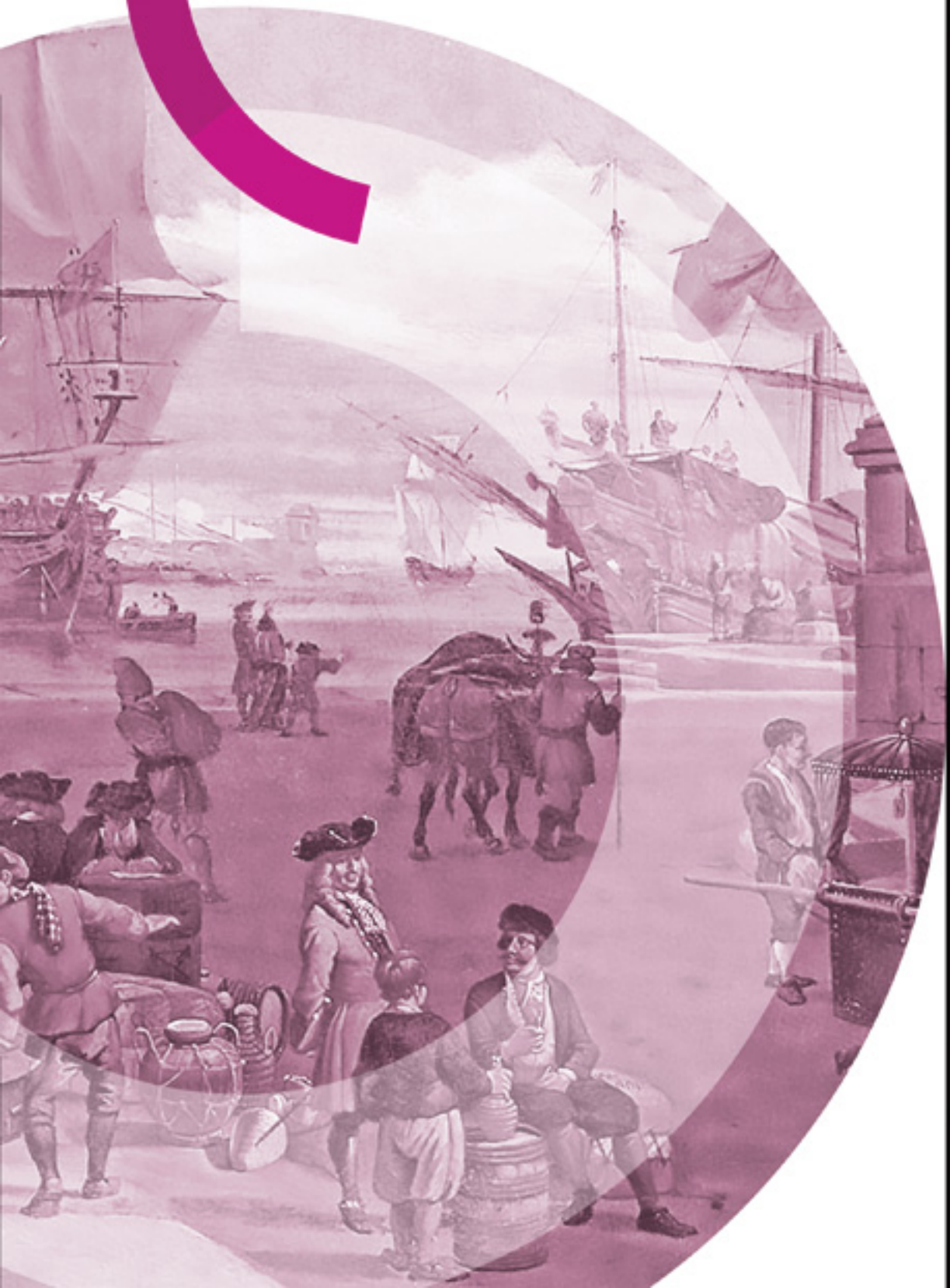
The Inquiry Arc in World History

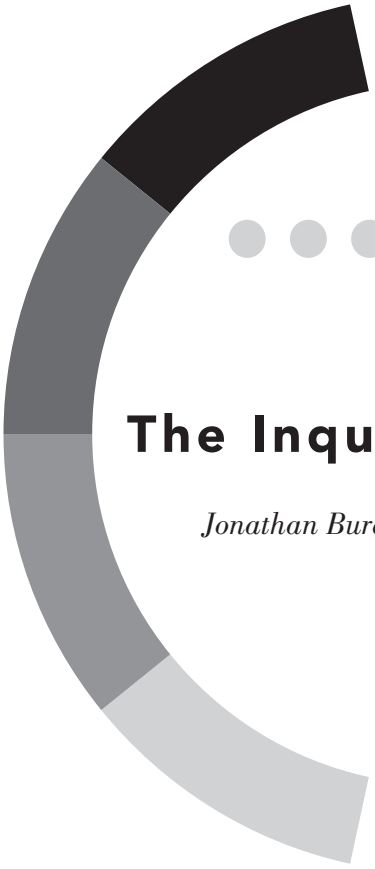


Age of Revolutions

Jonathan Burack

MindSparks

Age of Revolutions



The Inquiry Arc in World History

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MindSparks®
CULVER CITY, CALIFORNIA
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MindSparks®
CHALLENGING STUDENTS TO THINK HISTORICALLY

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The Factory and the Worker

How Did Labor Conflict Shape the Early Industrial Revolution?

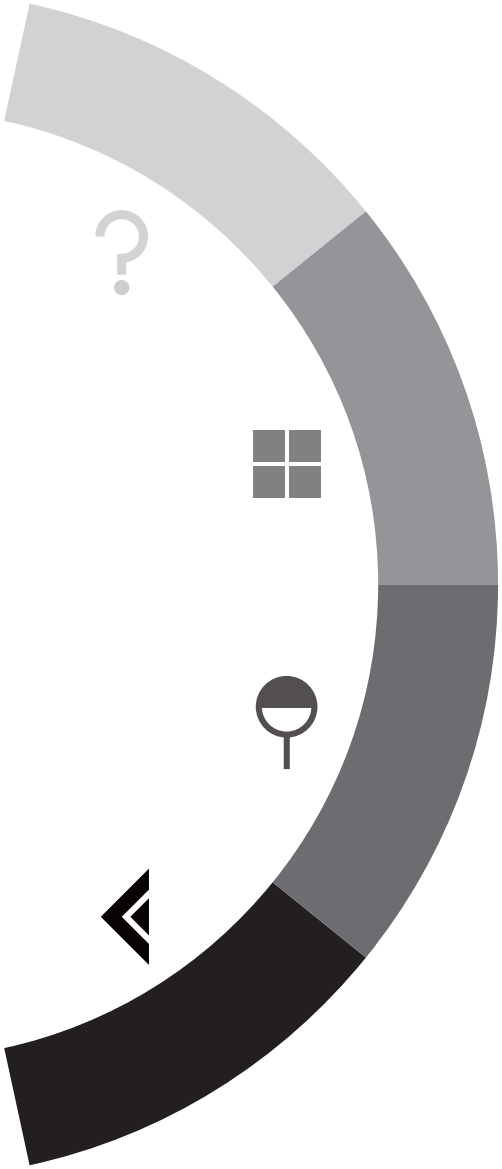
The Great Enrichment: 1800–the Present

What Explains It?

Introduction

C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. The C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, such as debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in world history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and each lesson includes individual and group tasks in an integrated way.

Each lesson also includes an Introductory Essay, detailed teaching instructions, a packet of primary and secondary sources, and the handouts needed to implement the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

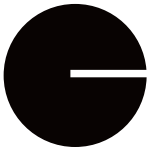
Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.

C3 Disciplines

History

Civics

Economics



Geography

Abolitionism

Why Did a Movement to End Slavery Arise?

Overview

Introduction

Great Britain banned the slave trade in 1807. The focus then shifted to abolishing slavery on the plantations in its Caribbean colonies. That was finally achieved in 1833. Meanwhile another abolitionist movement was heating up in the United States. It succeeded at the end of the Civil War in 1865. Many other nations also acted to end slavery in the 1800s. The struggle to abolish slavery is still not over. However, the battle to discredit the idea of slavery was largely won in the 1800s. This acceptance of abolition as an ideal was a dramatic change. Explaining why it happened is not easy. In this lesson, students will work with primary and secondary sources that form the core content for tasks that will help them do just that.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about abolitionism. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time.
- **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).

- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Why did a worldwide movement to end slavery arise in the 1700s?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about Abolitionism

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven sources, they will select one that supports their claim.

7. Using the evidence gathered from sources, each group will then prepare a brief (five- to ten-minute) presentation about abolitionism from its disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or a related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.

Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Abolitionism Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- Adam Smith's free market philosophy (Primary Source 1.8) stressed each individual's right to pursue their own economic self-interest as they saw fit. Would William Wilberforce (Primary Source 1.5) have accepted Smith's views about this and about slavery? Ask students to imagine that they are Wilberforce and to write a letter to Smith. In the letter, they should comment on his views as expressed in Primary Source 1.8 and make a case for how Wilberforce did and did not see things as Smith did. Students will then write back as Smith and respond to what Wilberforce said in the first letter. Share some of these exchanges and discuss which ones seem most plausible.
- In 1807, Great Britain banned the slave trade. As the mightiest seafaring nation, it took on the task of stopping the trade everywhere it could. How good a job did the British do at that? Divide the class into three small groups. Ask them to study the map that is Secondary Source 1.3. Assign each group to one of the three regions of the African slave trade as shown on the map: the East African slave trade, the trans-Sahara slave trade, or the Atlantic slave trade. Ask each group to do further research on British efforts to stop the slave trade in each region. Based on its research, have each group prepare a brief presentation to the class on its findings. Specifically, ask each to explain what the slave trade in its region was like, what the British did (if anything) to stop the trade, and what key problems they faced in trying to stop the slave trade.
- Ask students to imagine a discussion among George Keith (Primary Source 1.4), William Wilberforce (Primary Source 1.5), and John Newton (Primary Source 1.6). They are all meeting to decide whether or not to use Primary Source 1.7 as the image on the official medallion of the British Anti-Slavery Society. Have students create an imagined discussion among these men. Have each express their views, including the best reason for approving the use of the image and the biggest reason for not approving it. Ask some students to act out some of the best of these discussions in their roles as Keith, Wilberforce, and Newton.

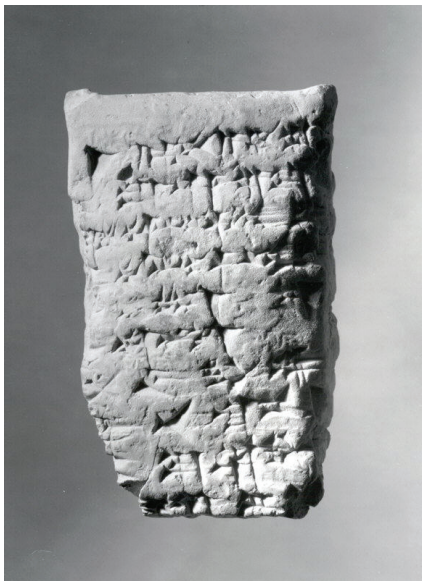
Taking Action

- Many groups today say that slavery still exists, although largely in new ways that are different from those of the past. Today's slavery, they say, is rarely about one person literally owning other people. More often it is about exploiting and completely controlling someone who cannot escape their circumstances. Antislavery groups today speak of forced labor, human trafficking, debt bondage, sex slavery, and forced marriage. Divide the class into small groups. Ask each group to research one of these forms of modern-day slavery and supply basic facts and images on its topic to a student presentation committee. This committee's task is to prepare a PowerPoint presentation for the school and the wider community. Invite local members of the press and others to attend the presentation, and discuss ways of supporting efforts to end these forms of human bondage.
- Based on the work in the previous assignment, use social media (Twitter, Facebook, YouTube, etc.) to share the PowerPoint presentations with others. Invite people contacted in this way to comment and offer their own thoughts about how to raise awareness of and act to stop these forms of modern-day slavery.

