| | |
| | |
| | |





The Beginnings of Industrialization

Multiple Choice Choose the best answer for each item. Write the letter of your answer in the blank.

| , . | 1. The increase in output of machine-made | 5. The factors of production include all of |
|-----------------|---|---|
| 1 | goods that began in England in the mid- | the following except |
| | dle 1700s was called | a. land. |
| | a. feudalism. | b. labor. |
| | b. the Reformation. | c. computers. |
| | c. the Renaissance. | d. capital. |
| | d. the Industrial Revolution. | · |
| · · · | 2. Effects of the agricultural revolution included all of the following <i>except</i> | in the United States was invented by a. Cyrus McCormick. |
| | a. famine among the lower classes. | b. Samuel Morse. |
| | b. new agricultural methods. | c. I. M. Singer. |
| | c. small farmers being forced to become tenant farmers. | d. Alexander Graham Bell. |
| | d. the enclosure movement. | 7. A person who organizes, manages, and takes the risk on a business is called |
| ; | 3. The practice of seeding fields with different crops each year and allowing a field to sometimes lie fallow is called a. crop rotation. | a. foreman.b. a tycoon.c. an entrepreneur. |
| • | b. the agricultural revolution. | d. a robber baron. |
| | c. the enclosure movement. d. terraced farming. | 8. The invention that spurred industrial growth by providing cheap means of transport was the |
| | 4. The process of developing the machine | a. automobile. |
| | production of goods is called | b. steamboat. |
| | a. mechanization. | c. macadam road. |
| | b. industrialization. | d. railroad. |
| | c. the technology revolution. | |
| ٠ | d. urbanization. | |

| Name | |
|-------|--|
| wanne | |



RETEACHING ACTIVITY Industrialization Case Study: Manchester

Clarifying Write T in the blank if the statement is true. If the statement is false, write F in the blank and then write the corrected statement on the line below it.

| | Industrialization brought air and water pollution and unhealthy working conditions. |
|----|--|
| 2. | After 1800, the balance of population in England shifted toward increasing numbers moving to rural areas. |
| 3. | Manchester became England's largest and most important city. |
| 4. | Frequent accidents, dangerous working conditions, and waves of disease shortened the lives of Britain's working class. |
| 5 | Skilled workers, professionals, business people, and wealthy farmers formed a new upper class. |
| 6 | . The working class saw little improvement in their lives or working conditions, despite the new level of wealth in Britain. |
| 7 | The Luddites attacked factories and equipment because they believed that machines were putting them out of work. |
| 8 | 3. Healthier diets, better housing, and cheaper, mass-produced clothing were all long-term benefits of industrialization. |
| | Anchester became the center of the British mining industry. |
| 1 | D. The Factory Act of 1819 restricted working age and hours for children. |

| | - | · · · · · · · · · · · · · · · · · · · | D-34-2 | |
|------|---|---------------------------------------|--------|--|
| Name | | | Date | |





reteaching activity $Industrialization \ Spreads$

Determining Main Ideas Complète the chart below by listing details about the spread of industrialization from Britain to other parts of the world.

| Spread of Industrialization | Details |
|---|---------|
| Industrialization in the United States | 1. |
| | 2. |
| The Rise of Corporations | 3. |
| The rise of corporations | |
| | 4. |
| Industrialization in Belgium | 5. |
| | 6. |
| Industrialization in Germany | 7. |
| | 8. |
| Growing Global Inequality | 9. |
| | 10. |
| T. (0 | |
| Transformation of Society | 11. |
| | 12. |
| • | · |





RETEACHING ACTIVITY Reforming the Industrial World

Determining Main Ideas Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

| | dam Smith | laissez faire | Wilbertorce |
|------|------------------------|----------------------------------|--------------------------------------|
| | ollective bargaining | Jane Addams industrialization | communism strike |
| | Karl Marx | industrialization socialism | unions |
| C | apitalism | SOCIALISM | diffolis |
| 1 | is | the process of developing | machine production of goods. |
| 2. 7 | The economic policy o | of letting owners of indust | ry and business set working |
| (| conditions without int | erference is known as | |
| 3. | v | rote The Wealth of Nation | as and defended free markets. |
| 4. | is | an economic system in wl | nich individuals and businesses own |
| - | property and the mea | ns of production. | |
| 5. | An economic system i | in which the factors of pro | duction are owned by the public and |
| | operated for the welfs | are of all is | |
| 6. | The German journali | st who wrote <i>The Commu</i> | nist Manifesto with Engels was |
| | • | | |
| 7. | v | vas a form of complete soc | ialism in which the means of |
| | production would be | owned by the people and | private property would cease to |
| | exist. | | |
| 8. | Voluntary association | s of workers who pressed | for reforms were called |
| | | | |
| 9 | . i | s a process of negotiation | between workers and their |
| 0. | employers. | 0 m.L. | |
| | | 1 | |
| 10. | A refusal to work by | employees is called a | |
| 11. | | ed the fight for abolition i | n the British parliament. |
| 12. | | established a settlement h | ouse in Chicago for the aid of womer |
| | and children. | | |

