RLP-WHA · RLP World History A — Ideas, Revolutions, Industry and Empire

Unit 3: The Industrial Revolution and Its Critics

Practice Workbook. The same problems, in the same order, as the Practice sections of the online lessons.

Name _____ Period _____

Lesson 3.1 — Why Britain First? Coal, Capital, Markets and Ideas

FLUENCY

1. Order: (a) Arkwright's water-powered mill; (b) Smith's Wealth of Nations; (c) Watt's separate condenser patent; (d) Eric Williams's Capitalism and Slavery.

2. Name the four factors of production and give an example of each from Arkwright's mill.

APPLICATION

3. Source Adam Smith's line: “It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest.” When was it written, and what can it tell us about factory life?

4. Compare Allen's and Pomeranz's explanations of why Britain industrialized first. What evidence would help you decide between them?

5. Cause or sequence? “Britain built an empire in the 1700s and industrialized after 1760, so the empire caused industrialization.” What would a careful historian add?

REVIEW

6. Review (Unit 1): which feature of Britain's 1689 settlement helped protect the property and capital that industrial investors needed?

Lesson 3.2 — Steam, Steel, Electricity and Germs — Technology Remakes the World

FLUENCY

1. Order: (a) Bessemer process; (b) cotton gin; (c) Liverpool and Manchester Railway; (d) Edison's light bulb; (e) Meiji Restoration.

2. Using the census, how much did the population of England and Wales grow between 1801 (about 8.9 million) and 1851 (about 17.9 million)?

APPLICATION

3. Cause or sequence? “Whitney's cotton gin appeared in 1793, and the enslaved population of the United States grew from about 700,000 in 1790 to about 4 million in 1860.” Is there a mechanism?

4. Compare the reasons Britain and Meiji Japan industrialized. What does the comparison show?

5. The 1851 census found more people in England and Wales living in towns than in the countryside. What can this figure show, and what can it not show?

REVIEW

6. Review (Unit 2): which revolutionary change in France helped create a national market for goods by sweeping away local tolls and privileges, and which system of measures did the Revolution introduce?

Lesson 3.3 — Seminar — Who Paid for Industrialization? Work, Slavery, Migration and Unions

FLUENCY

1. Order: (a) Britain abolishes its slave trade; (b) Factory Act; (c) Chinese Exclusion Act; (d) Tolpuddle laborers sentenced; (e) Britain's Trades Union Congress forms.

2. Define *indentured labor* and give one example from the lesson.

APPLICATION

3. Chadwick's 1842 table gives an average age at death of 17 for laborers in Manchester and 38 for laborers in rural Rutland. What does the comparison show, and why is 17 not a typical adult lifespan?

4. Perspectives: when Britain abolished slavery in its colonies, Parliament paid £20 million in compensation. Who received it, and how might a formerly enslaved person and a planter each describe the settlement?

5. Cause or sequence? “The Factory Act was passed in 1833, so children's work conditions improved.” What mechanism made this law more effective than earlier ones, and what was its limit?

REVIEW

6. Review (Unit 2): the Haitian Revolution ended slavery in Saint-Domingue. How did it connect to the wider abolition movement described in Lesson 3.3?

Lesson 3.4 — Workshop — Capitalism and Its Challengers, from Owen to Marx to Blake

FLUENCY

1. Order: (a) Communist Manifesto; (b) Owen's New Harmony; (c) Bismarck's social insurance laws; (d) Dickens's Hard Times; (e) Blake's 'London'.

2. Complete: in Marx's terms, the _____ own the means of production and the _____ own only their labor.

APPLICATION

3. Source and read closely: the Manifesto says “The bourgeoisie, during its rule of scarce one hundred years, has created more massive and more colossal productive forces than have all preceding generations together.” Why is this surprising in a communist text, and what does it tell you about Marx's argument?

4. Compare Blake's “mind-forg'd manacles” with Smith's “invisible hand.” What view of industrial and commercial society does each image express?

REVIEW

5. Review (Lesson 1.2): test Marx's prediction as you tested Plato's argument. Premise: competition drives wages down. Prediction: workers in the most industrial countries will make the revolution. What happened?

6. Review (Unit 2): Bismarck led a Germany that had been unified in which year, and which earlier revolutions of 1848 had tried and failed to unite it through a parliament?

Unit 3 checkpoint

1. Which historian stresses high wages and cheap coal?
   A. Eric Williams
   B. Robert Allen
   C. Kenneth Pomeranz
   D. Joel Mokyr
2. The four factors of production are natural resources, labor, _____ and entrepreneurship.
3. Whose invention made steel cheap in 1856?
   A. Watt
   B. Bessemer
   C. Edison
   D. Whitney
4. True or false: The population of England and Wales roughly doubled between 1801 and 1851.
5. Who led Japan's early industrialization after 1868?
   A. Private British investors
   B. The Meiji government
   C. The shogun
   D. American missionaries
6. True or false: Formerly enslaved people received compensation when Britain abolished colonial slavery.
7. The Factory Act of _____ was the first effective limit on child labor in textile mills because it appointed _____.
8. Social democrats differed from Marx mainly because they...
   A. supported child labor
   B. sought change through elections, unions and laws rather than revolution
   C. rejected all government
   D. opposed industry
9. Romanticism stressed...
   A. order and balance
   B. emotion, nature and the individual
   C. machines
   D. classical rules
10. True or false: Chadwick's average age at death of 17 means most Manchester laborers died at 17.

11. A good cost-benefit analysis of industrialization…
    A. gives one verdict for everyone
    B. separates gains and losses by group and period
    C. counts only wages
    D. ignores enslaved cotton growers

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