Introductory Essay

Slavery and Abolition

Slavery still exists in some parts of the world. Yet nearly all of humanity agrees that slavery is simply evil. Slavery is the total domination by one person of another person's body, work, family life, and daily actions. Most of us are horrified at the idea that any person should have this sort of total control over someone else.



Cuneiform tablet with a record of a slave sale, ca. 1637 BCE

For most of history, however, the enslavement of human beings was seen, at least by many, as perfectly normal. It is hard to know much about the lives of enslaved people in ancient societies because few writers felt slavery deserved much comment at all. Often, enslaved people were mentioned merely in passing by someone writing about another topic. A few writers dealt with the topic of slavery itself, but usually briefly. Aristotle, St. Augustine, Philo of Alexandria, and other ancient writers did this. Most of them simply said enslaved people should obey their masters and masters should treat enslaved people decently. They did not reject slavery as unnatural or as a great moral evil.

In most traditional societies, nearly everyone had a place or social ranking. All were dependent on a family, a tribe, or some other group. Everyone had a rank above or below others. In such a pecking order, some had to be at the bottom. This seemed natural and inevitable.

This engraving shows a Roman general bringing back captured slaves from war.

Slavery was often closely linked to war. It may have actually seemed humane to enslave captured soldiers rather than put them to death. Criminals also were often enslaved. Others became enslaved because of a failure to pay off debts. Some even willingly became enslaved as a way to avoid debt and poverty. Enslaved people performed services at all levels of society. Some were agricultural laborers. Others worked as domestic servants, soldiers, palace eunuchs, or even teachers or top administrators.

Over the centuries, slavery slowly became rarer in Europe. The Catholic Church banned the sale of enslaved Christians to non-Christian societies. A few individuals spoke out about the cruelties of the slave trade. In the 1500s, some also described the horrors of slavery in the Americas. Slavery was especially brutal there. However, an organized abolitionist movement did not arise until after 1700.

It started when English and American Quakers began to speak out against slavery. This was part of a broader religious awakening. Other evangelical Protestant groups soon joined in. They voiced a deep sense of the worth of every individual soul, and this led them to condemn slavery. In doing this, they went further than the Catholic Church—further also than earlier Lutheran and other Protestant sects. In the late 1700s, this abolitionist spirit also inspired a group of Church of England leaders known as the Clapham Sect. Its most famous figure was William Wilberforce. As a member of Parliament, Wilberforce made slavery a national political issue.

Portrait of William Wilberforce

Religious awakening was not the only factor shifting British attitudes about slavery. Great Britain was undergoing other major cultural and economic changes. Enlightenment philosophy stressed the value of reason and individual liberty. Slavery was at odds with the Enlightenment idea that individuals had "natural rights." Slavery also went against the idea that individuals had the right to better themselves economically. The idea that individuals did have that right helped fuel the early Industrial Revolution. It also made slavery seem especially unjust.

In the 1700s, it also became much easier for ordinary people in Great Britain to learn about public issues such as slavery. Literacy spread. Newspapers multiplied. Coffeehouses became places for people to gather and discuss events. Public opinion became a force in political life. People began to have a strong impact on politicians in Parliament. Abolitionists were among the first to recognize and make use of these changes. Massive petition campaigns flooded Parliament. These were signed by hundreds of thousands of people in an ever more aroused public.

Great Britain banned the slave trade in 1807. The focus then shifted to abolishing slavery on the plantations in its Caribbean colonies. That was finally achieved in 1833. Meanwhile another abolitionist movement was heating up in the United States. It succeeded at the end of the Civil War in 1865. Many other nations also acted to end slavery in the 1800s.

The struggle to abolish slavery is still not over. However, the battle to discredit the idea of slavery was largely won in the 1800s. This acceptance of abolition as an ideal was a dramatic change. We have briefly touched here on some factors bringing about this change. But explaining it is still not easy. The primary and secondary sources in this book should help you discuss, debate, and better understand this momentous change in ideas.

Image sources: Cuneiform tablet. Courtesy of the Metropolitan Museum of Art. *The Triumph of Scipio Who Rides on a Horse Followed by Captured Slaves*, engraving by Master of the Die, 1530–60. Courtesy of the Metropolitan Museum of Art. William Wilberforce. iStock.com/duncan1890.

History Group

GROUP MEMBERS:

Abolitionism

Your group's task is to explore history issues related to the worldwide abolition movement. A compelling question is provided. You will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > How did the Quaker arguments about slavery differ from the views of ancient writers like Aristotle or Basel of Caesarea?

3. Read and discuss Primary Sources 1.1, 1.2, and 1.4.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > From the start, Protestant churches stressed the importance of each individual reading the Bible. This empowered individuals to base their faith on their own understandings of the word of God. The authority of the Church hierarchy of pope, cardinals, bishops, priests, and monks was rejected. Yet the first Protestant churches remained top-down organizations. Church officials controlled the institutions. This was certainly true of the official Church of England. The role of the individual was still quite limited.
   >
   > The Quakers were part of a later movement of far less top-down dissident Protestant sects. They stressed "the priesthood of all believers." This phrase conveys the idea that through Christ, each believer can have direct access to God. Quakers saw each person as able to experience "the light within." A minister did preach a sermon at many Quaker worship services. However, often the service was unplanned. It was mostly silent

but with members free to speak out as the spirit moved them. The church organization was "flat"; the emphasis was on the individual soul's direct relationship with Christ. The Quakers stressed simple behavior, dress, and speech. They refused to take part in war. Their core concern was to protect the liberty of each individual to seek God freely. Slavery came to seem to many of them the worst possible sin. It prevented the individual soul from following a freely chosen path to "the light within."

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 1.1

Primary Source 1.2

Primary Source 1.4

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How did the Quaker arguments about slavery differ from the views of ancient writers like Aristotle or Basel of Caesarea?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Civics Group

GROUP MEMBERS:

Abolitionism

Your group's task is to explore the civics issues related to the worldwide abolition movement. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Abraham Lincoln based his antislavery views on the natural rights ideas of the Declaration of Independence. Was his argument against slavery more effective than the evangelical Christian arguments of people like William Wilberforce or John Newton? Explain your answer.

3. Read and discuss Primary Sources 1.5, 1.6, and 1.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > These words are from the American Declaration of Independence of 1776:
   >
   > We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness.
   >
   > Quaker George Keith, William Wilberforce, and other evangelical Christians used the spiritual language of sin and redemption in attacking slavery. The Declaration of Independence does refer to a "Creator." However, its key ideas are about natural ("unalienable") rights, not sin or spiritual liberty. The idea of natural rights was a part of Enlightenment philosophy. John Locke and others insisted such rights existed for all men at all times. But did the declaration really mean "all men"? In fact, many of the founders themselves owned enslaved people. Surely they could see that the declaration challenged slavery in a basic way. Many abolitionists certainly saw this. In the early 1800s, however, cotton production and

slavery spread across the South. It took a terrible civil war to end slavery for good in 1865. Meanwhile, Abraham Lincoln and others did rely on the Declaration of Independence to make the case against slavery. It took time, but the Declaration's rights language did, in the end, help undermine the arguments in favor of slavery.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 1.5

Primary Source 1.6

Primary Source 1.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

   > Abraham Lincoln based his antislavery views on the natural rights ideas of the Declaration of Independence. Was his argument against slavery more effective than the evangelical Christian arguments of people like William Wilberforce or John Newton? Explain your answer.

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Economics Group

GROUP MEMBERS:

Abolitionism

Your group's task is to explore the economic issues related to the worldwide abolition movement. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Adam Smith made an economic argument against slavery. How did his economic analysis of slavery differ from that of ancient writers like Aristotle or Basel of Caesarea?

3. Read and discuss Primary Sources 1.1, 1.2, and 1.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Great Britain in the 1700s had itself long been free of enslaved people. British slavery was overseas in its colonies. The greatest use of enslaved people was in its Caribbean colonies—especially Jamaica, but also Barbados, St. Kitts, Nevis, Antigua, and other islands. Slave labor was used to grow tobacco and coffee, but sugar was far and away the main crop. Certain parts of its production process could be dangerous. Enslaved people died at appalling rates. Infant mortality was high. Hence the demand for newly imported enslaved people was always great.
   >
   > Abolitionists insisted enslaved people were not efficient workers. They said this was because enslaved people had little reason to work hard. They referred to the danger of slave revolts or sabotage. Abolitionist literature often said slave plantations were not profitable. Abolitionists hoped to reassure slave owners that motivated free laborers would do a better job. For a time, some historians were sure they were right. However, it is clear

now from better research that they were wrong. Slave plantations in the Caribbean were highly profitable. Rigid supervision of enslaved people ensured they were productive whether they wanted to be or not. This remained so even as Great Britain abolished the slave trade in 1807. It was still so when the British abolished slavery throughout all their colonies after 1833.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 1.1

Primary Source 1.2

Primary Source 1.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

> Adam Smith made an economic argument against slavery. How did his economic analysis of slavery differ from that of ancient writers like Aristotle or Basel of Caesarea?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Geography Group

GROUP MEMBERS:

Abolitionism

Your group's task is to explore geographic issues related to the worldwide abolition movement. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Abolitionism arose in opposition to a specific slave system, the one connecting West Africa, Europe, and the Americas. What geographical and social factors made that system especially prone to criticism?

3. Read and discuss Secondary Source 1.3 and Primary Sources 1.7 and 1.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > The Atlantic slave system thrived from 1500 to 1800 and beyond. It arose at a time when slavery was not common in Europe itself. Abolitionists were thus able to shock audiences by depicting its horrors to people not familiar with them. Especially appalling were stories about the Middle Passage. It was called that because it was the middle link in the Europe–Africa–Americas–Europe circuit many slave ships followed. Abolitionist publicity may have exaggerated its horrors somewhat. But conditions on the ships were surely bad enough anyway.
   >
   > The sheer size of the Atlantic system was a factor. Some twelve million Africans were transported to the Americas in the three centuries of the trade. In the Caribbean, especially, plantation slave labor was hot, difficult, dangerous, and exhausting. Enslaved people did not live long in such conditions. Treatment was often cruel. Unlike in other slave systems, the social "distance" between an owner and their dozens of enslaved people

was huge. In the islands, tiny groups of white owners lived side by side with huge majority populations of enslaved Africans. The contrast between white owners and black enslaved people was huge. Adding to that was the growing racism that made those color differences so divisive. Finally, the enslaved people's rage was always just beneath the system. In the 1700s, it increasingly erupted in slave revolts. A sense of menace added to the desire of many back in Europe to end the entire system.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Secondary Source 1.3

Primary Source 1.7

Primary Source 1.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

> Abolitionism arose in opposition to a specific slave system, the one connecting West Africa, Europe, and the Americas. What geographical and social factors made that system especially prone to criticism?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. Primary sources assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from those of our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

- ***Question the source***

  No primary source was written with you and your interests in mind, so you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

- ***Consider the source's origins***

  This is often simply called "sourcing." It means asking who created the source, when and where the source was created, and why. If you know the source's purpose, you will be more likely to see how it is shaped by its creator's point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

- ***Contextualize the source***

  "Context" here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

- ***Corroborate the source***

  This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

- ***Above all, read the source carefully***

  Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source's creator might have seen in it.

