

PGAMO FREE K-12 SCHOOL · STUDY PACK

Grade 6 History & Geography

Unit 5: The Industrial Revolution: Changes and Challenges

12 lessons and a unit quiz. Use this pack with the **The Industrial Revolution: Changes and Challenges Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Effects of the Industrial Revolution	PDF pages 8-17	AP 1.1, AP 1.2, AP 1.3
☐	Chapter 2: Before the Industrial Revolution	PDF pages 18-25	—
☐	Chapter 3: Moving Toward the Industrial Age	PDF pages 26-31	AP 3.1
☐	Chapter 4: From Farms to Factories and Cities	PDF pages 32-41	AP 1.1, AP 4.1, AP 4.2
☐	Chapter 5: The Rise of Capitalism	PDF pages 42-49	—
☐	Chapter 6: Adam Smith	PDF pages 50-55	—
☐	Chapter 7: Living in the Industrial Era	PDF pages 56-65	AP 7.1, AP 7.2
☐	Chapter 8: Protesting Industrialization	PDF pages 66-71	AP 8.1
☐	Chapter 9: Robert Owen	PDF pages 72-77	AP 1.2
☐	Chapter 10: Looking for a New Economic Order	PDF pages 78-83	—
☐	Chapter 11: Karl Marx	PDF pages 84-91	AP 1.2, AP 11.1, AP 11.2
☐	Chapter 12: In Our Time	PDF pages 92-101	AP 12.1
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Effects of the Industrial Revolution

THE BIG QUESTION

How would you describe working conditions in the early part of the Industrial Revolution?

Words to know

- **loom** — a machine used to weave threads into cloth *The weaver created beautiful cloth on her loom.*
- **Industrial Revolution** — a period of history during which the use of machines to produce goods changed society and the economy *Since the Industrial Revolution, more goods have been machine-made than handmade.*
- **industrialization** — a shift to the widespread use of machines and factories to produce goods *Industrialization led to many changes in the types of jobs available for workers.*
- **poorhouse** — a place where poor people were sent to live if they were unable to pay their bills *She worried that she would lose her job and be sent to the poorhouse.*
- **union** — an organization formed by workers to win and protect workers' rights *The union fought for better pay and safer working conditions for its members.*
- **economy** — the way a country manages its money and resources to produce, buy, and sell goods and services *The health of an economy can be measured by employment rates, by prices, or by rates of home ownership.*
- **free market** — an economic system based on competition between private businesses, where the government does not control prices *In a free market, prices are set by businesses based on what customers are most likely to buy.*

Read

Read Chapter 1 in the Student Reader: PDF pages 8–17. Look at the pictures and maps together.

Talk it over

1. How did the invention of new machines change the way people worked?
2. What new kind of power was used during the Industrial Revolution?
3. How did the Industrial Revolution help improve people's lives?
4. What are some negative consequences of the Industrial Revolution?
5. What difficulties did workers face during the early phases of the Industrial Revolution?
6. Where do Patience and her siblings work?
7. What is Patience's workday like?
8. What does the information about Patience's father show about working at the mine?
9. Why did so many children work in mines and factories at this time?

10. Why did orphanages send children to work?
11. How did some early reformers try to protect children who worked?
12. What steps did workers in Great Britain and Europe begin to take in order to change things?
13. What consequences might workers face when they protested bad conditions by refusing to work?
14. What did factory and mine owners think about the new laws to protect workers?
15. What did business owners think would result from the government making rules about work?
16. Who or what did owners think should be in charge of setting wages and working conditions?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How would you describe working conditions in the early part of the Industrial Revolution?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 119
- Activity Page 1.2: Map of Europe — Teacher Guide PDF page 120
- Activity Page 1.3: Hannah's Diary: Evaluating Primary Sources — Teacher Guide PDF page 121

Chapter 2: Before the Industrial Revolution

THE BIG QUESTION

What was rural life like for ordinary people before the Industrial Revolution?

Words to know

- **serfdom** — an agricultural system in which people (serfs) were not free, but were required to stay and work for a landowner as the owner demanded *Serfdom was common throughout Europe during the Middle Ages.*
- **serf** — a peasant who is not free; a person living on a feudal estate who was required to work for the lord of the manor *As a serf, Robert worked hard and obeyed the noble who owned the land.*
- **landlord** — a person who owns property that other people pay to use or live in *The landlord came once a month to collect the rent.*
- **yeoman** — a person who owns and works on a small farm *The yeoman was glad for the good weather, which helped ensure a good harvest.*
- **gentry** — people who own land and have high social standing but no titles of nobility *As a member of the gentry, Mr. Smith owned a large estate and was well respected in town.*
- **poach** — to hunt or fish illegally *The landowner did not want others to poach the deer on his property.*
- **malnutrition** — a state of poor health due to not having enough healthy food *Failed harvests meant malnutrition for poor farmers.*

Read

Read Chapter 2 in the Student Reader: PDF pages 18–25. Look at the pictures and maps together.

Talk it over

1. How did life change for ordinary (non-noble) people in England after serfdom disappeared?
2. What was life like for most people in rural England during this time?
3. What tools and resources did people use for farming and producing food in England during the time period before the Industrial Revolution?
4. What food and other goods did people in rural England typically produce or make during the time period before the Industrial Revolution?
5. How did villagers buy and sell goods?
6. Why was winter a common time to slaughter animals?
7. What were some ways the weather could affect people?

8. Why might farmers and villagers hunt game, even though this was not allowed?
9. How did people harvest grain in England at this time?
10. What work remained to be done with the grain after it was harvested?
11. Why was the harvest so important?
12. Why do you think village houses were so simple and bare at this time?
13. What was life like for most children?
14. What made it hard for poor people to change their lives at this time?
15. When did developments in technology begin to cause big changes for ordinary people in England?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was rural life like for ordinary people before the Industrial Revolution?
- Use one of today's words in a sentence of your own.

Chapter 3: Moving Toward the Industrial Age

THE BIG QUESTION

In what ways did the inventions of the Industrial Revolution impact people's lives?

Words to know

- **draft animal** — a n animal used for pulling heavy loads *Farmers used draft animals, such as oxen, to pull plows.*
- **waterwheel** — a wheel that is turned by flowing water and used to power machinery *The waterwheel provided power to the machine that ground the wheat.*
- **productivity** — the rate at which goods are made or work is completed *Workers can often increase their productivity by working together.*
- **shaft** — a deep, narrow tunnel that gives access to a mine *Smaller people could enter the shaft more easily.*

Read

Read Chapter 3 in the Student Reader: PDF pages 26–31. Look at the pictures and maps together.