| | , | | | | |
|-------|---|--|--|------|--|
| me | | | | Data | |
| IIIIC | | | | Date | |
| | | | | | |

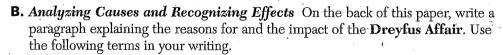




Guided Reading $Democratic \ Reform$ $and \ Activism$

A. Following Chronological Order As you read about democratic reforms in Great Britain, answer the questions about the time line.

| 1830 | Revolution breaks out in ——————————————————————————————————— | 1. How did this revolution affect parliamentary leaders in Britain? |
|------|--|---|
| 1832 | Parliament passes the Reform Bill. | |
| | *************************************** | 2. How did this bill advance democracy in Great |
| 1837 | Queen Victoria comes to throne. | Britain? |
| 1838 | Chartists submit The People's Charter to Parliament. | |
| | | |
| | | 3. Why did the British monarchy become so power-less in the 1800s? |
| | | |
| | | |
| | | 4. What demands did the Chartists make in their petition? |
| 1867 | Parliament extends suffrage to working-class men. | |
| | | |
| | 1 | 5. Why did ordinary people want a greater voice in government? |
| 1884 | Parliament extends suffrage to male rural workers. | |
| | | |
| | 1 | 6. What were the objectives of this group? |
| | | |
| 1903 | Emmeline Pankhurst forms the Women's Social and Political | |





Third Republic

anti-Semitism

Zionism

| | Date | |
|------|------|--|
| Vame | | |



GUIDED READING Self-Rule for British Colonies

A. Analyzing Causes and Recognizing Effects As you read this section, note some of the causes and effects of conflicts between Britain and its colonies.

| Causes | Actions/Events | Effects |
|--------|---|---------|
| | 1. Parliament creates Upper Canada and Lower Canada in 1791. | |
| | | |
| | 2. Nova Scotia and New Brunswick join with the Province of Canada to form the Dominion of Canada in 1867. | |
| | | |
| | 3. British annex New Zealand in 1838. | |
| | | |
| | 4. British government formally joins Ireland to Britain in 1801. | |
| | · | |
| ¢ | 5. During the Great Famine, British government forces Irish peasants to continue paying rent. | |
| | 6. Irish nationalists rebel in Dublin | |
| | in 1916. | |
| | • | |

B. Summarizing On the back of this paper, define the terms dominion, penal colony, and home rule.

| lame | Data | |
|-------|------|--|
| Maine | Date | |



GUIDED READING War and Expansion in the United States

A. Determining Main Ideas As you read this section, take notes to answer the questions about the United States in the nineteenth century.

| From 1783 to 1853, the United State | s added new territory. |
|--|------------------------|
| 1. What was the significance of the Louisiana Purchase? | |
| How did the United States extend its northern and southern boundaries? | |
| 3. What lands did the United States acquire as a result of the Mexican-American War? | |
| 4. How did the idea of manifest destiny affect Native Americans? | |

| Civil War breaks out between the North and South. | | | | |
|---|---|--|--|--|
| 5. What issues caused conflict between the North and South? | | | | |
| 6. What were the immediate causes of the U.S. Civil War? | | | | |
| 7. Why did Abraham Lincoln issue the Emancipation Proclamation? | · | | | |
| 8. What were the long-term economic effects of the Civil War? | | | | |

B. Clarifying On the back of this paper, define segregation and explain how it developed in the United States after the Civil War.