PRIMARY SOURCE 1.1

Aristotle on Slavery

Aristotle was one of ancient Greece's most famous philosophers. In this passage, Aristotle discusses slavery, which was widespread in ancient Greece. Enslaved people were mainly obtained in Greece as prisoners of war or purchased in trade throughout the Mediterranean and Black Sea regions. This passage is from Aristotle's *Politics*.

Original Document

But is there any one thus intended by nature to be a slave, and for whom such a condition is expedient and right, or rather is not all slavery a violation of nature? There is no difficulty in answering this question, on grounds both of reason and of fact. For that some should rule and others be ruled is a thing not only necessary, but expedient; from the hour of their birth, some are marked out for subjection, others for rule. . . . Again, the male is by nature superior, and the female inferior; and the one rules, and the other is ruled; this principle, of necessity, extends to all mankind. Where then there is such a difference as that between soul and body, or between men and animals (as in the case of those whose business is to use their body, and who can do nothing better), the lower sort are by nature slaves, and it is better for them as for all inferiors that they should be under the rule of a master. For he who can be, and therefore is, another's and he who participates in rational principle enough to apprehend, but not to have, such a principle, is a slave by nature. Whereas the lower animals cannot even apprehend a principle; they obey their instincts. And indeed the use made of slaves and of tame animals is not very different; for both with their bodies minister to the needs of life. Nature would like to distinguish between the bodies of freemen and slaves, making the one strong for servile labor, the other upright, and although useless for such services, useful for political life in the arts both of war and peace. But the opposite often happens—that some have the souls and others have the bodies of free men. And doubtless if men differed from one another in the mere forms of their bodies as much as the statues of the gods do from men, all would acknowledge that the inferior class should be slaves of the superior. It is clear, then, that some men are by nature free, and others slaves, and that for these latter slavery is both expedient and right. There is a slave or slavery by law as well as by nature. The law of which I speak is a sort of convention—the law by which whatever is taken in war is supposed to belong to the victors. But this right many jurists impeach, as they would an orator who brought forward an unconstitutional measure: they detest the notion that, because one man has the power of doing violence and is superior in brute strength, another shall be his slave and subject. Even among philosophers there is a difference of opinion.

CONTINUED

Adapted Version

Are some people naturally fit to be enslaved? Or is not all slavery against our human nature? Both facts and reason make this an easy question to answer. For it is necessary and even desirable that some should rule and others be ruled. From the hour of their birth, some are marked out as fit to be ruled. Others are fit to rule. Again, the male is by nature superior, and the female inferior. One rules, and the other is ruled. This principle applies of necessity to all. Think about such differences as between the soul and the body. Or between men and animals. (These are examples of those who use their bodies only and can do nothing better.) In all these cases, the lower sort are by nature enslaved. As with all inferiors, it is better for them to be under the rule of a master. For anyone is by nature enslaved if he can merely understand reasoning but is not able to reason himself. Animals cannot even understand reasoning. They obey only their instincts. And indeed the use of enslaved people and of tame animals is similar. For both merely use their bodies to meet their needs.

Nature seems to want to distinguish between the bodies of freemen and enslaved people. It seems to want one group, enslaved people, to be strong for servile labor. It wants the other, freemen, to be upright and more useful for political life in the arts both of war and peace. But the opposite often happens. That is, some enslaved people have the souls and others have the bodies of free men. And certainly if men differed physically as much as the statues of gods do from men, all would see that the inferior group should be enslaved to the superior group. It is clear, then, that some men are by nature free, and others enslaved. For those enslaved people, slavery is both practical and right. However, there is slavery by law as well as by nature. By that I mean the law, or custom, that whatever is taken in war belongs to the victors. But many jurists condemn this, as they would anyone who proposed an unconstitutional measure. That is, they detest that just because one man is superior in using violent brute strength, another shall be his enslaved person and subject. Even among philosophers there is a difference of opinion on this.

Original document source: Aristotle, *The Politics of Aristotle*, trans. Benjamin Jowett (New York: Colonial Press, 1900). Available online from the Ancient History Sourcebook at https://sourcebooks.fordham.edu/ancient/greek-slaves.asp.

PRIMARY SOURCE 1.2

Basel of Caesarea

Basel of Caesarea was a bishop in what is now modern Turkey. He lived between 329 and 379 CE. Like many early Christian theologians, he accepted the existence of slavery. He did not see it as contrary to the idea that all are equal before God. In this passage from his "On the Holy Spirit," he does insist that no one, or no group, is specially fit by nature to be a enslaved. However, he does also see slavery as a normal part of society and thinks some are better fit than others to be enslaved.

Original Document

> [Some] think they see differences of dignity among men and then apply such variations to the ineffable nature of God. Do they not realize that even among men, no one is a slave by nature? Men are brought under the yoke of slavery either because they are captured in battle or else they sell themselves into slavery owing to poverty, as the Egyptians became the slaves of Pharaoh. Sometimes by a wise and inscrutable providence, worthless children are commanded by their father to serve their more intelligent brothers and sisters. Any upright person investigating the circumstances would realize that such situations bring much benefit, and are not a sentence of condemnation for those involved. It is better for a man who lacks intelligence and self-control to become another's possession. Governed by his master's intelligence he will become like a chariot driven by a skilled horseman, or a ship with a seasoned sailor at the helm.

CONTINUED

Adapted Version

Some think the differences among men in social status and dignity are due to God. Do they not realize that even among men, no one is a enslaved by nature? Many men become enslaved because they are captured in battle. Others sell themselves into slavery owing to poverty. That is how the Egyptians became the enslaved people of the pharaoh. Sometimes with God's wise guidance, fathers command worthless children to serve their more intelligent brothers and sisters. Any reasonable person seeing this would realize that such situations bring much benefit. They are not a punishment for those involved. It is better for a man who lacks intelligence and self-control to become another's possession. He will be governed by his master's intelligence. In this way he will be like a chariot driven by a skilled horseman, or a ship with a seasoned sailor at the helm.

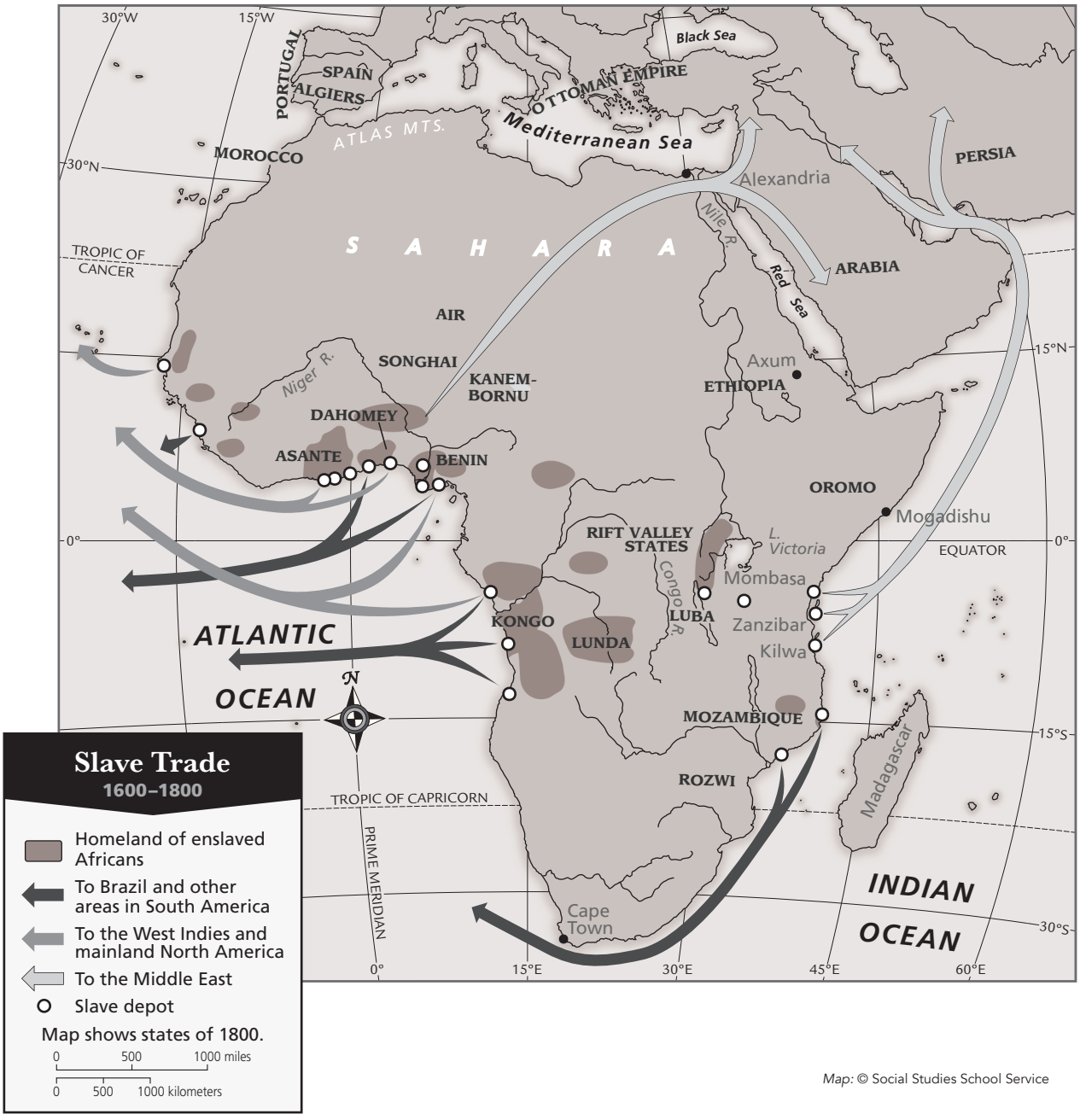
Original document source: Basel of Caesarea, "On the Holy Spirit," quoted in by Peter Garnsey, *Ideas of Slavery from Aristotle to Augustine* (Cambridge, UK: Cambridge University Press, 1996), 45.

SECONDARY SOURCE ▶ I.3

The Slave Trade out of Africa

Africa was not always the world's main source of enslaved people. However, from early times enslaved people were transported across the Sahara and up the eastern coast of Africa. They were sold to buyers in Arabia and other lands in North Africa and western Asia. Easily the largest slave trade that ever took place was across the Atlantic from the western coast of Africa to the Americas. This enormous traffic in human beings occurred mainly from 1500 to 1800. It involved at least twelve million enslaved Africans. The enslaved people were sold to owners in the Americas to produce sugar, coffee, tobacco, cotton, and other staple goods. It was this slave trade that would arouse the first truly organized abolitionist movement in history.