Talk it over

1. Why were many people better fed in the 1700s in England?
2. What improvements made transportation of goods and people easier?
3. How did the enclosure movement make farming more profitable for landowners?
4. How did the enclosure movement impact poorer villagers who were not landowners?
5. Why was coal such an important fuel in England at this time?
6. How is steam used to power machines?
7. What improvements did James Watt make to earlier versions of steam engines?
8. How were the new, improved steam engines used?
9. What were two resources that were at the core of the Industrial Revolution?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: In what ways did the inventions of the Industrial Revolution impact people's lives?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Domain Vocabulary: Chapters 1–3 — Teacher Guide PDF page 122

Chapter 4: From Farms to Factories and Cities

THE BIG QUESTION

What developments in the manufacturing of cloth caused mass migration to industrial towns and cities?

Words to know

- **plague** — a highly contagious, usually fatal, disease that affects large numbers of people *Many people died during the plague of 1347.*
- **migration** — the act of moving from one place to another to live *Job opportunities prompted a wave of migration to cities.*
- **barge** — a boat with a flat bottom, usually used for carrying goods *The barge carried farm goods down the river to sell in the city.*
- **sanitation** — the system of keeping a place clean and free of disease *Good sanitation includes garbage collection and access to clean drinking water.*
- **slum** — a crowded city neighborhood where buildings are in bad condition; often used to refer to areas where poor people live *The factory owner lived in a beautiful neighborhood, but the workers were crowded into a slum.*
- **nutrition** — the process of eating the right kinds of food to be healthy *A balanced diet provides proper nutrition.*

Read

Read Chapter 4 in the Student Reader: PDF pages 32–41. Look at the pictures and maps together.

Talk it over

1. What are some characteristics of modern big cities?
2. In the early 1700s, what made many European villagers move away from the country and into cities?
3. How fast did the city of Manchester grow between 1700 and 1850?
4. What types of transportation were important to the industry that developed in Manchester at this time?
5. Describe how cloth was produced in Manchester before the Industrial Revolution. What is this kind of system called?
6. How did the invention of the flying shuttle change cloth-making?
7. What problem did the spinning jenny solve?
8. How did the invention of the water frame improve thread?
9. What was a mule?
10. How did these new inventions lead to an increase in the demand for cotton?

11. How did Eli Whitney's cotton gin make producing cotton cloth easier?
12. How did the cotton gin impact the United States?
13. Why were factories kept running after dark?
14. Why could factory owners treat workers badly?
15. How was the new, factory-made cloth different from cloth produced by hand?
16. What were some challenges faced by people who moved to the growing cities looking for work?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What developments in the manufacturing of cloth caused mass migration to industrial towns and cities?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 119
- Activity Page 4.1: Notes on From Farms to Factories and Cities — Teacher Guide PDF page 123
- Activity Page 4.2: Views of the Industrial Revolution — Teacher Guide PDF page 124

Chapter 5: The Rise of Capitalism

THE BIG QUESTION

What was mercantilism?

Words to know

- **capitalism** — an economic system in which resources and businesses are privately owned and prices are not controlled by the government *The U.S. economy is based on the principles of capitalism.*
- **capitalist** — a person who participates in capitalism; a person who sells goods, services, or who invests money in a business *The capitalist's goal was to make money from his business investments.*
- **mercantilism** — an economic system that aims to increase a country's wealth and power by controlling trade and people *European countries used mercantilism to govern the economies of their colonies.*
- **export** — to send goods to sell in another country *Southern plantation owners wanted to export their cotton to Great Britain.*
- **import** — to bring goods into one country from another country *The English textile factory wanted to import cotton from the American South.*
- **raw material** — something that can be used to make or create a product; for example, cotton is a raw material used to make fabric *Iron ore is a raw material that is used to make steel, a metal that can be used in buildings and railroads.*
- **commerce** — the buying and selling of goods and services; trade *Commerce is an important part of a nation's economy.*

Read

Read Chapter 5 in the Student Reader: PDF pages 42–49. Look at the pictures and maps together.

Talk it over

1. What were some of the changes that characterized this period?
2. What is one cause of these changes?
3. What is capital?
4. How does capitalism work?
5. How did many different European countries grow wealthy from the 1500s to the 1700s?
6. What were the main ideas of mercantilism?
7. What are some investments that a wealthy country might make to become stronger and more powerful?

8. Why did kings of mercantilist countries put tariffs on goods produced in other countries?
9. What was the role of colonies in the mercantile system?
10. How did mercantilism influence the kinds of laws that countries made for their colonies?
11. What did ruling countries do to encourage industry and commerce?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was mercantilism?
- Use one of today's words in a sentence of your own.

Chapter 6: Adam Smith

THE BIG QUESTION

What were Adam Smith's basic economic beliefs?

Words to know

- **civil rights** — the rights that all citizens are supposed to have *Many organizations work to defend civil rights.*
- **economics** — the study of the management of money and resources to produce, buy, and sell goods and services *Students of economics learn about ideas such as investment, profit, and unemployment.*
- **supply and demand** — the amount of goods and services available to buy compared with the amount that people want to buy *According to the law of supply and demand, prices go up when demand for a product grows but supply of the product remains the same.*
- **laissez-faire** — a philosophy that calls for very little or no government involvement in the economy *A laissez-faire approach gives a lot of power to business owners.*
- **division of labor** — the breakdown of work into specific tasks performed by different people; often considered a way to make workers more efficient *Through the division of labor, many people work together to build products such as cars.*

Read

Read Chapter 6 in the Student Reader: PDF pages 50–55. Look at the pictures and maps together.

Talk it over

1. How did industrial capitalists make money?
2. How was this different from mercantilism?
3. What ideas about people's lives did Smith write about?
4. What types of questions does the study of economics address?
5. What is the law of supply and demand?
6. Why was Smith against anything that would affect the natural balance of supply and demand?
7. What does the laissez-faire approach encourage government to do?
8. Why is division of labor an efficient approach to making goods?
9. What economic benefits did Smith note about the division of labor?
10. What did Smith recommend that owners do with the profit they make?
11. How did Smith's views fit in with the spread of industrialization?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were Adam Smith's basic economic beliefs?
- Use one of today's words in a sentence of your own.

Chapter 7: Living in the Industrial Era

THE BIG QUESTION

What were the advantages and disadvantages of the industrial era?

Words to know

- **debtors' prison** — a jail for people who could not pay money that they owed *The man could not pay his rent, so the judge sent him to a debtors' prison.*
- **prime minister** — the head of government in some countries *In Britain, Canada, and Australia, the political leader of the country is the prime minister.*
- **politics** — the activities of leaders running a government *People might enter politics in order to gain personal power, to solve a problem, or try to improve people's lives.*

Read

Read Chapter 7 in the Student Reader: PDF pages 56–65. Look at the pictures and maps together.