GUIDED READING Nineteenth-Century Progress

A. Determining Main Ideas As you read this section, take notes to answer the questions about the technological and scientific advances of the late 1800s.

| The Inventors | What were their most significant inventions or innovations? |
|---------------------------------|---|
| 1. Thomas Edison | |
| 2. Alexander Graham Bell | |
| 3. Guglielmo Marconi | |
| 4. Henry Ford | |
| 5. Wilbur and Orville Wright | |

| The Scientists | What were their most significant discoveries or theories? |
|---------------------------|---|
| 6. Louis Pasteur | |
| 7. Charles Darwin | |
| 8. Gregor Mendel | |
| 9. Marie and Pierre Curie | |
| 0. Ivan Pavlov | · |
| | 4 |

B. Analyzing Causes and Recognizing Effects On the back of this paper, describe the changes in society that led to the rise of mass culture around 1900.

| Name | Data | |
|------|------|--|
| Name | Date | |
| | | |



BUILDING VOCABULARY An Age of Democracy and Progress

| 1. | suffrage | a. the movement to create a Jewish homeland in Palestine |
|----------------|---|--|
| 2. | theory of evolution | b. local control over internal matters only |
| | anti-Semitism | c. the idea that the United States had the right and duty to rule North America from the Atlantic Ocean to the Pacific Ocean |
| 4. | Zionism | d. the right to vote |
| 5. | home rule | e. prejudice against Jews |
| 6. | manifest destiny | f. a line of workers who each put a single piece on an unfinished product as it passes on a moving belt |
| <u> </u> | assembly line | g. the theory that all forms of life developed from earlier forms through the process of natural selection |
| write <i>F</i> | in the blank and then In the Dreyfus affair, | |
| write <i>F</i> | in the blank and then In the Dreyfus affair, | write the corrected statement on the line below. |
| write <i>F</i> | In the Dreyfus affair, A dominion is a com | write the corrected statement on the line below. French army officers gave false evidence in the trial of a Jewish army officers. |
| write F 1 2 3. | In the blank and then In the Dreyfus affair, A dominion is a com The original inhabita | write the corrected statement on the line below. French army officers gave false evidence in the trial of a Jewish army of pletely independent country. |
| write F 1 2 3. | In the Dreyfus affair, A dominion is a comp The original inhabita The English naturali | write the corrected statement on the line below. French army officers gave false evidence in the trial of a Jewish army of pletely independent country. Ints of Australia are called the Maori. |
| write F 1 2 3. | In the Dreyfus affair, A dominion is a comp The original inhabita The English naturali | write the corrected statement on the line below. French army officers gave false evidence in the trial of a Jewish army of pletely independent country. Ints of Australia are called the Maori. St who proposed the theory of evolution was Charles Darwin. |



SKILLBUILDER PRACTICE Analyzing Issues

Analyzing issues means examining them in detail to find the different points of view in a disagreement. Historical issues may concern economic, social, political, or moral questions. Darwin's theory of evolution continues to stir up debate, especially in the field of public education. In 1925, the issue of teaching evolution in public schools was brought to court in the now famous Scopes trial. Read about this trial in the passage below and then fill in the chart below to analyze this historical issue. (See Skillbuilder Handbook)

ENGRICATION OF THE PART OF THE

In March 1925, Tennessee passed the nation's first law that made it a crime to teach evolution. Immediately, the American Civil Liberties Union (ACLU) promised to defend any teacher who would challenge the law. To the ACLU, the law was unconstitutional and a violation of the First Amendment. John T. Scopes, a thin, freckled 24-year-old biology teacher in Dayton, Tennessee, accepted the challenge. In his biology class, Scopes read this passage from *Civic Biology*: "We have now learned that animal forms may be arranged so as to begin with the simple one-celled forms and culminate with a group which includes man himself." Scopes was promptly arrested, and the trial was set for July.

The ACLU hired Clarence Darrow, the most famous trial lawyer of the day, to defend Scopes. William Jennings Bryan, a devout fundamentalist, served as a special prosecutor. Fundamentalists believed in a literal interpretation of the Bible. They rejected Darwin's theory of evolution—that

plant and animal species evolved over millions of years from lower life forms. Instead, they supported the Bible's account of the creation of the world and of Adam and Eve.

In the Scopes trial, there was no real question of guilt or innocence: Scopes was honest about his action. The Scopes trial was a fight over evolution and the role of science and religion in public schools and American society.

The most dramatic moment of the trial came when Darrow asked Bryan to take the stand as an expert witness on the Bible. After a lengthy cross-examination of Bryan's beliefs, Darrow asked: "Do you think the earth was made in six days?" Cornered by the questions, Bryan answered, "Not six days of 24 hours."