Original Document



Map: © Social Studies School Service

PRIMARY SOURCE 1.4

The Quaker's Protest

A few isolated Catholic and Protestant figures had expressed concerns about slavery in the Americas earlier. However, the first formal and organized protests against slavery arose in the late 1600s among the Society of Friends—better known as the Quakers. The Quakers believed that every human being had a right to seek God directly, as "a light within." Slavery seemed to some of them to be a horrible thwarting of this right—and of God's will. George Keith led one group of Quakers in America. In 1693, he wrote what is surely one of the first printed protests against slavery. This passage is from that protest, "An Exhortation and Caution to Friends concerning the Buying or Keeping of Negroes."

Original Document

Seeing our Lord Jesus Christ hath tasted Death for every Man, and given himself a Ransom for all, to be testified in due time, and that his Gospel of Peace, Liberty and Redemption from Sin, Bondage and all Oppression, is freely to be preached unto all, without Exception, and that Negroes, Blacks, and Taunies are a real part of Mankind, for whom Christ hath shed his precious Blood, and are capable of Salvation, as well as White Men; and Christ the Light of the World hath (in measure) enlightened them, and every Man that cometh into the World; and that all such who are sincere Christians and true Believers in Christ Jesus, and Followers of him, bear his Image, and are made conformable unto him in Love, Mercy, Goodness and Compassion, who came not to destroy men's Lives, but to save them, nor to bring any part of Mankind into outward Bondage, Slavery or Misery, nor yet to detain them, or hold them therein, but to ease and deliver the Oppressed and Distressed, and bring into Liberty both inward and outward.

Therefore we judge it necessary that all faithful Friends should discover themselves to be true Christians by having the Fruits of the Spirit of Christ, which are Love, Mercy, Goodness, and Compassion towards all in Misery, and that suffer Oppression and severe Usage, so far as in them is possible to ease and relieve them, and set them free of their hard Bondage, whereby it may be hoped, that many of them will be gained by their beholding these good Works of sincere Christians, and prepared thereby, through the Preaching the Gospel of Christ, to embrace the true Faith of Christ. . . . [T]o buy Souls and Bodies of men for Money, to enslave them and their Posterity to the end of the World, we judge is a great hindrance to the spreading of the Gospel, and is occasion of much War, Violence, Cruelty and Oppression, and Theft & Robbery of the highest Nature; for commonly the Negroes that are sold to white Men, are either stolen away or robbed from their kindred, and to buy such is the way to continue these evil Practices of Man-stealing, and transgresses that Golden Rule and Law, To do to others what we would have others do to us.

CONTINUED

Adapted Version

Our Lord Jesus Christ died for every man. In doing so, he made himself a ransom for all. In time, all would testify to this. His Gospel of peace, liberty, and redemption from sin, bondage, and all oppression is freely preached to all, without exception. This means that Negroes—black or light brown—are a real part of mankind. Christ shed his precious blood and made salvation available for them as well as for white men. Christ is the light of the world. And he has to some degree enlightened them and every man. All who are sincere Christians and true believers and followers of Christ bear his image. They conform to him in love, mercy, goodness, and compassion when they do not seek to destroy men's lives, but to save them and not force any men into outward bondage, slavery, or misery. Nor do they hold them that way. Instead, they strive to ease and deliver the oppressed, and bring them liberty both inward and outward.

Therefore all faithful Friends must be true Christians. This means they must live according to the spirit of Christ by showing love, mercy, goodness, and compassion toward all who suffer oppression. As much as possible, they must ease and relieve such sufferers and set them free from their bondage. Many sufferers, seeing these good works of sincere Christians, will be open to the preaching the Gospel. They will then embrace the true faith of Christ. To buy souls and bodies for money is to enslave them and their posterity forever. This hinders the spreading of the Gospel. It results in war, violence, cruelty, and oppression. It is theft and robbery of the worst sort. For commonly the Negroes sold to white men are either stolen away or robbed from their kindred. To buy them just continues these evil practices of stealing people. It violates that Golden Rule and law—to do to others what we would have others do to us

Original document source: George Keith, "An Exhortation and Caution to Friends Concerning Buying or Keeping of Negroes" (1693). Reprinted as "The First Printed Protest against Slavery in America" in George Moore, ed., *The Pennsylvania Magazine of History and Biography* (Philadelphia, 1889), 256–70. Available online at http://www.qhpress.org/quakerpages/qwhp/gk-as1693.htm.

PRIMARY SOURCE 1.5

William Wilberforce before the House of Commons

This is one newspaper version of William Wilberforce's most famous abolition speech. It was delivered in the House of Commons on Tuesday, May 12, 1789. The report offers some idea of the power of William Wilberforce's rhetoric. Keep in mind that this passage may tell you more about how people learned about Wilberforce's ideas and feelings than it does about what he actually said, word for word. The passages are from the "Debate on Mr. Wilberforce's Resolutions respecting the Slave Trade" in Cobbett's *The Parliamentary History of England: From the Norman Conquest in 1066 to the Year 1803*.

Original Document

Let anyone imagine to himself 600 or 700 of these wretches chained two and two, surrounded with every object that is nauseous and disgusting, diseased, and struggling under every kind of wretchedness! How can we bear to think of such a scene as this? One would think it had been determined to heap upon them all the varieties of bodily pain, for the purpose of blunting the feelings of the mind; and yet, in this very point (to show the power of human prejudice) the situation of the slaves has been described by Mr. Norris, one of the Liverpool delegates, in a manner which, I am sure will convince the House how interest can draw a film across the eyes, so thick, that total blindness could do no more; and how it is our duty therefore to trust not to the reasoning of interested men, or to their way of coloring a transaction. "[On board,] their apartments," says Mr. Norris, "are fitted up as much for their advantage as circumstances will admit. The right ankle of one, indeed is connected with the left ankle of another by a small iron fetter, and if they are turbulent, by another on their wrists. They have several meals a day; some of their own country provisions, with the best sauces of African cookery; and by way of variety, another meal of pulse, &c. according to European taste. . . . The men play and sing, while the women and girls make fanciful ornaments with beads, which they are plentifully supplied with."

Such is the sort of strain in which the Liverpool delegates, and particularly Mr. Norris, gave evidence before the Privy Council. What will the House think when, by the concurring testimony of other witnesses, the true history is laid open? The slaves who are sometimes described as rejoicing at their captivity, are so wrung with misery at leaving their country, that it is the constant practice to set sail at night, lest they should be sensible of their departure. The pulse which Mr. Norris talks of are horse beans; and the scantiness, both of water and provision, was suggested by the very legislature of Jamaica in the report of their committee, to be a subject that called for the interference of parliament. . . .

CONTINUED

PRIMARY SOURCE 1.5 WILLIAM WILBERFORCE BEFORE THE HOUSE OF COMMONS CONTINUED

In order, however, not to trust too much to any sort of description, I will call the attention of the House to one species of evidence which is absolutely infallible. Death, at least, is a sure ground of evidence, and the proportion of deaths will not only confirm, but if possible will even aggravate our suspicion of their misery in the transit. It will be found, upon an average of all the ships of which evidence has been given at the Privy Council, that exclusive of those who perish before they sail, not less than 12½ percent perish in the passage. Besides these, the Jamaica report tells you, that not less than 4½ percent die on shore before the day of sale, which is only a week or two from the time of landing. One third more die in the seasoning, and this in a country exactly like their own, where they are healthy and happy as some of the evidences would pretend. . . . Upon the whole, however, here is a mortality of about 50 percent, and this among Negroes who are not bought unless (as the phrase is with cattle) they are sound in wind and limb.

How then can the House refuse its belief to the multiplied testimonies before the Privy Council, of the savage treatment of the Negroes in the middle passage? Nay, indeed, what need is there of any evidence? The number of deaths speaks for itself, and makes all such enquiry superfluous. As soon as ever I had arrived thus far in my investigation of the slave trade, I confess to you sir, so enormous so dreadful, so irremediable did its wickedness appear that my own mind was completely made up for the abolition. A trade founded in iniquity, and carried on as this was, must be abolished, let the policy be what it might,—let the consequences be what they would, I from this time determined that I would never rest till I had effected its abolition.

CONTINUED

Adapted Version

Imagine six or seven hundred of these wretches chained two and two. Imagine them surrounded with everything nauseous, disgusting, and diseased, and struggling under every kind of wretchedness! How can we bear to think of such a scene? These conditions seem designed to cause the enslaved people all varieties of bodily pain so as to blunt their feelings. Yet, to see the power of human prejudice, consider how Mr. Norris describes these conditions. He is one of the Liverpool delegates to this Parliament. His description will convince the House how self-interest can blind us. Total blindness could do no more. And so it is our duty not to trust the reasoning of such self-interested men, or their way of distorting it. "On the slave ship," says Mr. Norris,

> Their apartments are made as comfortable as circumstances will allow. It is true that the right ankle of one is connected with the left ankle of another by a small iron fetter. And if they are disruptive, another fetter is attached to their wrists. They have several meals a day. Some of their own country's provisions, with the best sauces of African cookery. And to add variety, they get another meal of beans and such, according to European taste. The men play and sing, while the women and girls make fanciful ornaments with beads, which they are plentifully supplied with.

This is the way the Liverpool delegates, and particularly Mr. Norris, gave evidence to the Privy Council. What will the House think when other witnesses present the true history? The enslaved people, who supposedly rejoice at their captivity, are in fact wrung with misery at leaving their country—so much so that slave ships set sail at night so the enslaved will not be aware of their departure. The beans which Mr. Norris talks of are horse beans. Even the legislature of Jamaica said Parliament should do something about the limited amount of water and provisions.

But set aside these sorts of descriptions. Instead I call your attention to one kind of evidence which is certain. Death, at least, is a certain sort of evidence. The proportion of deaths adds to our suspicion of the misery of the enslaved people in the transit. Of all the ships the Privy Council has evidence for, no less than 12½ percent of the enslaved people perish during the passage. The Jamaica report also tells you that another 4½ percent die on shore before the day of sale. This

CONTINUED

is usually only a week or two from the time of landing. One-third more die in the seasoning. And this seasoning takes place in lands exactly like their own, where they are healthy and happy. In total, this is a morality rate of about 50 percent. And this is among Negroes who are not bought unless (as the phrase is with cattle) they are sound in wind and limb.

How then can the House deny all this testimony presented to the Privy Council about the savage treatment of the Negroes in the Middle Passage? What more evidence do you need? The number of deaths speaks for itself. It makes all further inquiry unnecessary. Just a little way into my investigation, it was clear to me how enormous, dreadful, and irremediable is this slave trade's wickedness. My own mind was completely made up for the abolition. A trade founded in injustice, and carried on as this was, must be abolished. No matter what the policy or the consequences might be, I from this time decided I would never rest till I had brought about its abolition.

Original document source: William Cobbett, "Debate ons Mr. Wilberforce's Resolutions Respecting the Slave Trade," 1789. Reprinted in *The Parliamentary History of England: From the Norman Conquest in 1066 to the Year 1803* (London: T. Curson Hansard, 1806–20), vol. 28, cols. 42–68. Available online at http://www.brycchancarey.com/abolition/wilberforce2.htm.