Talk it over

1. Why did the gap grow between the rich and the poor?
2. What do stories like those written by Dickens help us understand about this era?
3. What hard times did Charles Dickens go through when he was young?
4. What types of people did Dickens write about?
5. How did Charles Dickens's writing impact British society?
6. What were some ideas that Disraeli expressed in his writing?
7. What were some of Disraeli's worries about the big division between the rich and the poor?
8. What groups belonged to the upper class in England at this time?
9. What kinds of lives did successful capitalists have?
10. What were some middle-class professions at this time?
11. What were the lives of middle-class workers like at this time?
12. In the 1800s, about how much of the population in industrialized countries belonged to the working poor?
13. At this time, what law did Britain have about children attending school?
14. Why were some poor families against laws requiring children to go to school?
15. What were some of the common leisure and social activities for the working poor at this time?
16. Why was migration risky for the poor?
17. Why did so many people migrate at this time, despite the risks?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the advantages and disadvantages of the industrial era?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 7.1: Notes on Living in the Industrial Era — Teacher Guide PDF page 125
- Activity Page 7.2: An Industrial City — Teacher Guide PDF pages 126–127

Chapter 8: Protesting Industrialization

THE BIG QUESTION

Why did workers begin to organize themselves into groups?

Words to know

- **Luddite** — in the early 1800s, a person who protested against industrialization by destroying machines and factories; today, the word refers to someone who is opposed to new ideas or technologies *The Luddites feared that technology would destroy their lives.*
- **industrialism** — the organization of society around an economy based on the use of machines and factories *Industrialism brought benefits and drawbacks to people's lives.*
- **dues** — money paid to an organization to become a member of that organization *Workers pay dues from their paychecks when they join a union.*
- **strike** — a temporary work stoppage organized by workers as a protest *The workers went on strike to protest unsafe working conditions.*

Read

Read Chapter 8 in the Student Reader: PDF pages 66–71. Look at the pictures and maps together.

Talk it over

1. What did the Luddites do when they broke into the weaving factory?
2. Why did the Luddites destroy the machines and factory?
3. Why were some unskilled workers upset about the spread of industrialism?
4. What challenge did some skilled workers face?
5. When and where were the Luddites active?
6. What was the reaction of authorities to the Luddites' and other workers' protests in Europe?
7. What led workers to form associations?
8. How did early workingmen's associations use their dues to support workers?
9. Why was it risky for workers to voice concerns or demand better conditions?
10. What did workers do when they "went on strike"?
11. How were striking workers often treated?
12. What important step did the Lowell Women take?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did workers begin to organize themselves into groups?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 8.1: Domain Vocabulary: Chapters 4-8 — Teacher Guide PDF pages 128-129

Chapter 9: Robert Owen

THE BIG QUESTION

What did Robert Owen do to achieve better living and working conditions for people?

Words to know

- **socialism** — an economic system in which major industries are owned or regulated by the government, rather than by private businesses *In the 1800s, socialism developed as a way to try to protect people from some of the drawbacks of capitalism.*
- **regulate** — to control or place limits on *The government makes laws that regulate businesses to protect consumers.*
- **utopian** — idealistic; usually describes beliefs about the perfect society *Reformers imagined a utopian community where everyone could live well and happily.*
- **social democracy** — a system of representative government that uses elements of capitalism and socialism to govern the economy *Many European countries practice social democracy.*

Read

Read Chapter 9 in the Student Reader: PDF pages 72–77. Look at the pictures and maps together.

Talk it over

1. What kind of factory owner was Robert Owen?
2. Why did the mill Owen supervised in Manchester prosper?
3. What were some improvements Owen made for workers at the mill in Scotland?
4. What did Owen call for or suggest in his writing?
5. What did Owen try to accomplish with the town of New Harmony in Indiana?
6. Why was New Harmony unsuccessful?
7. How were Owen's ideas carried on by others?
8. What did socialists want to accomplish?
9. Why did socialists want to regulate business and industry?
10. What approach did Owen want to take to reform?
11. Where do social democracies exist today?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What did Robert Owen do to achieve better living and working conditions for people?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2: Map of Europe — Teacher Guide PDF page 120

Chapter 10: Looking for a New Economic Order

THE BIG QUESTION

What factors within the capitalist system caused a degree of unpredictability in relation to the well-being of the workers?

Words to know

- **investor** — a person who puts money into a business with the goal of later making a profit *She wanted to find an investor to help her company grow.*
- **inflation** — a rise in prices and a fall in the purchasing value of money *The government tried to combat inflation.*
- **impersonal** — having no connection to people; lacking feeling *The city felt cold and impersonal.*
- **communist** — relating to communism, an economic system based on community ownership of property and industry *A communist group protested the government's plan to let landowners keep their property.*
- **proletarian** — a worker *Marx thought proletarians would rebel against their capitalist governments.*

Read

Read Chapter 10 in the Student Reader: PDF pages 78–83. Look at the pictures and maps together.

Talk it over

1. What is a depression?
2. Why is an investor taking a risk when he or she puts money into a business?
3. What kinds of protests were widespread in Europe in the 1840s?
4. How did governments react to these protests?
5. What did many people see as the two major outcomes that were the most likely to happen?
6. What did Marx and Engels think would happen?
7. How did Marx and Engels imagine communism?
8. What did Marx and Engels urge workers to do?
9. Did the revolution of the proletarians that Marx and Engels called for in 1848 occur as they envisioned?
10. What did Marx do?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What factors within the capitalist system caused a degree of unpredictability in relation to the well-being of the workers?
- Use one of today's words in a sentence of your own.

Chapter 11: Karl Marx

THE BIG QUESTION

What were the basic differences between the beliefs of Robert Owen and those of Karl Marx?

Words to know

- **bourgeoisie** — the upper or wealthy middle class; the people who owned the means of production, or what Karl Marx called “the haves” *The bourgeoisie have power in society and the economy.*
- **propaganda** — false or exaggerated information that is spread to encourage belief in a certain person or idea *Propaganda is meant to influence what people think and do.*
- **confiscate** — to take away; to seize *Marx thought that revolutionaries would confiscate people’s property.*
- **totalitarian** — controlling all aspects of life *A totalitarian nation does not allow people to make political, economic, and personal choices.*

Read

Read Chapter 11 in the Student Reader: PDF pages 84–91. Look at the pictures and maps together.

Talk it over

1. What problem did Marx see with the way that people understood equality?
2. Why did Marx say that money and the ability to make money were the most important part of life?
3. Why did Marx think that human society has so much conflict and violence?
4. What did Marx think about the haves?
5. What did Marx say about the have-nots?
6. What theme did Marx see in history?
7. Why did Marx think that class struggle had reached a critical new phase?
8. What did Marx identify as ways the bourgeoisie prevented the proletariat from coming together and gaining power?
9. What benefits did Marx believe that capitalism offered?
10. Why did Marx think capitalism would destroy itself?
11. What did Marx think workers would do because of the great inequality caused by capitalism?
12. How did Marx imagine the first stage of the revolution?
13. What did Marx think the next stage would look like?

