**DOCUMENT ANALYSIS ASSESSMENT**

**Directions:**

Read and analyze each document. Be sure to read all questions carefully. Some questions will expect you to choose one correct answer, while others will expect you to choose more than one correct answer. You may look back as often as necessary.

Mark your answers by filling in the correct circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to provide written responses based on the documents that you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will NOT be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

**GO ON**

**Today you will analyze passages, data, and images relating to the Industrial Revolution. As you analyze these texts, you will gather information and answer questions about them so that you can write an analytical essay.**

Read the Historical Background on the Industrial Revolution. Then, answer Questions 1-6.

**Document 1: Historical Background (From: The History Channel Website)**

The Industrial Revolution, which took place from the 18th to 19th centuries, was a period during which predominantly agrarian, rural societies in Europe and America became industrial and urban. Prior to the Industrial Revolution, which began in Britain in the late 1700s, manufacturing was often done in people’s homes, using hand tools or basic machines. Industrialization marked a shift to powered, special-purpose machinery, factories and mass production. The iron and textile industries, along with the development of the steam engine, played central roles in the Industrial Revolution, which also saw improved systems of transportation, communication and banking. While industrialization brought about an increased volume and variety of manufactured goods and an improved standard of living for some, it also resulted in often grim employment and living conditions for the poor and working classes.

**GO ON**

**Question 1**

What definition best represents the meaning of the word **agrarian** as it is used in line 2 of the passage?

A. relating to rural life

B. relating to urban life

C. relating to agricultural life

D. relating to industrial life

**Question 2**

According to the passage, when did the Industrial Revolution begin?

1. the 18th to 19th centuries
2. the 18th century
3. the 19th century
4. the late 1700s

**Question 3**

Which type of source is the Historical Background?

1. primary source
2. secondary source
3. both a primary and a secondary source
4. neither a primary nor a secondary source

**GO ON**

**Question 4**

Which of the following is the main idea of the Historical Background?

1. prior to the Industrial Revolution life was agrarian and rural
2. prior to the Industrial Revolution work was done by hand in the home
3. the Industrial Revolution changed the production of goods
4. after the Industrial Revolution there was more of a variety of goods and a better standard of living

**Question 5**

Which of the following is the most important benefit that industrialization brought to America?

1. improvements in transportation, communication, and banking
2. a shift to powered, special-purposed machinery, factories, and mass production
3. the development of steam power
4. increased volume and variety of manufactured goods and an improved standard of living for some

**Question 6**

According to the Historical Background, what was the most significant problem that resulted from the Industrial Revolution in America?

1. water and air pollution
2. serious employment issues with child labor
3. decreased standards of living for some poor working class farmers
4. decreased living conditions for some poor working class urban workers

**GO ON**

Read the selection on Immigration. Then, answer Questions 7-8.

**Document 2: Immigration and the Standard of Living**

Source: Leonard Dinnerstein, Roger L. Nichols, and David M. Reimers, *Natives and Strangers: A Multicultural History of Americans* (New York: Oxford University Press, 1971), p. 220-21.

Old stock Americans often thought that others were strange, inferior and potentially disloyal. . . . Labor violence, such as that occurring during the railroad disturbances of 1877, . . . crowded slums in the nation’s fast growing cities, and industrial strikes also created uneasiness about the stability of American society. . . . Many others, reformers and non-reformers, feared economic impact of immigration…they blamed the immigrants for lowering the standard of living.

**Question 7**

What does the phrase **old stock** mean in the context of line 1 of the selection by Dinnerstein, Nichols, and Reimers?

1. goods or raw materials
2. supply of something for later use
3. originals of a particular group
4. a specific type or breed of animal

**Question 8**

Which of the following was specifically blamed on immigrants according to the passage?

1. disloyalty
2. fast growing cities
3. lower standard of living
4. the Railroad Disturbances of 1877

**GO ON**

Read the Perspective of a Business Owner. Then, answer Questions 9-11.

**Document 3: Perspective of Business Owner**

Source: *Massachusetts Bureau of Statistics of Labor, Thirteenth Annual Report,* 1883.

I regard my people as I regard my machinery. So long as they do my work for what I choose to pay them, I keep them, getting out of them all I can. What they do or how they fare outside my walls I don’t know, nor do I consider it my business to know. They must look out for themselves as I do for myself.

**Question 9**

Which statement best describes how the business owner views his workers?

1. he deeply cares about his workers in his factory and also their families
2. he respects his workers and the decisions that they make outside of the factory
3. he doesn’t care for his workers and doesn’t care what happens to them or their families
4. he needs his workers in the factory but doesn’t care what happens to them outside of the factory

**Question 10**

Which of the following statements might this business owner agree with based on the passage? Select all answers that apply.

1. workers can easily be replaced if they are not productive enough or get injured
2. workers should be given good working conditions and fair pay
3. workers should not have to live in cramped apartments or eat poor quality food
4. owners can pay their workers as little as possible to earn higher profit  **GO ON**

**Question 11**

In line 1 of the passage, the author states “I regard my people as I regard my machinery.” Which of the following statements describe how the business owner “regards” his machinery? Select all answers that apply.