PRIMARY SOURCE 1.6

Amazing Grace

John Newton (1725–1807) went to sea at a young age. He often took part in slave-trading voyages. In 1748, he experienced a powerful religious conversion. At some later point, he gave up the slave trade and became an Anglican clergyman. He soon also became an abolitionist and was a friend and ally of William Wilberforce. Newton wrote hymns. He wrote "Amazing Grace" to accompany a sermon on New Year's Day of 1773. "Amazing Grace" describes a religious conversion. Was it about the redemption of a man for the sin of engaging in slavery? It is not clear whether Newton meant it that way specifically. However, the song did soon become a powerful anthem for abolitionists and their movement.

Original Document

Amazing grace! (how sweet the sound)
That sav'd a wretch like me!
I once was lost, but now am found,
Was blind, but now I see.

'Twas grace that taught my heart to fear,
And grace my fears reliev'd;
How precious did that grace appear
The hour I first believ'd!

Thro' many dangers, toils, and snares,
I have already come;
'Tis grace hath brought me safe thus far,
And grace will lead me home.

The Lord has promis'd good to me,
His word my hope secures;
He will my shield and portion be
As long as life endures.
Yes, when this flesh and heart shall fail,
And mortal life shall cease;
I shall possess, within the veil,
A life of joy and peace.

The earth shall soon dissolve like snow,
The sun forbear to shine;
But God, who call'd me here below,
Will be forever mine.

Original document source: John Newton, "Amazing Grace," in *Olney Hymns* (1779). Available online from Wikipedia at https://en.wikipedia.org/wiki/Amazing_Grace.

PRIMARY SOURCE 1.7

Am I Not a Man and a Brother?

This late eighteenth-century image, designed as a jasperware pottery cameo and attributed to Josiah Wedgwood and William Hackwood or Henry Webber, became the official medallion of the British Anti-Slavery Society.

Original Document

Original document source: Artist unknown, "Am I Not a Man and a Brother?" (1795). Public domain via Wikimedia Commons. Available online at https://commons.wikimedia.org/wiki/File:Official_medallion_of_the_British_Anti-Slavery_Society_(1795).jpg.

PRIMARY SOURCE 1.8

Adam Smith's Virtuous Market Economy

An evangelical religious awakening in Great Britain was not the only thing to shift attitudes against slavery. Great Britain was also undergoing a huge shift in ideas about individual liberty, both political and economic. A much freer system of private production and trade was developing. The man who offered the fullest defense of the virtues of this open-market society was Adam Smith. These passages are from his book *An Inquiry into the Nature and Causes of the Wealth of Nations,* published in 1776.

Original Document

Passage 1: But man has almost constant occasion for the help of his brethren, and it is in vain for him to expect it from their benevolence only. He will be more likely to prevail if he can interest their self-love in his favor, and show them that it is for their own advantage to do for him what he requires of them. Whoever offers to another a bargain of any kind, proposes to do this. Give me that which I want, and you shall have this which you want, is the meaning of every such offer; and it is in this manner that we obtain from one another the far greater part of those good offices which we stand in need of. 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. We address ourselves, not to their humanity but to their self-love, and never talk to them of our own necessities but of their advantages.

Passage 2: But if great improvements are seldom to be expected from great proprietors, they are least of all to be expected when they employ slaves for their workmen. The experience of all ages and nations, I believe, demonstrates that the work done by slaves, though it appears to cost only their maintenance, is in the end the dearest of any. A person who can acquire no property, can have no other interest but to eat as much, and to labor as little as possible. Whatever work he does beyond what is sufficient to purchase his own maintenance can be squeezed out of him by violence only, and not by any interest of his own.

CONTINUED

PRIMARY SOURCE 1.8 ADAM SMITH'S VIRTUOUS MARKET ECONOMY CONTINUED

Adapted Version

Passage 1: But man has a constant need of help from his brethren. Yet it is useless for him to expect it from their benevolence only. He will be better off if he appeals to their self-love. To do this, he must show them that it is to their own advantage to do for him what he wants of them. Anyone who offers someone else a bargain is trying to do this. "Give me that which I want, and you shall have this which you want." That is the meaning of every such offer. It is in this way that we get from one another most of the help we need. It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner. It is from their regard for their own interest. We appeal not to their humanity but to their self-love. We never talk to them of our own needs, but only of what is to their advantage.

Passage 2: We may not normally expect great improvements from great proprietors. But we should least of all expect improvement when these proprietors employ enslaved people as their workmen. I believe the experience of all ages and nations proves that work done by enslaved people is the most costly. This is so even though owners only seem to pay for their enslaved people's maintenance. An enslaved person who can acquire no property will only want to eat as much and labor as little as possible. Whatever work he does beyond what he must to keep himself alive can only be squeezed out of him by violence. It won't arise from any interest of his own.

Original document source: Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (London: W. Strahan and T. Cadell, 1776), bk. 1, chap. 2, para.1, and bk. 3, chap. 2, para. 2. Available online at https://en.wikisource.org/wiki/The_Wealth_of_Nations.

PRIMARY SOURCE 1.9

Slave Revolts on the Rise

Another factor in the rise of abolitionism was the resistance of the enslaved people themselves. In the Caribbean and elsewhere in the 1700s, slave revolts were on the rise. This was especially so on the larger islands, where enslaved people could escape to remote regions and hold out. On French-controlled Saint-Domingue (Santo Domingo), a massive slave rebellion erupted in 1791. In time, it led to the founding of Haiti as an independent nation. In that nation, enslaved Africans themselves abolished slavery. This German engraving, created in the same year, captures the violence of the uprising in Haiti. It also shows how frightening it was to Europeans. Such revolts may well have led many of those Europeans to see abolition as the safest policy to follow. The caption to this image, loosely translated, reads:

> On the French colony of St. Domingo, enslaved black people—through unending brutality—think to win conceited French democratic freedoms. They ruin many hundreds of coffee and sugar plantations and burn the mills; they indiscriminately slaughter all of the whites which fall into their hands, even using a white child as their flag, disgrace women and drag them away to miserable prisons. . . . However, their intentions came to nothing.

Original Document

Original document source: Artist unknown, *German copper engraving (ca. 1791).* Public domain via Wikimedia Commons. Available online at https://commons.wikimedia.org/wiki/File:Fire_in_Saint-Domingo_1791,_German_copper_engraving.jpg.

PRIMARY SOURCE 1.10

Lincoln on the Meaning of the Declaration

The American Revolution affected slavery in the Americas in many ways. Perhaps most clearly, the Declaration of Independence challenged the entire idea of enslavement. It did this in its ringing claim that "all men are created equal." Obviously, the new nation did not fully live up to this challenge. Over the next decades, however, the words of the Declaration of Independence did support the ideas of abolitionism in a fundamental way. In 1858, on the eve of the Civil War, Abraham Lincoln made the Declaration's relevance to the issue of slavery clear. He did so in this passage from one of his famous debates that year with Stephen Douglas, a jurist and senator from Illinois. They were debating the issue of extending slavery into the western territories. The passage is from the speech Lincoln gave in Chicago on July 10, 1858.

Original Document

I should like to know if taking this old Declaration of Independence, which declares that all men are equal upon principle and making exceptions to it where will it stop. If one man says it does not mean a Negro, why not another say it does not mean some other man? . . . So I say in relation to the principle that all men are created equal, let it be as nearly reached as we can. If we cannot give freedom to every creature, let us do nothing that will impose slavery upon any other creature. Let us then turn this government back into the channel in which the framers of the Constitution originally placed it. Let us stand firmly by each other. . . . Let us discard all this quibbling about this man and the other man; this race and that race and the other race being inferior, and therefore they must be placed in an inferior position; discarding our standard that we have left us. Let us discard all these things, and unite as one people throughout this land, until we shall once more stand up declaring that all men are created equal.

CONTINUED

Adapted Version

This old Declaration of Independence declares that all men are equal. I should like to know where making exceptions to this principle will stop. If one man says it does not mean a Negro, why can't another say it does not mean some other man? So as to the principle that all men are created equal, I say let it be as fully reached as we can. If we cannot give freedom to every creature, let us at least do nothing to impose slavery upon any other creature. Let us return the government to what the framers of the Constitution originally wanted it to be. Let us stand firmly by each other. Let us stop all this quibbling about this man and the other man, or this race and that race and the other race being inferior, so that they must be placed in an inferior position. This discards the standard that has been left to us. Let us instead discard all these other things and unite as one people throughout this land, until we shall once more stand up declaring that all men are created equal.

Original document source: Abraham Lincoln, speech delivered in Chicago, July 10, 1858, reprinted in *Collected Works of Abraham Lincoln* (Ann Arbor, University of Michigan Digital Library Production Services, 2001), 501–2. Available online at https://quod.lib.umich.edu/l/lincoln/lincoln2/1:526?rgn=div1;view=fulltext.

Communicating Results and Taking Action

Communicating Results

- Adam Smith's free market philosophy (Primary Source 1.8) stressed each individual's right to pursue their own economic self-interest as they saw fit. Would William Wilberforce (Primary Source 1.5) have accepted Smith's views about this and about slavery? Imagine that you are Wilberforce, and write a letter to Smith. In the letter comment on Smith's views as expressed in Primary Source 1.8. Make a case for how Wilberforce did and did not see things as Smith did. Then write back as Smith and respond to what Wilberforce said in the first letter. Be prepared to share part of your exchange with the rest of the class in a discussion about which ones seem most plausible.

- In 1807, Great Britain banned the slave trade. As the mightiest seafaring nation, it took on the task of stopping the trade everywhere it could. How good a job did the British do at that? Your teacher will divide the class into three small groups and ask you to study the map in Secondary Source 1.3. Your group will be assigned one of the three regions of the African slave trade as shown on the map: the east African slave trade, the trans-Sahara slave trade, or the Atlantic slave trade. Do further research on British efforts to stop the slave trade in your group's region. Then, with your group, prepare a brief report, based on your findings, to present to the class. Specifically, explain what the slave trade in your region was like, what the British did (if anything) to stop the trade, and what key problems they faced in trying to stop the slave trade.

- Imagine a discussion among George Keith (Primary Source 1.4), William Wilberforce (Primary Source 1.5), and John Newton (Primary Source 1.6). They are all meeting to decide whether or not to use Primary Source 1.7 as the image on the official medallion of the British Anti-Slavery Society. Create an imagined discussion among these men. Have each express his views, including the best reason for approving the use of the image and the biggest reason for not approving it. Be prepared to act out your discussion in class.

Taking Action

- Many groups today say slavery still exists, though largely in new ways not as obvious as in the past. Today's slavery, they say, is rarely about one person literally owning other people. More often it is about exploiting and completely controlling someone else who cannot escape that control. Antislavery groups today speak of forced labor, human trafficking, debt bondage, sex slavery, and forced marriage. Your teacher will divide the class into small groups. Your group will be assigned one of these forms of modern-day slavery to research, and you will supply basic facts and images on your group's topic to a student presentation committee. This committee's task is to prepare a PowerPoint presentation for the school and the wider community. Invite local members of the press and others to attend the presentation and discuss ways of supporting efforts to end these forms of human bondage.

- Based on the work in the previous assignment, use social media (Twitter, Facebook, YouTube, etc.) to share the PowerPoint presentations with others. Invite people contacted in this way to comment and offer their own thoughts about how to raise awareness of and act to stop these forms of modern-day slavery.

Abolitionism Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately, but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary and Secondary Source Bibliography

1.1: Aristotle. *The Politics of Aristotle*. Translated by Benjamin Jowett. New York: Colonial Press, 1900.