With this answer, Bryan admitted that the Bible might be interpreted in different ways. In spite of this admission, Scopes was found guilty and fined \$100. The Tennessee law outlawing the teaching of evolution remained on the books.

| The response: Scopes Trial Argument(s) for Defense Argument(s) for Prosecution | 'he Issue: | | | |
|--|----------------------------|--|--|--|
| Argument(s) for Defense Argument(s) for Prosecution | The response: Scopes Trial | | | |
| Argument(s) for Defense Argument(s) for Prosecution | | All and a second a | | |
| | Argument(s) for Defense | Argument(s) for Prosecution | | |
| | | | | |
| | | | | |
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GEOGRAPHY APPLICATION: MOVEMENT

The British Settle Australia and New Zealand

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

🕽 ritish explorer James Cook claimed Australia and New Zealand for Great Britain in 1769-1770. At first, Britain did not know what to do with territory so far away. However, the loss of the American colonies in 1783 caused Britain to rethink these "empty" lands.

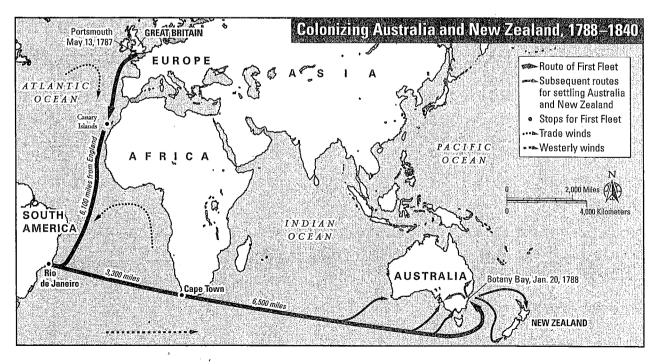
For years, Britain had eased prison overcrowding by sending some criminals to the American colonies. After losing America, Britain decided to use Australia for this purpose. So in 1787, 11 convict ships—the First Fleet—sailed from Britain for Australia. Crammed on board were 736 prisonersmostly convicted thieves—ranging in age from 87 to 15.

The conditions on the voyage were horrendous. Starved, kept inactive, and often covered in boils, the convicts suffered greatly. The boats stopped at three places along the way for supplies and repairs. They took a less direct route to Australia to take advantage of trade and westerly winds. After 252 days, the First Fleet landed at Botany Bay.

(Thereafter, a convict being sentenced to "transportation" meant being sent to Australia. There, he or she would serve out a sentence and then remain to settle the continent.)

Unfortunately, the randomly selected convicts had few usable trades. The prison colony had to raise its own crops. Yet only one convict was a professional gardener. The colony also lacked experience in fishing, brickmaking, and carpentry. It was not until the 1830s, when free immigrants arrived in large numbers, that living conditions in Australia improved.

Between 1789 and 1868, when the practice ended, 162,000 convicts were transported to Australia. Over time, they displaced the native Aborigines living on the coast. Eventually, some convicts escaped from Australia. They became some of the first Europeans—along with missionaries and traders—to settle in New Zealand. After 1840, the British population of New Zealand increased dramatically.



1. How many miles long was the First Fleet's voyage?

2. Why didn't the First Fleet take the shorter route along the entire west coast of Africa?

3. Who were among the first settlers of New Zealand?

4. From what location did the First Fleet depart?

5. For how many years did Britain send prisoners to Australia?

6. To the nearest thousand, what was the average number of convicts sent to Australia each year?

7. Describe the destination of some convict ships to Australia after the First Fleet.

8. Explain how Britain came to use Australia as a penal colony.

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PRIMARY SOURCE from Five Years of My Life, 1894–1899

by Alfred Dreyfus

In 1894 Captain Alfred Dreyfus, a Jewish officer in the French army, was convicted of treason for allegedly selling military secrets to Germany. He was condemned to solitary confinement in prison for life but later released after new evidence showed that he had been framed by other officers. In this excerpt from his autobiographical account, Dreyfus recalls part of his sentence, a public degradation held on January 5, 1895. What emotions did Dreyfus experience during his degradation?

The degradation took place Saturday, the 5th of January. I underwent the horrible torture without weakness.

Before the ceremony, I waited for an hour in the hall of the garrison adjutant at the École Militaire, guarded by the captain of gendarmes, Lebrun-Renault. During these long minutes I gathered up all the forces of my being. The memory of the dreadful months which I had just passed came back to me, and in broken sentences I recalled to the captain the last visit which Commandant du Paty de Clam had made me in my prison. I protested against the vile accusation which had been brought against me; I recalled that I had written again to the Minister to tell him of my innocence. . . .