1. he values its usefulness
2. he does not value it when it is not useful
3. he values it when it is productive
4. he does not value it for its productivity

Analyze the U.S. Population Chart. Then, answer Questions 12-15.

**Document 4: U.S. Population Chart 1790-1860**



**Question 12**

What was the approximate population increase from 1790 to 1830 according to the chart?

1. 3.8 million people
2. 12.8 million people
3. 16 million people
4. 9 million people

**GO ON**

**Question 13**

In which decade did the population grow the most?

1. 1790s
2. 1820s
3. 1840s
4. 1860s

**Question 14**

Which of the following statements could help explain the causes of population growth shown in the chart from 1790-1860? Select all answers that apply.

1. increase in slave populations
2. the results of the Civil War
3. increase in immigrant populations
4. a decrease in birth rate

**Question 15**

If population trends continued, what would be expected to happen in 1870?

1. population decrease
2. population remains constant
3. population increase
4. it is impossible to determine

**GO ON**

Read the selection on Mill Girls. Then, answer Questions 16-21.

**Document 5: Hard Times Cotton Mill Girls**

Victoria Byerly, Hard Times Cotton Mill Girls. Personal Histories of Womanhood and Poverty in the South (Ithaca, N.Y.: ILR Press, 1986), pp. 43–45.

The [textile] industry's growth was based on a vastly expanding number of women and children in the mills. In the four textile states in 1890, men formed only 35 percent of the work force, women made up 40 percent, and children between the ages of ten and fifteen made up 25 percent. A seventy-hour workweek earned about $2.50 in 1885 and slightly less in 1895. At the same time profits were phenomenal. According to historian Broadus Mitchell, "It was not unusual . . . in these years to make 30 to 70 percent profit.” . . .

Lower wages and longer hours accounted for cheaper cotton manufacturing in the South. Southern states permitted night work for women, and the eleven-hour workday six days a week and twelve-hour worknight five nights a week were common.

In the South, children of fourteen could, by law, work the same hours as adults, but at the Amazon mill, children started to work at a much younger age. . .

These children, who might have worked a sixty-four hour workweek, were allowed to keep maybe twenty-five cents of their wages, if any, after household expenses were taken care of. Many children looked forward to becoming of age to work in the mill as a way of getting out of the hot and back-breaking work of farming, while others preferred to remain on the farm. The choice, however, was not theirs to make. If it had been, all the women I talked to would have chosen to be in school.

**GO ON**

**Question 16**

What is Byerly’s main point in the selected passage?

1. children were mistreated at the textile mills and were not paid as much as adults
2. profits for mill owners were phenomenal due to long hours and low wages
3. women workers were the most reliable workers and made up the majority of mill workers
4. the growth of textile mills depended greatly on the cheap labor of women and children

**Question 17**

Which of the following statements were things that led to higher profits for mill owners? Select all answers that apply.

1. the use of child workers instead of men
2. the use of women workers instead of men
3. longer working hours in the mills
4. cheaper cotton from the South

**Question 18**

According to the passage, which TWO ways did the South contribute to the Industrial Revolution? Select exactly two answers.

1. longer working hours led to higher cotton production
2. night work contributed to higher cotton production
3. the lack of schools in the South led to child labor
4. child labor led to higher wages for men

**GO ON**

**Question 19**

Select the TWO sets of lines that best explain why mill owners’ profits increased. Select exactly two answers.

1. Lines 2-4
2. Lines 8-10
3. Lines 12-13
4. Lines 15-17

**Question 20**

According to line 6 of the passage, if a mill owner received $10,000 from business in a single year, which of the following amounts of money could have been his profits? Select all answers that apply.

1. $3,000
2. $5,000
3. $7,000
4. $9,000

**Question 21**

In lines 19-20 of the passage it states: “The choice, however, was not theirs to make. If it had been, all the women I talked to would have chosen to be in school.” What can be inferred from this statement?

1. slave owners prevented slaves from leaving the cotton plantations
2. husbands prevented women from leaving their farm work
3. mill owners prevented women from working in mills
4. there were no schools in the South to educate women

**GO ON**

Read the selection by Harriet Robinson. Then, answer Questions 22-27.

**Document 6: Harriet Robinson: Lowell Mill Girl**

In 1832, Lowell was little more than a factory village. Five "corporations" were started, and the cotton mills belonging to them were building. Help was in great demand and stories were told all over the country of the new factory place, and the high wages that were offered to all classes of work­people; stories that reached the ears of mechanics' and farmers' sons and gave new life to lonely and dependent women in distant towns and farm­houses…Troops of young girls came from different parts of New England, and from Canada, and men were employed to collect them at so much a head, and deliver them at the factories…

At the time the Lowell cotton mills were started the caste of the factory girl was the lowest among the employments of women…In the eyes of her overseer she was but a brute, a slave, to be beaten, pinched and pushed about. It was to overcome this prejudice that such high wages had been offered to women that they might be induced to become mill girls, in spite of the opprobrium that still clung to this degrading occupation…

The early mill girls were of different ages. Some were not over ten years old; a few were in middle life, but the majority were between the ages of sixteen and twenty-five. The very young girls were called "doffers." They "doffed," or took off, the full bobbins from the spinning frames, and replaced them with empty ones. These mites worked about fifteen minutes every hour and the rest of the time was their own. When the overseer was kind they were allowed to read, knit, or go outside the mill yard to play.