14. Why did Marx think it was so important for everyone to be equal and have exactly the same things in life?
15. Why did Marx think the world he envisioned would have no war between nations?
16. How did people react to Marx's ideas?
17. Did the countries that identified themselves as communist countries in the 1900s reflect Marx's beliefs?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the basic differences between the beliefs of Robert Owen and those of Karl Marx?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2: Map of Europe — Teacher Guide PDF page 120
- Activity Page 11.1: Notes on Karl Marx — Teacher Guide PDF page 130
- Activity Page 11.2: Review of the Industrial Revolution — Teacher Guide PDF pages 131-133

Chapter 12: In Our Time

THE BIG QUESTION

How would you describe the changes taking place in the Information Age in comparison to the first and second stages of the Industrial Revolution?

Words to know

- **atomic energy** — energy that is created by splitting an atom; also called nuclear energy *Atomic energy is an efficient way to produce energy, but can also be risky.*
- **biotechnology** — the use of living things, such as cells and bacteria, to make useful products *Advances in biotechnology have helped treat and cure many diseases.*
- **shares of stock** — a small piece of a company; when investors buy shares (parts) of stock, they own a part of the company *People who bought shares of stock in the company later made a huge profit.*
- **monopoly** — complete ownership or control of a resource or industry *If one company has a monopoly, there is no competition.*
- **welfare system** — a series of government programs that help poor or unemployed people meet their basic needs, such as food and housing *A welfare system provides a safety net, so people have some support during hard times.*
- **Social Security** — a U.S. government program that provides income to people who are retired or disabled *In the United States, workers contribute to the Social Security system and then have some income when they retire.*

Read

Read Chapter 12 in the Student Reader: PDF pages 92–101. Look at the pictures and maps together.

Talk it over

1. What are some major differences between life in the United States today and life in Patience Kershaw's time?
2. What are some materials that are common today, that were not used in Patience's day?
3. How many stages of the Industrial Revolution do historians identify?
4. What characterized the first stage of the Industrial Revolution?
5. What characterized the second stage of the Industrial Revolution?
6. What is the third stage of the Industrial Revolution?
7. How has capitalism contributed to the Industrial Revolution?
8. What role does competition play?
9. Why are so many people investors today?

10. How have industrialism and capitalism improved life for many people today?
11. What are some problems that are linked to capitalism and industrialism?
12. What factors made it difficult for Marx's and Owen's visions to become reality?
13. How does the U.S. government regulate the economy today?
14. What are some ideas from socialism that are part of life in the United States today?
15. What are some debates about capitalism and socialism in the United States today?
16. How can citizens influence a government's decisions about the economy?
17. How are questions about the environment linked to the Industrial Revolution?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How would you describe the changes taking place in the Information Age in comparison to the first and second stages of the Industrial Revolution?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 12.1: Newspaper Headlines — Teacher Guide PDF page 134

UNIT QUIZ

The Industrial Revolution: Changes and Challenges

Name: _____ Date: _____

Circle the letter of the best answer.

1. Why did early factories hire children?
 - a) They could be paid less than adults.
 - b) They were easy to replace.
 - c) They did dangerous work that adults refused to do.
 - d) all of the above
2. What is a free market?
 - a) a store where goods are free
 - b) an economy controlled by the government
 - c) a system based on competition between privately owned businesses offering a similar product or service
 - d) factories that do not have to pay rent
3. From which group of people did most factory workers come?
 - a) artisans
 - b) peasants
 - c) bourgeoisie
 - d) landowners
4. What happened during the enclosure movement?
 - a) People worked indoors in factories.
 - b) Monks had to stay in their monasteries.
 - c) Farmers built greenhouses to enclose their crops.
 - d) Small fields were combined to make larger farms.
5. Which was an important new source of energy in the 1700s?
 - a) coal
 - b) wood
 - c) oil
 - d) natural gas
6. Who perfected the steam engine?
 - a) Eli Whitney
 - b) James Watt
 - c) Lord Ashley
 - d) James Hargreaves

- 7.** After 1500, Europe's population
- a) stayed the same.
 - b) declined.
 - c) grew.
 - d) moved from the city to the country.
- 8.** Which invention(s) helped people make cloth faster and more easily?
- a) spinning jenny
 - b) water frame
 - c) cotton gin
 - d) all of the above
- 9.** Which was not a problem for factory workers living in cities?
- a) crime
 - b) disease
 - c) too much money to spend
 - d) poverty
- 10.** What is capital?
- a) money invested to make more money
 - b) small change saved for a rainy day
 - c) the portion of a worker's income used for groceries and rent
 - d) wages
- 11.** Which statement describes mercantilism?
- a) To each according to his needs.
 - b) A country can grow rich by controlling trade.
 - c) The government should not try control the market.
 - d) Workers of the world, unite.
- 12.** Which is not an idea that interested Adam Smith?
- a) supply and demand
 - b) division of labor
 - c) communism
 - d) free markets
- 13.** During the Industrial Revolution, the gap between rich and poor
- a) disappeared.
 - b) decreased.
 - c) became unimportant.
 - d) increased.
- 14.** Who wrote novels describing the hard life of many people in England in the 1800s?
- a) Jane Austen
 - b) William Shakespeare
 - c) Friedrich Engels
 - d) Charles Dickens

- 15.** What was an achievement of Benjamin Disraeli?
- a) He wrote the Communist Manifesto.
 - b) He passed laws to help working people.
 - c) He abolished private property.
 - d) He created New Harmony.
- 16.** What were the Luddites most famous for?
- a) establishing a perfect community
 - b) ending feudalism in Europe
 - c) destroying factories and machines
 - d) supporting the free market
- 17.** What did Robert Owen try to establish?
- a) a perfect community
 - b) world communism
 - c) public libraries in Scotland
 - d) the Church of England
- 18.** Which statement describes an important aim of socialism?
- a) Government should control the economy to benefit all citizens.
 - b) Government should leave people alone to do whatever they want.
 - c) Government should be abolished altogether.
 - d) Government should be elected only by the wealthy.
- 19.** What is a strike?
- a) a product that sells well on the free market
 - b) a protest in which workers agree to stop working
 - c) a socialist community
 - d) a special kind of factory
- 20.** Who wrote the Communist Manifesto?
- a) Robert Owen and Lord Ashley
 - b) Charles Dickens and Benjamin Disraeli
 - c) James Watt and James Hargreaves
 - d) Karl Marx and Friedrich Engels
- 21.** Communism aimed to abolish
- a) factories.
 - b) workers.
 - c) private property.
 - d) free public education.
- 22.** What was Karl Marx's goal?
- a) a state religion
 - b) absolute equality
 - c) martial law
 - d) mercantilism