After this I was marched to the center of the square, under a guard of four men and a corporal.

Nine o'clock struck. General Darras, commanding the parade, gave the order to carry arms.

I suffered agonizingly, but held myself erect with all my strength. To sustain me I called up the memory of my wife and children.

As soon as the sentence had been read out, I cried aloud, addressing myself to the troops:

"Soldiers, they are degrading an innocent man. Soldiers, they are dishonoring an innocent man. Vive la France, vive l'armée!"

A sergeant of the Republican Guard came up to me. He tore off rapidly buttons, trousers-stripes, the signs of my rank from cap and sleeves, and then broke my sword across his knee. I saw all these material emblems of my honor fall at my feet. Then, my whole being racked by a fearful paroxysm, but with body erect and head high, I shouted again and again to the soldiers and to the assembled crowd the cry of my soul.

"I am innocent!"

The parade continued. I was compelled to make

the whole round of the square. I heard the howls of a deluded mob, I felt the thrill which I knew must be running through those people, since they believed that before them was a convicted traitor to France; and I struggled to transmit to their hearts another thrill,—belief in my innocence.

The round of the square made, the torture would be over, I believed.

But the agony of that long day was only beginning. They tied my hands, and a prison van took me to the $D\acute{e}p\^{o}t$ (Central Prison of Paris), passing over the Alma Bridge. On coming to the end of the bridge, I saw through the tiny grating of my compartment in the van the windows of the home where such happy years of my life had been spent, where I was leaving all my happiness behind me. My grief bowed me down.

At the Central Prison, in my torn and stripped uniform, I was dragged from hall to hall, searched, photographed, and measured. At last, toward noon, I was taken to the Santé Prison and shut up in a convict's cell.

from Alfred Dreyfus, Five Years of My Life, 1894–1899 (New York: McClure, 1901), 49–52. Reprinted in Louis L. Snyder, The Dreyfus Case: A Documentary History (New Brunswick, New Jersey: Rutgers University Press, 1973), 34–36.

Discussion Questions

Determining Main Ideas

- 1. What happened to Dreyfus during the degradation ceremony?
- 2. How did Dreyfus react to the degradation?
- 3. *Making Predictions* Do you think Dreyfus was able to convince the crowd of his innocence as he was paraded through the square? Give specific reasons to support your answer.





PRIMARY SOURCE from Irish Petition to Emigrate, 1847

During the Great Famine in Ireland, more than a million Irish fled from their homeland. Many first sailed to Liverpool, England, and then, if they had the money, to the United States. This petition to emigrate was sent to Lord Monteagle, chairman of the 1847 Lords Committee on Colonisation from Ireland. As you read this petition, think about what the petitioners asked for and what they promised in return

etition from poor Irish
To the Right Honourable Lords Temporal and Spiritual.

'Honoured Gentlemen,

We, the undersigned, humbly request, that ye will excuse the Liberty we take in troubling ye at a Time when ye ought to be tired, listening to our Cries of Distress; but like Beggars we are importunate. We the undersigned are the Inhabitants of the Parish of Rattibarren, Barony of Liney and County of Sligo. It is useless for us to be relating our Distress, for ye too often were distressed by hearing them,—for none could describe it; it can only be known by the Sufferers themselves. We thank ye, and our Gracious Sovereign, and the Almighty for the Relief we have, though One Pound of Indian Meal for a full-grown Person, which has neither Milk nor any other kind of Kitchen, it is hardly fit to keep the Life in them; but if we got all that we would be thankful. . . . In Times past the Poor of this Country had large gardens of Potatoes and as much Conacre as supported them for nearly the whole Year, and when they had no Employment from the Farmers they were working for themselves, and when they had no Employment they had their own Provision; but now there [are] Thousands and Tens of Thousands that has not a Cabbage Plant in the Ground; so we hope ye will be so charitable as to send us to America, and give us Land according to our Families, and any thing else ye will give us (and we will do with the coarsest Kind). We will repay the same, with the Interest thereof, by Instalments, as the Government will direct. And if any refuse or neglect to pay the same, the next Settler to pay the Money and have his Land. And we will bind ourselves to defend the Queen's Right in any Place we are sent, and leave it on our Children to do the

same. So we hope for the sake of Him gave you the Power and England Power, and raised her to be the Wonder of the World . . . and hope for the sake of Him that said, "He that giveth to the Poor lendeth to the Lord, and He will repay it," that ye will grant our Petition. And may He grant ye heavenly Wisdom, with temporal and spiritual Riches also, is the earnest Prayer of your Petitioners.