**GO ON**

They were paid two dollars a week. The working hours of all the girls extended from five o'clock in the morning until seven in the evening, with one half-hour each, for breakfast and dinner. Even the doffers were forced to be on duty nearly fourteen hours a day. This was the greatest hardship in the lives of these children. Several years later a ten­ hour law was passed, but not until long after some of these little doffers were old enough to appear before the legislative committee on the subject, and plead, by their presence, for a reduction of the hours of labor.

**Question 22**

According to the article, which group of people was most likely the **doffers**?

1. sons of mechanics and farmers
2. mill girls not over ten years old
3. mill girls aged 16-25
4. mill girls in middle life

**Question 23**

Given the context of lines 12-14 what is the best definition of the word **opprobrium**?

1. dishonor
2. excitement
3. opportunity
4. allure

**GO ON**

**Question 24**

According to the document, what was the most significant hardship facing mill girls?

1. low wages
2. dangerous conditions
3. long working hours
4. poor treatment by overseers

**Question 25**

According to the document, in the 1830s which was the most important reason why girls came to Lowell?

1. to meet young men
2. to earn low wages in textile mills
3. to earn high wages in textile mills
4. to work as bobbin girls on spinning frames

**Question 26**

What is the best definition for the word **caste** as it is used in line 10 of the passage?

1. racial group
2. age group
3. social category
4. gender category

**GO ON**

**Question 27**

Lines 11-12 describe a mill girl as “a brute, a slave, to be beaten, pinched and pushed about.” Which of the following best explains why the author described the mill girl as a slave?

1. to show that she was actually a slave
2. to show that she had no rights under the law
3. to show that overseers beat and whipped her
4. to show that overseers worked her hard

Read the Poem. Then, answer Question 28.

**Document 7: Poem by Sara Norcliffe Cleghorn**

*The golf links lie so near the mill*

*That almost every day*

*The laboring children can look out*

*And watch the men at play*

**Question 28**

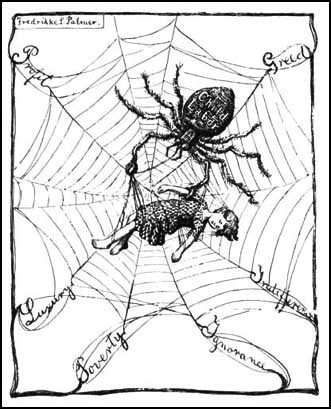
What is the ironic criticism of 19th century society in this poem?

1. the golf course owner chose to locate the golf course in the city
2. the children were wasting time at work watching men play golf
3. the men were playing while the children were working
4. the women were not even mentioned in the poem even though there were many mill girls

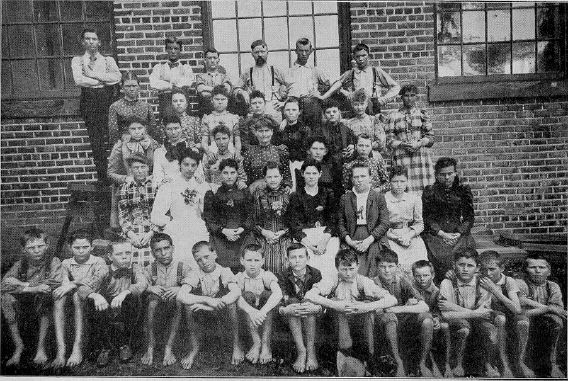
**GO ON**

Examine the two Images. Then, answer Questions 29-30.

**Document 8: Political Cartoon**



**Document 9: Mill Workers Photograph- Atherton Mill**



**GO ON**

**Question 29**

Which of the following best describes the role of the spider web in the Political Cartoon?

1. it represents the evils of child labor
2. it represents the cotton being woven in textile mills
3. it represents the death of children at the hands of mill owners
4. it represents the social byproducts of the textile industry

**Question 30**

Which set of words best describe the appearance of the workers in the photograph?

1. gloomy and fearful
2. prideful and hardworking
3. happy and hopeful
4. shameful yet exuberant

**Document-Based Essay Prompt:**

**Using Documents 1-9 for evidence to support your points, write an essay addressing the following question: Was the Industrial Revolution good for American society or bad for American society? Be sure to consider all points of view.**

**GO ON**

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**STOP**

STOP

**You have come to the end of the test.**

* **Review your answers.**
* **Then, close your test booklet and raise your hand to turn in your test materials.**