23. Karl Marx was the author of which book?

- a) Das Kapital
- b) The Origin of Species
- c) The Wealth of Nations
- d) A New View of Society

24. The United States today is

- a) communist.
- b) Marxist.
- c) capitalist.
- d) both a and c

25. Which is a socialist idea that has been adopted by American capitalist society?

- a) welfare
- b) Social Security
- c) biotechnology
- d) both a and b

Answers

Chapter 1: Effects of the Industrial Revolution

- 1. How did the invention of new machines change the way people worked?**
The new machines could do hard work that used to be done using animals or done by hand by people.
- 2. What new kind of power was used during the Industrial Revolution?**
Steam power was new. Steam made engines and pumps work.
- 3. How did the Industrial Revolution help improve people's lives?**
Some kinds of work became less physically demanding with the invention of engines that provided power. This made it easier for workers to produce more goods, so there was more available to buy, and the goods were more affordable. Some new kinds of jobs were created.
- 4. What are some negative consequences of the Industrial Revolution?**
There was inequality. While some business owners became very wealthy, many workers were poor. The Industrial Revolution has had some significant impacts on our environment, too.
- 5. What difficulties did workers face during the early phases of the Industrial Revolution?**
They often worked long hours in dangerous conditions, were paid low wages, and had little or no legal rights or protection.
- 6. Where do Patience and her siblings work?**
Patience and her brothers work at a mine. Her sisters work at a mill.
- 7. What is Patience's workday like?**
She has to walk a half hour to and from work. She starts at 5:00 a.m. and works for twelve hours, with no breaks, eating while she works. She is the only girl who works in the mine and is sometimes beaten if she doesn't work quickly enough.
- 8. What does the information about Patience's father show about working at the mine?**
Her father died in an accident at the mine. This shows the work is dangerous.
- 9. Why did so many children work in mines and factories at this time?**
Their families were very poor and needed the income. Sometimes it was easier for children to find work than for adults. Factory and mine owners often preferred to hire children.
- 10. Why did orphanages send children to work?**
This was a way for the orphanages to make money.
- 11. How did some early reformers try to protect children who worked?**
They passed some laws to protect children and women from unsafe conditions and requiring small children to have two hours of school per day.

12. What steps did workers in Great Britain and Europe begin to take in order to change things?

They called for sweeping reforms, organized unions, and refused to work in bad conditions.

13. What consequences might workers face when they protested bad conditions by refusing to work?

They were sometimes attacked by police and sent to jail.

14. What did factory and mine owners think about the new laws to protect workers?

They thought the government did not have the right to interfere. They believed that because they did not force people to work for them, they should be allowed to offer whatever pay and conditions they wanted to.

15. What did business owners think would result from the government making rules about work?

They thought they would make less money and that prices would go up. They said this could mean a loss of jobs.

16. Who or what did owners think should be in charge of setting wages and working conditions?

They wanted the free market to be in charge. They wanted the opportunity to make as much money as possible.

Chapter 2: Before the Industrial Revolution

1. How did life change for ordinary (non-noble) people in England after serfdom disappeared?

Ordinary people lived in villages. They were not tied to a lord's land. They could rent land to farm on. Some people, yeomen, owned their own farmland. A few of these landowners became gentry—they belonged to a higher social class, but were not nobles and did not have titles.

2. What was life like for most people in rural England during this time?

Most were very poor. They often did the work on farms owned by other people. Sometimes they rented small plots of land to raise their own vegetables. Most worked hard, for long hours. Everyone had to think about producing enough food.

3. What tools and resources did people use for farming and producing food in England during the time period before the Industrial Revolution?

They used windmills and waterwheels. They also used animal power, such as oxen, and human muscle to get work done.

4. What food and other goods did people in rural England typically produce or make during the time period before the Industrial Revolution?

They produced crops like wheat, rye, barley, and oats, and vegetables. They gathered eggs from chickens, ducks, or geese and got milk from cows or goats. They used the grain they produced to make bread; they made cheese from their animals' milk, and yarn from sheep's wool.

5. **How did villagers buy and sell goods?**

They traded, bought, or sold goods at a weekly market.

6. **Why was winter a common time to slaughter animals?**

There might not be enough grain to feed livestock throughout the winter. People could eat the meat, rather than use up grain to feed the animals.

7. **What were some ways the weather could affect people?**

Too much rain, or not enough rain, could make it hard to plow. After planting, farmers needed rain, or seedlings would not grow.

8. **Why might farmers and villagers hunt game, even though this was not allowed?**

Farmers might want to hunt the animals that ate their crops. People without enough food might poach game because they didn't have other sources of food.

9. **How did people harvest grain in England at this time?**

They harvested grain by hand, using a sickle or scythe.

10. **What work remained to be done with the grain after it was harvested?**

The grain had to be bundled and left to dry. Then, farmers had to thresh the grain by separating out the edible part of the grain. To use the grain to make bread, the grain had to be milled (crushed up until it was turned into flour).

11. **Why was the harvest so important?**

A good harvest meant enough food. If weather or animals led to a small harvest, people faced malnutrition and the possibility of becoming sick from often fatal diseases.

12. **Why do you think village houses were so simple and bare at this time?**

The people had to make almost everything themselves. They worked hard to produce enough food, so they didn't have much time left to build more complex homes or furniture. Most people were poor, so they couldn't buy many goods, or materials to build with.

13. **What was life like for most children?**

They helped with farm work. They did not go to school.

14. **What made it hard for poor people to change their lives at this time?**

The poor had no say in government. Authorities usually responded to any protests with great force.

15. **When did developments in technology begin to cause big changes for ordinary people in England?**

Big changes started happening in the 1600s and 1700s.

Chapter 3: Moving Toward the Industrial Age

1. **Why were many people better fed in the 1700s in England?**

They had developed new, more efficient ways to raise food. There were better tools and farming techniques. Livestock were larger.

2. **What improvements made transportation of goods and people easier?**

Improved roads and new canals made transportation easier.

3. **How did the enclosure movement make farming more profitable for landowners?**

Small, separate fields were joined together to make a larger field. Fewer workers were needed for each field, and harvests were bigger. Spending less money to pay workers and having more crops to sell helped landowners make a bigger profit.

4. **How did the enclosure movement impact poorer villagers who were not landowners?**

There were fewer steady jobs as farm laborers. Some people found other types of work; some moved to cities or to the American colonies.