[Eighty-six Names.]

We think it useless to [bother?] ye with Names, as we could get as many Names as would nearly reach across the Channel.

We hope your Lordship will excuse the Liberty we take in troubling you. We know that you have Irish Poor at heart, and that you are their best Friend, which is the Cause of us making so free.

We hope ye will make Allowance for Deficiencies for this, for the Writer is a poor Man that knows little about Stiles and Titles, for we are not able to pay a Man that could [do] it right.

'To Lord Monteagle, House of Lords, London.' The reply is not recorded.

from Report of Select Committee on Colonization from Ireland, H.C., 1847, Vol 6, p. 771. Reprinted in Terry Coleman, Going to America (New York: Pantheon Books, 1972), 132–134.

Discussion Questions

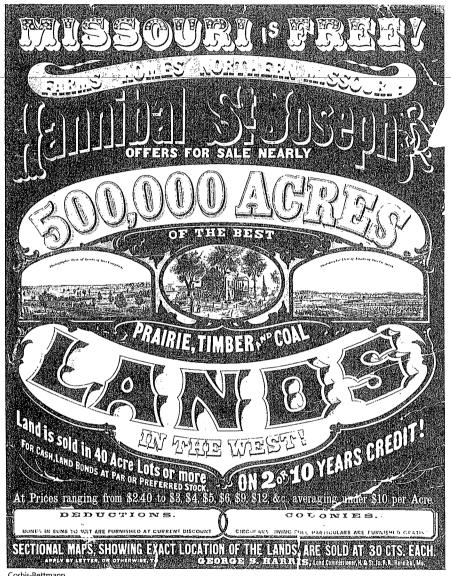
Determining Main Ideas

- 1. What did the petitioners ask for?
- 2. What did the petitioners offer in return?
- 3. **Drawing Conclusions** Based on your reading of this petition, how would you characterize the attitudes of the Irish petitioners toward the British government?



PRIMARY SOURCE Railroad Poster

To attract settlers to the American West, United States railroad companies published persuasive posters like this one. How did this poster encourage people to buy land in Missouri?



Corbis-Bettmann.

Activity Options

- 1. Making Inferences Design a poster or a newspaper advertisment to encourage people to settle in the American West. Then display your poster or ad in the classroom. Discuss with classmates the methods the posters and ads use to attract
- 2. Analyzing Issues Picture yourself as a potential settler. About how much money would you have
- to spend to buy land in Missouri? Calculate the minimum and maximum cost for one 40-acre lot based on information that is provided in this poster.
- 3. Writing for a Specific Purpose Imagine that you are a 19th-century settler. Write a letter to a friend in which you explain how this poster convinced you to buy land in Missouri. Read your letter to a partner.



PRIMARY SOURCE from Orville Wright's Diary

On December 17, 1903, Orville and Wilbur Wright made the first airplane flight at Kitty Hawk, North Carolina. As you read this excerpt from Wright's diary, think about the challenges as well as the historical significance of this event.

7hen we got up, a wind of between 20 and 25 miles was blowing from the north. We got the machine out early and put out the signal for the men at the station. Before we were quite ready, John T. Daniels, W. S. Dough, A. D. Etheridge, W. C. Brinkley of Manteo, and Johnny Moore of Nag's Head arrived. After running the engine and propellers a few minutes to get them in working order, I got on the machine at 10:35 for the first trial. The wind according to our anemometer [instrument for indicating and measuring wind force and velocity] at this time was blowing a little over 20 miles (corrected) 27 miles according to the Government anemometer at Kitty Hawk. On slipping the rope the machine started off increasing in speed to probably 7 or 8 miles. The machine lifted from the truck just as it was entering on the fourth rail. Mr. Daniels took a picture just as it left the trucks. [The trucks were a primitive sort of wheel assembly, which enabled the plane to take off along a track made from two-by-fours. When the plane took off, it left the truck on the ground and hence flew without any landing gear.]