1.2: Basel of Caesarea. "On the Holy Spirit." In Peter Garnsey, *Ideas of Slavery from Aristotle to Augustine.* Cambridge, UK: Cambridge University Press, 1996.

1.3: © Social Studies School Service.

1.4: Keith, George. "An Exhortation and Caution to Friends Concerning Buying or Keeping of Negroes." 1693. Reprinted as "The First Printed Protest against Slavery in America" in *The Pennsylvania Magazine of History and Biography*. Edited by George Moore. Philadelphia, 1889.

1.5: Cobbett, William. "Debate on Mr. Wilberforce's Resolutions Respecting the Slave Trade." In *The Parliamentary History of England: From the Norman Conquest in 1066 to the Year 1803*. Vol. 28. London: T. Curson Hansard, 1806–20.

1.6: Newton, John. "Amazing Grace." In *Olney Hymns*. 1779.

1.7: Artist unknown. "Am I Not a Man and a Brother?" 1795. Public domain via Wikimedia Commons.

1.8: Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Bk. 1, chap. 2, para. 1, and bk. 3, chap. 2, para. 2. London: W. Strahan and T. Cadell, 1776. Available online from Wikisource.

1.9: Artist unknown. German copper engraving, c. 1791. Public domain via Wikimedia Commons.

1.10: Lincoln, Abraham. *Collected Works of Abraham Lincoln*. Vol. 2. Ann Arbor: University of Michigan Digital Library Production Services, 2001.

Sources for Further Study

Benge, Janet, and Geoff Benge. *William Wilberforce*: *Take Up the Fight*. Lynnwood, PA: Emerald Books, 2015.

Blackman, Malorie. *Unheard Voices: An Anthology of Stories and Poems to Commemorate the 200th Anniversary of the Abolition of the Slave Trade*. London: Corgi Books, 2007.

Riordan, James. *Rebel Cargo*. London: Frances Lincoln Children's, 2007.

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The French Revolution's Reign of Terror

Why Did It Happen?

Overview

Introduction

By 1793, the French Revolution was already more than three years old. In that year, wartime dangers led France's leaders to turn power over to a Committee of Public Safety. This committee soon fell under the control of the most radical groups in France. They called for extreme efforts to find and execute counterrevolutionary traitors. Thus began the Reign of Terror. It was at its high point from the spring of 1793 to July of 1794. During the Terror, thousands of people suspected of being against the Revolution were tried by revolutionary tribunals and executed. The tribunals were often little more than mobs. Public executions served as warnings to others. Standards of proof hardly mattered. But why did so many of France's revolutionaries think the Terror was necessary? That is the compelling question this lesson will focus on. Students will work with primary and secondary sources that form the core content for tasks that will help them answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the Reign of Terror. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time.
- **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.

- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.
- **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

What led to the French Revolution's Reign of Terror?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about the Reign of Terror

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven sources, they will select one that supports their claim.

7. Using the evidence gathered from sources, each group will then prepare a brief (five- to ten-minute) presentation about the Reign of Terror from its disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or a related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.

Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Reign of Terror Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- Have students pretend to be Robespierre. Tell them that Lafayette's 1790 letter (Primary Source 2.3) has accidentally come to Robespierre's attention. Ask them to pretend to be Robespierre and write to Lafayette explaining why his letter is not helpful in the struggle in which the nation is engaged. Then, as Lafayette, have them each write a letter back to Robespierre responding to what he said.

- Angry Paris crowds were often used by radical leaders to frighten not only the king but also the Revolution's legislative bodies as well. First, a National Assembly wrote a constitution. Then in 1791, a new Legislative Assembly took over running the nation. On September 22, 1792, the National Convention took over. Paris mobs and radical leaders played a role in these and other changes. Divide the class into small groups. Ask each group to create a detailed time line showing key changes in France's revolutionary government from 1789 to 1795. The time lines should indicate the role Paris and its radical crowds may have played in these changes. Have the groups present and discuss their time lines with the class.

- Separate students into small groups. Have one group research the history of the counterrevolutionary warfare in the Vendée during the French Revolution. Have the other groups look into counterrevolutionary activity in the following cities (assigning one city to each group): Lyon, Marseilles, and Toulon. Finally, have one group learn about the Carmelite nuns from Compiègne who were guillotined on July 17, 1794. Each group should prepare a brief presentation on the resistance to the Revolution in these places. Each should explain how the revolutionary government defeated that resistance in the end.

Taking Action

- The use of terror as a political tool is, sadly, alive and well today. Among its forms, terror has often been used by governments against their own citizens. Ask each group to research the use of terror in one of the following places in recent decades: Sudan, Syria, Myanmar, Biafra, Somalia, or Bangladesh. (Other places could be substituted for these.) Have the groups all plan brief presentations seeking to explain the origins and nature of the use of terrorism in each place. In each presentation, the group should explain whether the instigators of terror in its case study do or do not share in some basic way the philosophy Robespierre expressed when he said:

  > The moving forces of popular government in revolution are at once virtue and terror. Virtue, without which terror is fatal. Terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible.

  Invite other teachers and students as well as local news outlets and other community groups to hear the presentations.

- Based on the work in the previous assignment, use social media (Twitter, Facebook, YouTube, etc.) to share the PowerPoint presentations with others. Invite people contacted in this way to comment and offer their own thoughts and suggestions about how to deal with the problem of political terrorism in the world today.

Introductory Essay

France's Reign of Terror

King Louis XVI

By 1789, France was a bomb set to go off. The fuse was lit at the meeting of the Estates General on May 5, 1789, at Versailles. This was a meeting of representatives of the three estates—the clergy (First Estate), the nobility (Second Estate), and the so-called Third Estate. The Third Estate spoke for all commoners, about 95 percent of the population. King Louis XVI called the meeting because France was deep in debt because of its many wars. Poor peasants in the countryside were paying a huge share of the taxes. The nobles and clergy paid little or nothing. Anger was building due to food shortages, rising prices, and constant government demands for more taxes.

Once the Estates General met, the Third Estate insisted the other two estates join it in one body. The king and the nobility at first refused. However, the Third Estate met anyway and declared itself a National Assembly. It said its job would be to reform France's government entirely. In its first two years, it did that, fairly completely. It approved its famous Declaration of the Rights of Man and of the Citizen. It ended special privileges for nobles. It took over much church property and dissolved monastic orders. In 1790—by then known as the National Constituent Assembly—it took a further step against the Catholic Church. It enacted the Civil Constitution of the Clergy. This gave the state more control over the church. It required that bishops be elected and that all clerics take an oath of loyalty to the kingdom. The National Assembly ended its work by providing for the election of a new Legislative Assembly. The king was allowed to continue to rule, but with strict limits on what he could and could not do.

The king was not happy about this. In June 1791, the royal family tried to flee. They were caught and forced to return to Paris. Despite this, the National Constituent Assembly continued to work out its new constitution with a limited monarchy still in place. The succeeding Legislative Assembly was in many ways moderate in the kind of revolution it favored—or at least many of its members were. However, a power center other than this legislative body existed. This was the city of Paris, with its radical clubs, such as the Jacobins, and the thousands of poor and angry citizens who were easy to organize into large and violent crowds. Paris's city government, the Commune, became increasingly radical as the Revolution continued. At key points it would confront the National Legislative Assembly and push it further than it might otherwise have gone.

This happened on August 10, 1792. A huge crowd backed by national guard troops and other militias forced the Legislative Assembly to suspend the king's authority. In December, the king was put on trial. He was executed by the guillotine on January 21, 1793. What led the Revolution to become more radical? Two new factors in 1792 were war and civil war. War with Austria and Prussia began in the spring of 1792. It did not go well at first. Panic set in. After the execution of the king, Great Britain and other nations joined the war effort. In addition, several regions of France rose in revolt against the Revolution. These rural areas in northwestern and southeastern France were loyal to the Catholic Church. They also resented efforts to draft men into the army. For a time, these counterrevolutionary forces took control of several departments and cities.

A portrait of Maximilien Robespierre

The wartime dangers led France's leaders to turn power over to a Committee of Public Safety. This committee soon fell under the control of the most radical groups in France. They called for extreme efforts to find and execute counterrevolutionary traitors. Thus began the Reign of Terror. It reached its high point from the spring of 1793 to July of 1794. During the Terror, thousands of people suspected of being against the Revolution were tried by revolutionary tribunals and executed. The tribunals were often little more than mobs. Public executions served as warnings to others. Standards of proof hardly mattered. The Jacobins carried the Terror to its height. Their leader, Maximilien Robespierre, wanted to remake society totally into a so-called Republic of Virtue. In the end, the Terror destroyed them. One group of radicals turned on the others, one after another. In the end, Robespierre and his closest comrades were themselves guillotined, on July 28, 1794. After that, the Terror soon came to an end. But why did so many of France's revolutionaries ever think it was necessary? That is the question the primary sources in this booklet should help you discuss, debate, and try to answer.

Image sources: Portrait of Louis XVI, by Antoine-Francois Callet, 1788. Courtesy of Musée National des Châteaux de Versailles et de Trianon, Versailles.
Robespierre. Courtesy of the Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Print Collection, the New York Public Library. New York Public Library Digital Collections.

History Group

GROUP MEMBERS:

The Reign of Terror

Your group's task is to explore history issues related to the French Revolution's Reign of Terror. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > "Louis XVI may have been ineffective. Still, the French should have kept him as king, limited his power, and been satisfied with the reforms of 1789–1791." Explain why you do or do not agree with this statement.

3. Read and discuss Primary Sources 2.1, 2.3, and 2.4
4. Read and discuss the following background information. Use the information to help complete the handout.

   > The three estates represented all of France. However, the first two estates—the clergy and the nobility—made up only about 5 percent of the population. They were the wealthiest groups. They owned a huge share of France's land. But they paid less in taxes than everyone else. The Third Estate represented all the others—peasants, the urban poor, business owners, professionals. It was reasonable for it to declare itself a representative assembly for the entire nation. However, the 600 members of the Third Estate who met in 1789 were mainly middle-class professionals and not commoners. Many were lawyers, doctors, journalists, or playwrights.
   >
   > They were determined to reform the old order. They wanted to limit the privileges of the clergy and nobility. However, they were not all radical in their views. The constitution they wrote created an elected Legislative Assembly, but only men with a certain amount of property could vote.

Church lands were taken over by the state. Broad rights were proclaimed. Feudal dues and many other privileges of the nobility were ended. Yet peasants would still have to bear some of the costs this imposed on the nobility. As for King Louis XVI, the National Assembly wanted him to continue to reign, though with limited powers. The period 1789–91 saw a moderate Revolution make many key changes. However, it left many people unsatisfied.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 2.1

Primary Source 2.3

Primary Source 2.4

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

"Louis XVI may have been ineffective. Still, the French should have kept him as king, limited his power, and been satisfied with the reforms of 1789–1791." Explain why you do or do not agree with this statement.

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Civics Group

GROUP MEMBERS:

The Reign of Terror

Your group's task is to explore the civics issues related to the French Revolution's Reign of Terror. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > One historian said: "Robespierre admired Rousseau's idea of the General Will. Too bad he did not pay more attention to James Madison instead." What do you think the historian meant by this statement?