5. **Why was coal such an important fuel in England at this time?**

There was not much wood available to burn as fuel. Coal was also valuable because it got hot enough to soften iron, allowing people to make tools, machines, and structures.

6. **How is steam used to power machines?**

Steam creates pressure—a force that pushes. This pressure can be used to cause machine parts to move.

7. **What improvements did James Watt make to earlier versions of steam engines?**

Watt created a steam engine that was smaller and more powerful. It could be moved more easily.

8. **How were the new, improved steam engines used?**

They were used to move systems of gears, pulleys, and belts, to pump water out of mines, and to pull wagons. Later, they were used to pull trains—a new kind of transportation.

9. **What were two resources that were at the core of the Industrial Revolution?**

Coal and iron were very important. Coal was used to melt iron. Then, iron could be used to build modern structures and machines.

Chapter 4: From Farms to Factories and Cities

1. **What are some characteristics of modern big cities?**

Big cities are usually very busy, filled with noise and traffic. There are many buildings close together; often there are factories, shops, restaurants, and theaters. Millions of people live there.

2. **In the early 1700s, what made many European villagers move away from the country and into cities?**

There were more people, but also fewer jobs on farms, because machines made it possible to do farm work with fewer people. This meant that there were a lot of people in the country who didn't have work. They moved to cities to find work.

3. **How fast did the city of Manchester grow between 1700 and 1850?**

It grew from ten thousand people to three hundred thousand people.

4. **What types of transportation were important to the industry that developed in Manchester at this time?**

Barges, a railway, and ships were important.

5. **Describe how cloth was produced in Manchester before the Industrial Revolution. What is this kind of system called?**

People in Manchester worked at home to spin, weave, and dye cloth by hand. Manchester had a cloth-making industry. But because people produced the cloth at home (in their cottages), it was called a cottage industry.

6. **How did the invention of the flying shuttle change cloth-making?**

It made weaving faster. Weavers could make double the cloth that they had before.

7. **What problem did the spinning jenny solve?**

It made spinning thread faster. Weavers needed more thread produced faster, because they could now spin the thread into cloth much faster.

8. **How did the invention of the water frame improve thread?**

It made stronger thread.

9. **What was a mule?**

A mule was a steam-driven machine that combined a spinning jenny and a water frame. It could produce thread ten times faster than the older process.

10. **How did these new inventions lead to an increase in the demand for cotton?**

Cotton was used to make cloth. The ability to make much more cloth meant that producers needed much more cotton.

11. **How did Eli Whitney's cotton gin make producing cotton cloth easier?**

It is hard to separate cotton seeds from the fibers needed to make cloth. The cotton gin made the process much quicker and easier.

12. **How did the cotton gin impact the United States?**

The cotton gin led to an increase in slavery. Cotton grew in the South, where slavery was widespread. Because plantation owners could get rich from the demand for cotton, they wanted more and more enslaved people to work on the plantations.

13. **Why were factories kept running after dark?**

This increased the production of cloth, which increased profits for the factory owners.

14. **Why could factory owners treat workers badly?**

Many people were looking for work. Owners could offer low wages. They could fire workers and easily replace them.

15. **How was the new, factory-made cloth different from cloth produced by hand?**

It was better quality and it cost less.

16. **What were some challenges faced by people who moved to the growing cities looking for work?**

There was a shortage of housing. Many workers had to live in slums. There was poor sanitation and food could be scarce. Sometimes disease hit the cities, and poor workers could not afford to leave to get away from the disease.

Chapter 5: The Rise of Capitalism

1. **What were some of the changes that characterized this period?**

Some people became rich. Many villages grew into busy cities. Large, noisy machines changed country life, and many smokestacks sent coal smoke into the air. Many people moved.

2. **What is one cause of these changes?**

The development of capitalism is one reason for these changes.

3. **What is capital?**

Capital is money that people invest in the creation of a business.

4. **How does capitalism work?**

One or more people come up with an idea for a business, either selling something or providing a service, that they think will be profitable. The individual or individuals invest capital to start and run their business.

5. **How did many different European countries grow wealthy from the 1500s to the 1700s?**

Explorers from some countries went to the Americas and brought back gold and silver. In other cases, countries became wealthy through the trade of enslaved people, and some got wealthy through piracy. Others brought highly desired goods back to Europe and sold them.

6. **What were the main ideas of mercantilism?**

Under mercantilism, each country wanted to control its trade with other countries in order to become wealthy. Each country tried to sell or export more goods than they bought or imported from other countries.

7. **What are some investments that a wealthy country might make to become stronger and more powerful?**

Countries could invest in building and improving roads, bridges, harbors, mines, agriculture, and the military.

8. **Why did kings of mercantilist countries put tariffs on goods produced in other countries?**

A tariff is a tax on a good that is imported into a country. A tariff makes the good more expensive, so fewer people will buy it. Mercantilist countries wanted to make foreign, imported goods more expensive so people would prefer to buy their own home country's goods.

9. **What was the role of colonies in the mercantile system?**

Countries could establish colonies in lands that had valuable raw materials, so these resources could be sent back to the home country. The colonies also became a market for the home country to sell its goods and a source of income through taxes.

10. **How did mercantilism influence the kinds of laws that countries made for their colonies?**

Mercantilist countries did not let colonies trade with foreign countries or colonies. They did not let colonists have businesses that competed with the ruling country. They did not let colonists have a say in the colony's economy.

11. What did ruling countries do to encourage industry and commerce?

They supported new industries and created systems to make commerce easier, like standard forms of currency, and standard ways to weigh and measure things.

Chapter 6: Adam Smith

1. How did industrial capitalists make money?

They made money by investing in factories.

2. How was this different from mercantilism?

Under mercantilism, people made money through trade.

3. What ideas about people's lives did Smith write about?

Smith wrote about how people earn a living, get the things they need, and exchange services.

4. What types of questions does the study of economics address?

Economics involves questions about money and resources.

5. What is the law of supply and demand?

It is the economic law that determines the price of goods. It is based on the amount of goods available to buy and the amount of those same goods that people want to buy.

6. Why was Smith against anything that would affect the natural balance of supply and demand?

He thought that interference would give some people an unfair advantage.

7. What does the laissez-faire approach encourage government to do?

Laissez-faire encourages the government to stay out of the marketplace and let the law of supply and demand guide the free market.

8. Why is division of labor an efficient approach to making goods?

There can be many steps and different kinds of work involved in making and selling something. Division of labor allows each worker to specialize in a certain task, making each part of the process faster. 59

9. What economic benefits did Smith note about the division of labor?

Goods can be produced faster. This makes goods cost less (because there is less labor to produce each item). Consumers benefit from lower prices. Factory owners benefit because they make more profit.