I found the control of the front rudder quite difficult on account of its being balanced too near the center and thus had a tendency to turn itself when started so that the rudder was turned too far on one side and then too far on the other. As a result the machine would rise suddenly to about 10 feet and then as suddenly, on turning the rudder, dart for the ground. A sudden dart when out about 100 feet from the end of the track ended the flight. Time about 12 seconds (not known exactly as watch was not promptly stopped). The flight lever for throwing off the engine was broken, and the skid under the rudder cracked.

After repairs, at 20 minutes after 11 o'clock Will [Orville's brother Wilbur] made the second trial. The course was about like mine, up and down but a little longer . . . over the ground though about the same in time. Distance not measured but about 175 feet. Wind speed not quite so strong.

With the aid of the station men present, we picked the machine up and carried it back to the starting ways. At about 20 minutes till 12 o'clock I

made the third trial. When out about the same distance as Will's, I met with a strong gust from the left which raised the left wing and sidled the machine off to the right in a lively manner. I immediately turned the rudder to bring the machine down and then worked the end control. Much to our surprise, on reaching the ground the left wing struck first, showing the lateral control of this machine much more effective than on any of our former ones. At the time of its sidling it had raised to a height of probably 12 to 14 feet.

At just 12 o'clock Will started on the fourth and last trip. The machine started off with its ups and downs as it had before, but by the time he had gone three or four hundred feet he had it under much better control, and was traveling on a fairly even course. It proceeded in this manner till it reached a small hummock out about 800 feet from the starting ways, when it began its pitching again and suddenly darted into the ground. The front rudder frame was badly broken up, but the main frame suffered none at all. The distance over the ground was 852 feet in 59 seconds. . . .

After removing the front rudder, we carried the machine back to camp. We set the machine down a few feet west of the building, and while standing about discussing the last flight, a sudden gust of wind struck the machine and started to turn it over. All rushed to stop it. Will, who was near the end, ran to the front, but too late to do any good. Mr. Daniels and myself seized spars at the rear, but to no purpose. The machine gradually turned over on us.

from Richard B. Morris and James Woodress, eds., Voices from America's Past, Vol. 2, Backwoods Democracy to World Power (New York: Dutton, 1963), 293–295.

Discussion Questions

Determining Main Ideas

- 1. How many trial runs did the Wright brothers make on December 17?
- 2. What was the longest powered flight the Wright brothers made on this day?
- 3. What kinds of difficulties did the Wright brothers encounter during these trials?





LITERATURE SELECTION "Easter 1916"

by William Butler Yeats

Yeats wrote this poem in response to the Easter Rising by Irish nationalists in 1916. Some background will make it easier to understand the poem.

Background

The fighting in World War I required tremendous effort by English military forces, so the Irish saw an opportunity to gain their independence after centuries of English rule. Several groups of Irish nationalists planned an uprising on Easter of 1916. The rebels' plan called for a coordinated rebellion throughout Ireland, using arms to be shipped from Germany. Few German weapons reached Ireland, so many rebels withdrew from the planned uprising. A few leaders, however, decided to fight in Dublin, despite their limited chance for military victory.

Fewer than 2,000 Irish nationalists seized strategic points in Dublin on the Monday after Easter. Their leaders proclaimed an Irish republic. Within 48 hours, about 5,000 British soldiers were fighting the rebels in Dublin. Outnumbered and lacking artillery or even ammunition, the rebels surrendered 6 days after the uprising began. The leaders of the Easter Rising—including Thomas MacDonagh, James MacBride, James Connolly and Padric Pearse—were executed.

Irish poet William Butler Yeats (1865–1939) wrote this poem about five months after the Easter Rising. By that time the people of Ireland, who at first felt little sympathy for the armed rebellion, had begun to see the executed leaders as martyrs to the cause of Irish nationalism. As you read, watch for clues that indicate how Yeats felt about those leaders before the Easter Rising.

50

| | I have met them at close of day Coming with vivid faces From counter or desk among grey Eighteenth-century houses. |
|----|---|
| 5 | I have passed with a nod of the head Or polite meaningless words, |
| | Or have lingered awhile and said |
| | Polite meaningless words, And thought before I had done |
| 10 | Of a mocking tale or a gibe |
| - | To please a companion |
| | Around the fire at the club, |
| | Being certain that they and I |
| | But lived where motley¹ is worn: |
| 15 | All changed, changed utterly: |
| | A terrible beauty is born. |
| | That woman's ² days were spent |
| | In ignorant good-will, |
| | Her nights in argument |
| 20 | Until her voice grew shrill. |
| | What voice more sweet than hers |
| | When, young and beautiful, |
| | She rode to harriers? ³ |
| ٥٢ | This man ⁴ had kept a school |
| 25 | And rode our wingèd horse; |
| | |