3. Read and discuss Primary Sources 2.5, 2.6, and 2.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > The Enlightenment was a movement of ideas that especially influenced French thinkers. Most of its key figures championed individual rights, tolerance, democracy, and limits on government. The leaders of the American Revolution relied on these ideas in forming their new nation. Jacobin radicals such as Robespierre most admired a different sort of Enlightenment figure—Jean-Jacques Rousseau. Rousseau had a romantic view of the individual. That is, he thought individuals were by nature good. They were made bad only by unjust social systems. Rousseau championed freedom for the individual. Yet he was also sure that the true good in men would lead them to agree on what society needed. He called this agreement the General Will. It was not the same as votes in a legislature. These resulted in divided views on most matters. Rousseau wanted social harmony and unanimous agreement.

For Rousseau, and Robespierre, a reformed society would bring out the natural goodness in virtuous men. This would enable them to express clearly the society's General Will. Once that happened, however, all would have to submit to that General Will. The question left unanswered was who could be relied on to correctly describe what the true General Will was.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 2.5

Primary Source 2.6

Primary Source 2.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

One historian said: "Robespierre admired Rousseau's idea of the General Will. Too bad he did not pay more attention to James Madison instead." What do you think the historian meant by this statement?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Economics Group

GROUP MEMBERS:

The Reign of Terror

Your group's task is to explore the economic issues related to the French Revolution's Reign of Terror. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > How did France's economic crisis help foster the mood that led to the Reign of Terror?

3. Read and discuss Primary Sources 2.2 and 2.7 and Secondary Source 2.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > In 1789, France's economy was facing problems few leaders seemed able to understand. First of all, government had taken on a huge national debt. This borrowing was to cover major spending on several wars. A great deal was also spent to maintain the lavish court at Versailles. France's tax system prevented it from raising enough money. The nobility and clergy paid little or no taxes. The poor paid what they were forced to pay.
   >
   > As for basic goods, France suffered many crop failures in these years. Its agriculture was not as productive as it needed to be. The transportation system was poor. Meanwhile the population was growing. Hence shortages and famine were common. The government enacted mercantilist policies. These produced a great deal of government regulation that limited economic growth. As shortages spread in the late 1780s, the prices of goods soared. Bread riots became common. Protests led the assembly to impose price controls. Hoarders were punished severely. A costly system of

inspectors and many other officials added to public expenses. As a result, shortages of goods only got worse. Farmers who could not earn enough selling their price-controlled goods simply would not produce enough of them. The revolutionary government did not know how to manage this economy in crisis.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 2.2

Primary Source 2.7

Secondary Source 2.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How did France's economic crisis help foster the mood that led to the Reign of Terror?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Geography Group

GROUP MEMBERS:

The Reign of Terror

Your group's task is to explore geographic issues related to the French Revolution's Reign of Terror. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > How did France's geographic divisions help explain the tensions that led to the Reign of Terror?

3. Read and discuss Primary Sources 2.2 and 2.4 and Secondary Source 2.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Most histories of the French Revolution focus on Paris. Two centers of power there seemed to be in charge of events. First, there was the National Assembly (later the Legislative Assembly and then the Convention). It was made up of deputies elected from all over France. Second, the Paris Commune, or city government, was usually controlled by radicals. It could easily call up the poor of Paris and their militias to put pressure on the National Assembly.
   >
   > However, this focus on Paris is deceiving. France is large, varied, and not easily unified. It is made up of many distinct regions. Several large rivers direct local interests to the Atlantic, or to the Mediterranean Sea, or toward Paris. In the far west, in the Vendée and nearby, the peasants rose in revolt against the Revolution. Their loyalty to their local Catholic priests fueled this rebellion. The conflict was horribly violent on both sides. Royal and Catholic loyalties were strong in some parts of the southeast as well. In Lyon, Marseilles, and Toulon, counterrevolutionary

forces were in control for a time even as the radicals gained power in Paris. The army did regain control in these regions and cities. Officials were sent from Paris to organize the Reign of Terror. Tribunals as unfair as the one in Paris condemned thousands to the guillotine. The Terror in the countryside may well have been worse than in Paris. That is what it took to reunite France for the Revolution.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 2.2

Primary Source 2.4

Secondary Source 2.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

   How did France's geographical divisions help explain the tensions that led to the Reign of Terror?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. Primary sources assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from those of our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

- ***Question the source***

  No primary source was written with you and your interests in mind, so you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

- ***Consider the source's origins***

  This is often simply called "sourcing." It means asking who created the source, when and where the source was created, and why. If you know the source's purpose, you will be more likely to see how it is shaped by its creator's point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

- ***Contextualize the source***

  "Context" here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

- ***Corroborate the source***

  This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

- ***Above all, read the source carefully***

  Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source's creator might have seen in it.

PRIMARY SOURCE 2.1

The Tennis Court Oath

When King Louis XVI called the Estates General together, he expected the three estates to meet separately and decide how to deal with France's financial and tax problems. Instead, the Third Estate insisted the other estates join it to form one large National Assembly. In response, Louis tried to shut the Third Estate out of its meeting hall. On June 20, 1789, the members defied the king. They gathered in a nearby tennis court and declared that they alone were the true representatives of the nation. They vowed then to stay together until they had given the nation a constitution. This is the "Tennis Court Oath" they took that day.

Original Document

The National Assembly, considering that it has been called to establish the constitution of the realm, to bring about the regeneration of public order, and to maintain the true principles of monarchy; nothing may prevent it from continuing its deliberations in any place it is forced to establish itself; and, finally, the National Assembly exists wherever its members are gathered.

Decrees that all members of this assembly immediately take a solemn oath never to separate, and to reassemble wherever circumstances require, until the constitution of the realm is established and fixed upon solid foundations; and that said oath having been sworn, all members and each one individually confirm this unwavering resolution with his signature.

Adapted Version

The National Assembly has been called to create a constitution for the realm. It has been called to renew public order. It has been called to maintain the true principles of monarchy. Therefore, nothing should stop it no matter where it is forced to meet. The National Assembly exists wherever its members are gathered.

Hence, we decree that all members of this assembly take a solemn oath never to separate. They agree to reassemble wherever necessary. We pledge to do this until the constitution of the realm is established and set upon solid foundations. By swearing this, each and every member confirms with his signature this unwavering resolution.

Original document source: Gazette nationale, ou Le Moniteur universel, in Laura Mason and Tracey Rizzo, eds., *The French Revolution: A Document Collection* (New York: Houghton Mifflin, 1999), 60–61. Available online at http://www.historyguide.org/intellect/tennis_oath.html.

PRIMARY SOURCE 2.2

The Economic Crisis

On July 14, 1789, a crowd of people in Paris stormed the Bastille, a prison where they believed weapons could be found to protect the Revolution from the king's forces. The anger of Parisian crowds was a regular factor in the Revolution. It was fueled not only by resentment of the king and the aristocracy but also by the frequent failure of the economic system to provide even basic necessities. This passage is from the diaries of the mayor of Paris, Jean Sylvain Bailly. Bailly presided over the National Assembly on the day its members took the Tennis Court Oath.

Original Document

The nearer 14 July came, the greater became the shortage of food. The crowd, besieging every baker's shop, received a parsimonious distribution of bread, always with warnings about possible shortages the next day. Fears were redoubled by the complaints of people who had spent the whole day waiting at the baker's door without receiving anything.

There was frequent bloodshed; food was snatched from the hand as people came to blows; workshops were deserted; workmen and craftsmen wasted their time in quarreling, in trying to get hold of even small amounts of food and, by losing working time in queuing, found themselves unable to pay the next day's supply.

The bread, moreover, seized with such effort, was far from being of good quality: it was generally blackish, earthy and sour. Swallowing it scratched the throat, and digesting it caused stomach pains.

Original document source: Jean Sylvain Bailly, *Memoires de Bailly,* 2 vols. (Paris, 1821–22), 71–73, quoted in Richard Cobb and Colin Jones, eds., *The French Revolution: Voices from a Momentous Epoch* (London: Simon and Schuster, 1988). Available online in "The Heart of the Crowd: A Study of the Motives of the Peasant Class in the French Revolution," by Nathan Kinser, at https://inside.ucumberlands.edu/academics/history/files/vol11/NathanKinser99.html.

PRIMARY SOURCE 2.3

Lafayette's Frustration with the King

The Marquis de Lafayette was a major leader in the early stages of the Revolution. He was well known in America for his help to the colonists in their rebellion against Great Britain. In France, he was a moderate who hoped France could keep the king as the nation's leader but limit his powers over the legislature. However, this passage suggests that Lafayette felt the king was unwilling to do enough to compromise. The passage is from a letter Lafayette wrote in October 1790.

Original Document

I see with great regret, that royalty is daily ruining its cause, and . . . the king may be left entirely alone. The public interest and he must be saved whether he will or not. I will tell them this evening all the danger to which they expose themselves; if they be not honestly at the head of the Revolution, and will not unreservedly give themselves up to it, I cannot answer for anything. Royalty can only preserve itself by being in unison with the Revolution, without which it must be destroyed, and I will be the first to contribute to it. The king is king neither of the aristocrats nor of the factions; he is king of the people and of the Revolution, or else he may be dethroned either by the former or the latter.

Adapted Version

I regret that royalty is daily ruining its own cause. The king may be left entirely alone. The public interest and he must be saved whether he wants to or not. I will tell them this evening all the danger to which they are exposing themselves. If they do not honestly lead the Revolution, and if they will not go along with it without reservations, I cannot be responsible for what happens. Royalty can only save itself by fully accepting the Revolution. If it does not, it will be destroyed. And I will be the first to contribute to that. The king is king neither of the aristocrats nor of the political factions. He is king of the people and of the Revolution. Or else he may be dethroned either by the former or the latter.