10. What did Smith recommend that owners do with the profit they make?

He said profit should be invested in order to make more money. Owners can invest money in more tools or materials, or in new types of business. By doing this, they will eventually make even more money.

11. How did Smith's views fit in with the spread of industrialization?

Industrialization allowed for the increased division of labor. It helped make work more efficient. Smith's views were that division of labor and efficiency helped workers, owners, and consumers.

Chapter 7: Living in the Industrial Era

1. **Why did the gap grow between the rich and the poor?**
Some people became very rich, but most people were very poor. There was an increasingly greater difference between these two groups
2. **What do stories like those written by Dickens help us understand about this era?**
These were very hard times for working people.
3. **What hard times did Charles Dickens go through when he was young?**
His family lived comfortably at first. But when his father couldn't pay the bills, the rest of the family was sent to debtors' prison, and Charles had to go work in a factory.
4. **What types of people did Dickens write about?**
He wrote about poor people, poor workers and children who were mistreated, and orphans.
5. **How did Charles Dickens's writing impact British society?**
His writing was one of the things that encouraged reformers to try to improve conditions for poor people.
6. **What were some ideas that Disraeli expressed in his writing?**
He wrote about the gap between rich and poor. He said it was as though there were two different nations. The two groups lived in totally different ways and had nothing to do with each other.
7. **What were some of Disraeli's worries about the big division between the rich and the poor?**
He worried about how the two groups could possibly get along with each other. He thought there was potential for violence between the two groups.
8. **What groups belonged to the upper class in England at this time?**
The aristocracy and rich capitalists made up the upper class.
9. **What kinds of lives did successful capitalists have?**
They likely worked hard to manage their business and money, but lived comfortably, and might own a few luxury items.
10. **What were some middle-class professions at this time?**
Shop owners, lawyers, doctors, and skilled workers, such as clockmakers and tailors, belonged to the middle class.
11. **What were the lives of middle-class workers like at this time?**
Middle-class workers worked for themselves. They had some leisure time for hobbies or reading. They had enough money to have candles and coal, to have light and warmth in the evening. They sometimes traveled. They often had a social life based on being part of a social club.
12. **In the 1800s, about how much of the population in industrialized countries belonged to the working poor?**
The working poor made up about 80 percent of the population.
13. **At this time, what law did Britain have about children attending school?**
The law required children ages seven to fourteen to attend school.

14. Why were some poor families against laws requiring children to go to school?

Poor families had to put a lot of effort into earning money for food and housing. They needed their children to work to help bring in income to survive.

15. What were some of the common leisure and social activities for the working poor at this time?

The working poor could sometimes enjoy music, cards, entertainment at the circus or zoos, fairs, public parks, and sports. Churches were an important part of many communities.

16. Why was migration risky for the poor?

Migration cost a lot of money, and there was no guarantee of finding work. Migration meant leaving the support provided by family at home.

17. Why did so many people migrate at this time, despite the risks?

Some workers were desperate. Some may have found it exciting to try a new opportunity. The world was changing quickly, so going somewhere new might not feel that different from staying at home. Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Chapter 8: Protesting Industrialization

1. What did the Luddites do when they broke into the weaving factory?

They smashed machines and set the building on fire.

2. Why did the Luddites destroy the machines and factory?

They were protesting the new technology and the process of industrialization.

3. Why were some unskilled workers upset about the spread of industrialism?

Some were replaced by machines. Others had to work in difficult and dangerous conditions.

4. What challenge did some skilled workers face?

Some skilled workers were no longer needed. They could not find jobs.

5. When and where were the Luddites active?

The Luddites were active early in the 1800s in Britain, in weaving districts.

6. What was the reaction of authorities to the Luddites' and other workers' protests in Europe?

Authorities crushed these movements.

7. What led workers to form associations?

They saw that the best way to improve things was to organize themselves.

8. How did early workingmen's associations use their dues to support workers?

They paid for funeral costs, helped widows and orphans, and supported community projects.

9. Why was it risky for workers to voice concerns or demand better conditions?

They could be fired. Owners often fired workers they thought might be organizing

other workers.

10. **What did workers do when they “went on strike”?**

They stopped working temporarily as a form of protest.

11. **How were striking workers often treated?**

Security forces were often called in. Striking was illegal and strikers were often arrested and treated harshly.

12. **What important step did the Lowell Women take?**

After their unsuccessful strike, they went on to organize women at other textile mills. This group of coordinated workers worked together, eventually leading to investigations and hearings about working conditions.

Chapter 9: Robert Owen

1. **What kind of factory owner was Robert Owen?**

He was among the fairest and kindest of factory owners.

2. **Why did the mill Owen supervised in Manchester prosper?**

He had the mill use good quality cotton from America, and he made other improvements.

3. **What were some improvements Owen made for workers at the mill in Scotland?**

He opened a day care, gave workers access to low prices, and managed the sale of alcohol.

4. **What did Owen call for or suggest in his writing?**

He called for better schooling, not letting machines dominate human beings, creating a peaceful society through kindness and respect for workers.

5. **What did Owen try to accomplish with the town of New Harmony in Indiana?**

He wanted to create a town based on his ideas.

6. **Why was New Harmony unsuccessful?**

People in the town disagreed with each other about various things.

7. **How were Owen’s ideas carried on by others?**

Workers took his ideas and included them in the union movement.

8. **What did socialists want to accomplish?**

Socialists wanted to prevent problems that occurred because of industrialism and capitalism, such as poor treatment of workers and a big gap between the rich and the poor.

9. **Why did socialists want to regulate business and industry?**

They wanted to protect workers and have business and industry benefit everyone in the society.

10. **What approach did Owen want to take to reform?**

He wanted to fix problems that came out of capitalism, but he wanted peaceful reforms that happened because people agreed to them. He thought owners would want to make these reforms.

11. Where do social democracies exist today?

Many European countries today are social democracies. Note: Some examples of modern-day social democracies include Ireland, Belgium, Denmark, and Sweden.

Chapter 10: Looking for a New Economic Order

1. What is a depression?

A depression is when the whole economy slows down significantly. Large numbers of people don't have work, so they can't buy things. Production slows down, because people aren't purchasing goods.

2. Why is an investor taking a risk when he or she puts money into a business?

Investors put money into a business because they want to earn a profit. But there is no guarantee the business will succeed. If the business does not make a profit, the investor will not make a profit either. If the business fails, the investor loses the money he or she put into it.

3. What kinds of protests were widespread in Europe in the 1840s?

Factory workers protested by threatening to strike. Farmers protested the low prices for their crops.

4. How did governments react to these protests?

Governments wanted to stop the protests. They used the police and the army to stop public protests.

5. What did many people see as the two major outcomes that were the most likely to happen?

Many people thought that either the governments would crush the protestors, and workers would accept bad conditions, or that there would be a revolt by the workers and governments and their capitalist economies would be overthrown.