| | This other ⁵ his helper and friend |
|------------|---|
| | Was coming into his force; |
| | He might have won fame in the end, |
| | So sensitive his nature seemed, |
| 30 | So daring and sweet his thought. |
| 30 | This other man ⁶ I had dreamed |
| | |
| | A drunken, vainglorious ⁷ lout. |
| | He had done most bitter wrong |
| | To some who are near my heart, |
| 3 5 | Yet I number him in the song; |
| | He, too, has resigned his part |
| | In the casual comedy; |
| | He, too, has been changed in his turn, |
| | Transformed utterly: |
| 40 | A terrible beauty is born. |
| | 22 1211212 2 20030, 12 2 2111. |
| | Hearts with one purpose alone |
| | Through summer and winter seem |
| | Enchanted to a stone |
| | |
| 45 | To trouble the living stream. |
| 45 | The horse that comes from the road, |
| | The rider, the birds that range |
| | From cloud to tumbling cloud, |
| | Minute by minute they change; |
| | A shadow of cloud on the stream |
| | 1 |

Changes minute by minute;

A horse-hoof slides on the brim,
And a horse plashes⁸ within it;
The long-legged moor-hens dive,
And hens to moor-cocks call;
Minute by minute they live:
The stone's in the midst of all.

Too long a sacrifice Can make a stone of the heart. O when may it suffice? That is Heaven's part, our part 60 To murmur name upon name, As a mother names her child When sleep at last has come On limbs that had run wild. What is it but nightfall? 65 No, no, not night but death; Was it needless death after all? For England may keep faith9 For all that is done and said. We know their dream; enough 70 ·

To know they dreamed and are dead;
And what if excess of love
Bewildered them till they died?
I write it out in a verse—
MacDonagh and MacBride
And Connolly and Pearse¹⁰
Now and in time to be,

Now and in time to be, Wherever green is worn, Are changed, changed utterly: A terrible beauty is born.

September 25, 1916

Footnotes

- 1. **motley:** clothing of many colors, like the costume of a court jester.
- 2. **that woman:** Con Markievicz, a nationalist leader. Yeats had known her when she was a young woman.
- 3. harriers: hunting dogs.
- 4. this man: Padric Pearse, a nationalist leader. He was declared president of Ireland during the Easter Rising.
- 5. this other: Thomas MacDonagh, a nationalist leader.
- 6. this other man: John MacBride, a nationalist leader. He was the husband of Maud Gonne, a woman Yeats admired.
- 7. vainglorious: boastful; excessively proud.
- 8. plashes: makes a small splash.

- 9. England may keep faith: England may keep its agreement to grant home rule to southern Ireland.
- 10. MacDonagh...Pearse: four nationalist leaders who were executed for their part in the Easter Rising.

Discussion Questions

Making Inferences

- 1. The first verse talks of casual, everyday encounters with the Irish nationalist leaders before the uprising. In what way might revolutionary idealists be like court jesters—people who wear motlev?
- 2. The second verse (lines 17–40) describes the character of some leaders of the uprising.
 - a. Of the four people described, which seem admirable to you?
 - b. Why do you think the poem describes the leaders of the Easter Rising in such un-heroic terms?
- 3. The third verse (lines 41–56) compares the hearts of the nationalist leaders to a stone that disturbs "the living stream." How might dedicated revolutionaries be troubling to normal, everyday life?
- 4. Describe in your own words how a failed rebellion can be both terrible and beautiful.
- 5. In your opinion, which of the following is the best summary of the poem's reaction to the Easter Rising? Explain your choice.
 - a. Ireland should be free of English rule.
 - b. The Irish rebels were foolish to launch an uprising with little chance to win.
 - c. The Irish rebels became heroes by dying for their beliefs.
 - d. The Irish rebels were noble, admirable people even before the Easter Rising.
- You have read a brief summary of events of the Easter Rising and a poem based on it. Describe in your own words how the poem and the summary are different.
- 7. As you read in Section 2 of Chapter 26, Irish nationalists won an election in 1919, fought against the British government, and won home rule for southern Ireland in 1921. These events happened after Yeats wrote this poem. Do you think the leaders of the Easter Rising deserve credit for the later success of the Irish nationalist cause? Give reasons for your answer.