6. What did Marx and Engels think would happen?

They thought a revolution would take place. Workers would set up a new kind of government, and there would be no private property.

7. How did Marx and Engels imagine communism?

They thought everyone would work together to build a good society. They thought communism would be the purest form of democracy, because it would be based on equality.

8. What did Marx and Engels urge workers to do?

They urged workers around the world to unite and rise up in revolution.

9. Did the revolution of the proletarians that Marx and Engels called for in 1848 occur as they envisioned?

No. While there were strikes and revolutionary movements, they were put down with force by the police and military forces.

10. What did Marx do?

He fled his native Germany to live in London. He studied and wrote about capitalism, and helped organize an international movement of workers. The full impact of his work was not realized during his lifetime.

Chapter 11: Karl Marx

1. **What problem did Marx see with the way that people understood equality?**

The idea of equality was that everyone had the same rights. People should be treated equally by the law. Marx said that kind of equality did not help people who were poor or starving.

2. **Why did Marx say that money and the ability to make money were the most important part of life?**

People with money determined how everything else was done, including government, working conditions, education, and health care.

3. **Why did Marx think that human society has so much conflict and violence?**

He thought it was because wealth and property were not distributed equally. There is conflict between the people who have these things and people who do not.

4. **What did Marx think about the haves?**

The haves always use force to keep what they have.

5. **What did Marx say about the have-nots?**

The have-nots use force to try to get the property and wealth of the haves.

6. **What theme did Marx see in history?**

There is a struggle between the haves and have-nots in every era.

7. **Why did Marx think that class struggle had reached a critical new phase?**

He said that the wealthy and middle classes had come together into a class he called the bourgeoisie. This new class was extremely powerful and controlled everything.

8. **What did Marx identify as ways the bourgeoisie prevented the proletariat from coming together and gaining power?**

The bourgeoisie used laws, force, schools, newspapers, and religion to stop the proletariat from joining together and getting power.

9. **What benefits did Marx believe that capitalism offered?**

He saw that capitalism increased productivity and that people can benefit from this.

10. **Why did Marx think capitalism would destroy itself?**

He thought capitalism would make society so unequal that it would intensify the class struggle.

11. **What did Marx think workers would do because of the great inequality caused by capitalism?**

He thought workers would unite and fight back against the haves. They would claim all the property and form a government to protect workers.

12. **How did Marx imagine the first stage of the revolution?**

He thought the proletariat would revolt against the bourgeoisie. It would form a government that would own all factories and decide costs and wages. It would also provide all services. Everyone would be equal and have the same things.

13. **What did Marx think the next stage would look like?**

He imagined that everyone would own everything, together. There would not be a government. Instead, a community of people would control everything, working

together. He called this idea communism.

14. Why did Marx think it was so important for everyone to be equal and have exactly the same things in life?

He believed that this type of equality would give everyone what they needed for a good life. There would not be a class struggle, so there would not be conflict or violence.

15. Why did Marx think the world he envisioned would have no war between nations?

Nations would not be rivals, because all people would be equal and would believe that everyone was equal to them.

16. How did people react to Marx's ideas?

Many people were inspired because he promised a better future for workers. Many others criticized his ideas.

17. Did the countries that identified themselves as communist countries in the 1900s reflect Marx's beliefs?

They did not. These countries became totalitarian dictatorships, not communities in which everyone was equal.

Chapter 12: In Our Time

1. What are some major differences between life in the United States today and life in Patience Kershaw's time?

Cities are even bigger; buildings are taller and made of different materials; cars, trucks, and airplanes are used for transportation; oil is used as a major source of fuel; communication and entertainment are based on phones, computers, and televisions; clothing is different.

2. What are some materials that are common today, that were not used in Patience's day?

Plastic and steel would be new to Patience. Glass is also used in greater quantities.

3. How many stages of the Industrial Revolution do historians identify?

Historians usually identify three main stages.

4. What characterized the first stage of the Industrial Revolution?

New inventions vastly increased the amount of energy (power) that people could use to help them do work. Coal and steam were the major sources of power.

5. What characterized the second stage of the Industrial Revolution?

Coal and steam remained important, but more new technologies and products were developed. Steel and electricity were introduced and became widespread; petroleum became a key resource; automobiles and planes were developed and became common.

6. What is the third stage of the Industrial Revolution?

The third stage is happening today. It is also called the "Information Age" because communication technology, including satellites, phones, and computers, is so important.

7. How has capitalism contributed to the Industrial Revolution?

Investors provide money to open factories and businesses, to develop technology, and to try new ideas and products.

8. What role does competition play?

Under capitalism, people compete to offer the best products and services for the lowest price. Consumers (customers) benefit from this competition.

9. Why are so many people investors today?

One reason is that today people can buy shares of stock, hoping to sell the shares later at a profit. You don't have to be involved with the company to buy a share of stock.

10. How have industrialism and capitalism improved life for many people today?

We have many things that make life easier, such as fast transportation, labor-saving devices, strong materials, and many luxury items.

11. What are some problems that are linked to capitalism and industrialism?

Problems that continue today to varying degrees in different countries include child labor, inequality, pollution, health hazards, overcrowding, repetitive work, and discouraged workers.

12. What factors made it difficult for Marx's and Owen's visions to become reality?

Countries that tried to adopt communism created totalitarian regimes headed by dictators. Communities based on equality, cooperation, and the common good have not always worked out, because people continued to disagree about various issues.

13. How does the U.S. government regulate the economy today?

It regulates banks and businesses. There are laws about wages and working conditions. It can prevent the formation of powerful monopolies. It can make laws to combat pollution and protect the environment.

14. What are some ideas from socialism that are part of life in the United States today?

Workers have some protections and rights. There is a welfare system to support poor and disadvantaged people. The government helps provide child care, education, transportation, housing, and medical care. The Social Security system helps protect retired people from poverty.

15. What are some debates about capitalism and socialism in the United States today?

Some people think we have the right balance. Some say we provide too much welfare and the government does too much. They think we should move more toward pure capitalism. Some people say we need more limits on capitalism and need to do more to support people who are poor or disadvantaged.

16. How can citizens influence a government's decisions about the economy?

Citizens can vote, write to government leaders, participate in protests or demonstrations, join organizations, or run for office.

17. **How are questions about the environment linked to the Industrial Revolution?**

Industrialism caused an increase in pollution and damaged the environment, vastly reducing forests and impacting the land through mining.

Unit quiz key

1. d 2. c 3. b 4. d 5. a 6. b 7. c 8. d 9. c 10. a 11. b 12. c 13. d 14. d 15. b 16. c 17. a 18. a
19. b 20. d 21. c 22. b 23. a 24. c 25. d