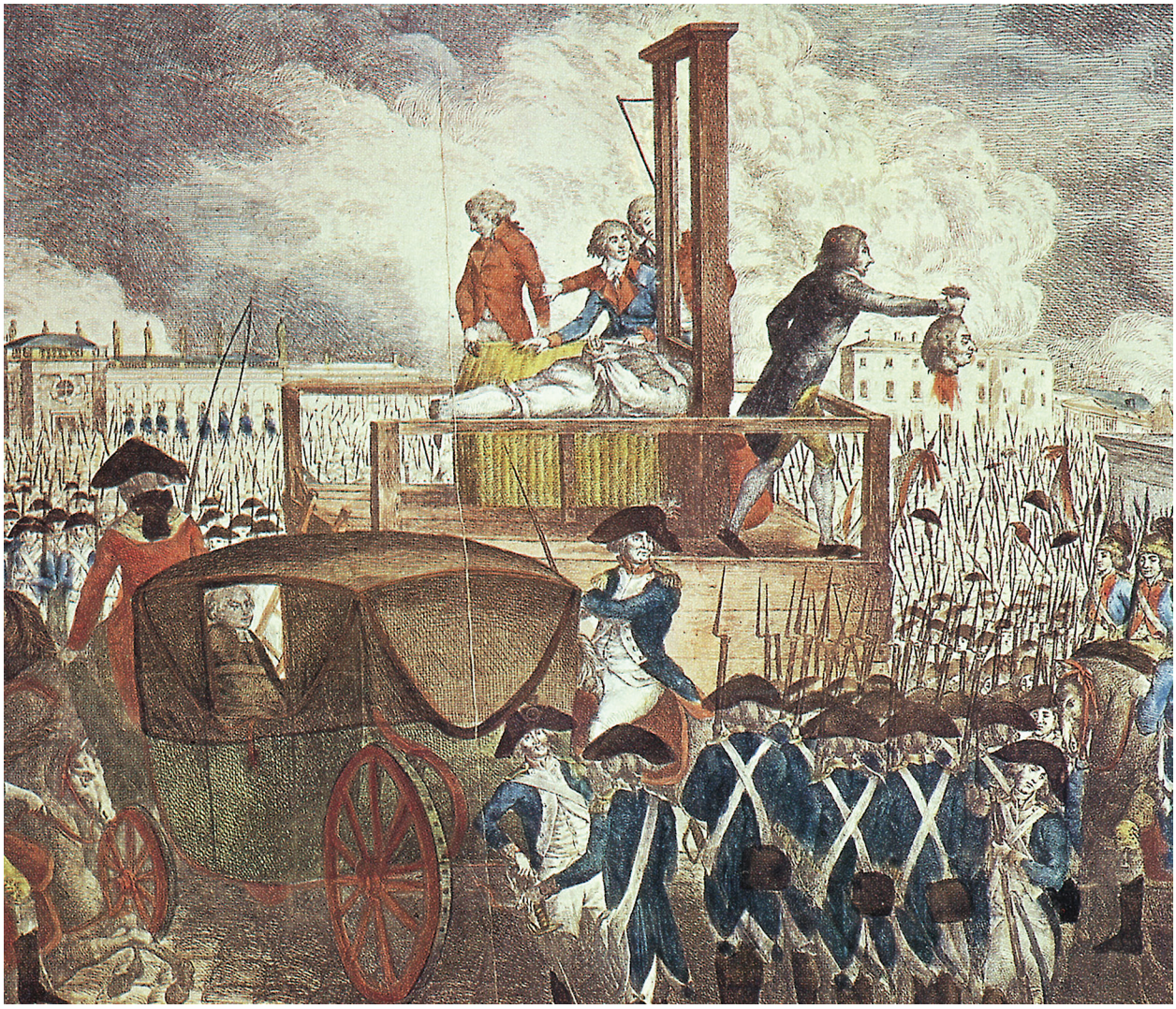
Original document source: Marie Joseph Paul Yves Roch Gilbert Du Motier, Marquis de Lafayette, letter written in October 1790, in *Memoirs, Correspondence, and Manuscripts of General Lafayette* (London: Saunders and Otley, 1837), vol. 3, 143–4. Available online at https://books.google.com/books?id=rxjO7Nsqro4C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 2.4

The Execution of the King

In June 1791, the royal family tried to escape France. They were identified and forced to return to Paris. The National Assembly at first refused to remove the king from power. Over time, as the Revolution grew ever more radical, the Assembly's support for the king declined. On August 10, 1792, Parisian crowds led by Jacobins and other radicals stormed the palace where the royal family was held. They forced the Assembly to declare Louis no longer in power. In December of 1792, the king was put on trial. He was executed on January 21, 1793. This was a turning point for France, bringing on the Reign of Terror of 1793–94. This illustration shows the crowd at the guillotine as the executioner holds up Louis's severed head.

Original Document



Original document source: Georg Heinrich Sieveking, copper engraving, 1793. Available at https://en.wikipedia.org/wiki/Execution_of_Louis_XVI#/media/File:Hinrichtung_Ludwig_des_XVI.png.

PRIMARY SOURCE 2.5

Rousseau's General Will

For the radicals of the French Revolution, Jean-Jacques Rousseau was perhaps the most important Enlightenment philosopher. Rousseau saw man as by nature good. Only unequal and oppressive social systems corrupted individuals. Rousseau's answer was not representative democracy (parliaments and elections). It was a society that could be true to the "General Will" of all the people. However, who decides what that General Will is? For radical revolutionaries like Robespierre, the answer was those who were the purest and most virtuous men. Rousseau's central ideas are well expressed in this passage from his 1762 essay *On the Social Contract*.

Original Document

Man is born free, and yet is everywhere in fetters. He is governed, obliged to obey laws. What is it that legitimizes this subjection to government? I think I can solve the problem.

The problem with which men are confronted in these circumstances may be put thus: "To find a form of association that defends and protects, with all the common force, the person and property of each partner, and by which each partner, uniting himself with all the rest, nevertheless obeys only himself, and remains as free as heretofore."

To this problem the social contract affords a solution. The essence of the pact is the total and unreserved alienation by each partner of all his rights to the community as a whole. No individual can retain any rights that are not possessed equally by all other individuals without the compact being thereby violated. . . .

The compact therefore may be reduced to the following terms: "Each of us places in common his person and all his power, under the supreme direction of the general will, and we receive each member as an indivisible part of the whole." . . .

It is a logical sequence of the social contract that in the assemblies of the people the voice of the majority prevails. The only law requiring unanimity is the contract itself. But how can a man be free, and at the same time submit to laws to which he has not consented?

I reply that when a law is proposed in the popular assembly the question put is not precisely whether the citizens approve or disapprove of it, but whether it conforms or not to the general will. The minority, then, simply have it proved to them that they estimated the general will wrongly. Once it is declared, they are as citizens participants in it, and as subjects they must obey it.

CONTINUED

PRIMARY SOURCE 2.5

ROUSSEAU'S GENERAL WILL CONTINUED

Adapted Version

Man is born free, yet is everywhere in chains. His government forces him to obey laws. What justifies this subjection of the individual to government? I think I can solve the problem.

The goal can be put this way: "To find a form of community that fully protects the person and property of each member, allowing each member to both unite with all the rest yet also obey only himself. When that happens, he remains as free as before."

The social contract meets this challenge. It requires each partner to totally and willingly transfer all his rights to the community as a whole. In doing this, no individual retains any rights that are not possessed equally by all other individuals. Without this perfect equality of rights, the compact would be violated.

The compact can thus be summed up this way: "Each of us places in common his person and all his power, under the supreme direction of the general will. In return, each individual is accepted as an indivisible part of the whole."

The social contract logically means that in the assemblies of the people, the voice of the majority prevails. Only the social contract itself requires unanimous agreement. But how can a man be free while having to submit to laws he has not agreed to?

I reply that when a law is proposed in the popular assembly, what justifies it is not whether the citizens approve or disapprove of it. What justifies it is whether it conforms or not to the general will. Those who opposed the law then must have it proved to them that they judged the general will wrongly. Once the general will is declared, all citizens are participants in it, and as subjects they must obey it.

Original document source: Jean-Jacques Rousseau, *On the Social Contract, or Principles of Political Rights* (1762). Available online in English translation from Alpha History at https://alphahistory.com/frenchrevolution/rousseau-social-contract-1762/.

PRIMARY SOURCE 2.6

The Soul of a Republic Is Virtue

The most important radical leader in the time of the Terror was Maximilien Robespierre. He was a lawyer who made his name as a leading Jacobin in the National Assembly, in Paris's local government, and on the Committee of Public Safety. This passage shows how Robespierre's aim was not merely to overthrow the king and create a republic based on an elected government. It was to achieve a deep moral and spiritual change in the thinking of all its citizens. The passage is from one of Robespierre's speeches to the National Assembly.

Original Document

It is not enough to have overturned the throne; our concern is to erect upon its remains holy equality and the imprescriptible Rights of Man. It is not in the empty word itself that a republic consists but in the character of the citizens. The soul of a republic is vertu—that is love of the fatherland, and the high-minded devotion that resolves all private interests into the general interest. The enemies of the republic are those dastardly egoists, those ambitious and corrupt men. You have hunted down kings, but have you hunted out the vices that their deadly domination has engendered among you? Taken together, you are the most generous, the most moral of all peoples . . . but a people that nurtures within itself a multitude of adroit rogues and political charlatans, skilled at usurpation and the betrayal of trust.

Adapted Version

It is not enough to have done away with kings. We must also replace them with a holy equality and the permanent Rights of Man. A republic does not exist because we name it a "republic," an empty word; it resides in the character of the citizens. The soul of a republic is "virtue." This consists of a love of the fatherland. It consists of a high-minded devotion that adjusts all private interests to the general interest. The enemies of the republic are those dastardly egoists, those ambitious and corrupt men. You have hunted down kings. But have you hunted out the vices that the rule of kings has engendered among you? Taken together, you are the most generous, the most moral of all peoples. However, among you are still a great many clever rogues and political charlatans. They are skilled at usurpation and the betrayal of trust.

Original Document Source: Maximilien François Marie Isidore de Robespierre, speech to the National Assembly, reprinted in Ruth Scurr, *Fatal Purity: Robespierre and the French Revolution* (New York: Henry Holt, 2006), 230.

PRIMARY SOURCE 2.7

Virtue and Terror

Robespierre was the leading member of the Committee of Public Safety. That committee was created in March of 1793 to deal with the crises facing France then. It strengthened France's armies, which began to achieve many successes. It crushed a wide variety of counter revolutionary uprisings in many parts of France. It presided over the Reign of Terror, during which thousands were guillotined in Paris and many more in several other provinces. Robespierre was not the only radical leader in charge of the Terror, but he was the most forceful in justifying it and driving it forward. In a speech delivered on February 5, 1794, he explained why the Terror was essential in his view to protecting and purifying the Revolution. This passage is from that speech, "On the Moral and Political Principles of Domestic Policy."

Original Document

This great purity of the French revolution's basis, the very sublimity of its objective, is precisely what causes both our strength and our weakness. Our strength, because it gives to us truth's ascendancy over imposture, and the rights of the public interest over private interests; our weakness, because it rallies all vicious men against us. . . . The two opposing spirits that have been represented in a struggle to rule nature might be said to be fighting in this great period of human history to fix irrevocably the world's destinies, and France is the scene of this fearful combat. Without, all the tyrants encircle you; within, all tyranny's friends conspire; they will conspire until hope is wrested from crime. We must smother the internal and external enemies of the Republic or perish with it; now in this situation, the first maxim of your policy ought to be to lead the people by reason and the people's enemies by terror.

If the spring of popular government in time of peace is virtue, the springs of popular government in revolution are at once virtue and terror: virtue, without which terror is fatal; terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible; it is therefore an emanation of virtue; it is not so much a special principle as it is a consequence of the general principle of democracy applied to our country's most urgent needs.

CONTINUED

PRIMARY SOURCE 2.7

Adapted Version

The great purity of the French Revolution and its aims are what give us both our strength and our weakness. It gives us our strength because it gives us truth over deceitfulness and because it places the rights of the public interest over those of private interests. It gives us our weakness because it rouses all vicious men against us. Two opposing spirits can be said to be in a struggle to rule nature. In this great period of human history, these two spirits fight to fix forever the world's destinies. France is the main arena where this fearful combat is taking place. Outside France, all the tyrants encircle us. Within, all tyranny's friends conspire to undermine us. They will conspire until we dash their criminal hope. We must smother the internal and external enemies of the republic or perish with it. Now in this situation, our first principle must be to lead the people by reason and the people's enemies by terror.

If the moving force of popular government in time of peace is virtue, the moving forces of popular government in revolution are at once virtue and terror—virtue, without which terror is fatal, and terror, without which virtue is powerless. Terror is nothing other than justice—prompt, severe, and inflexible. It is therefore an outgrowth of virtue. It is not so much a special principle as it is a consequence of the general principle of democracy applied to our country's most urgent needs.

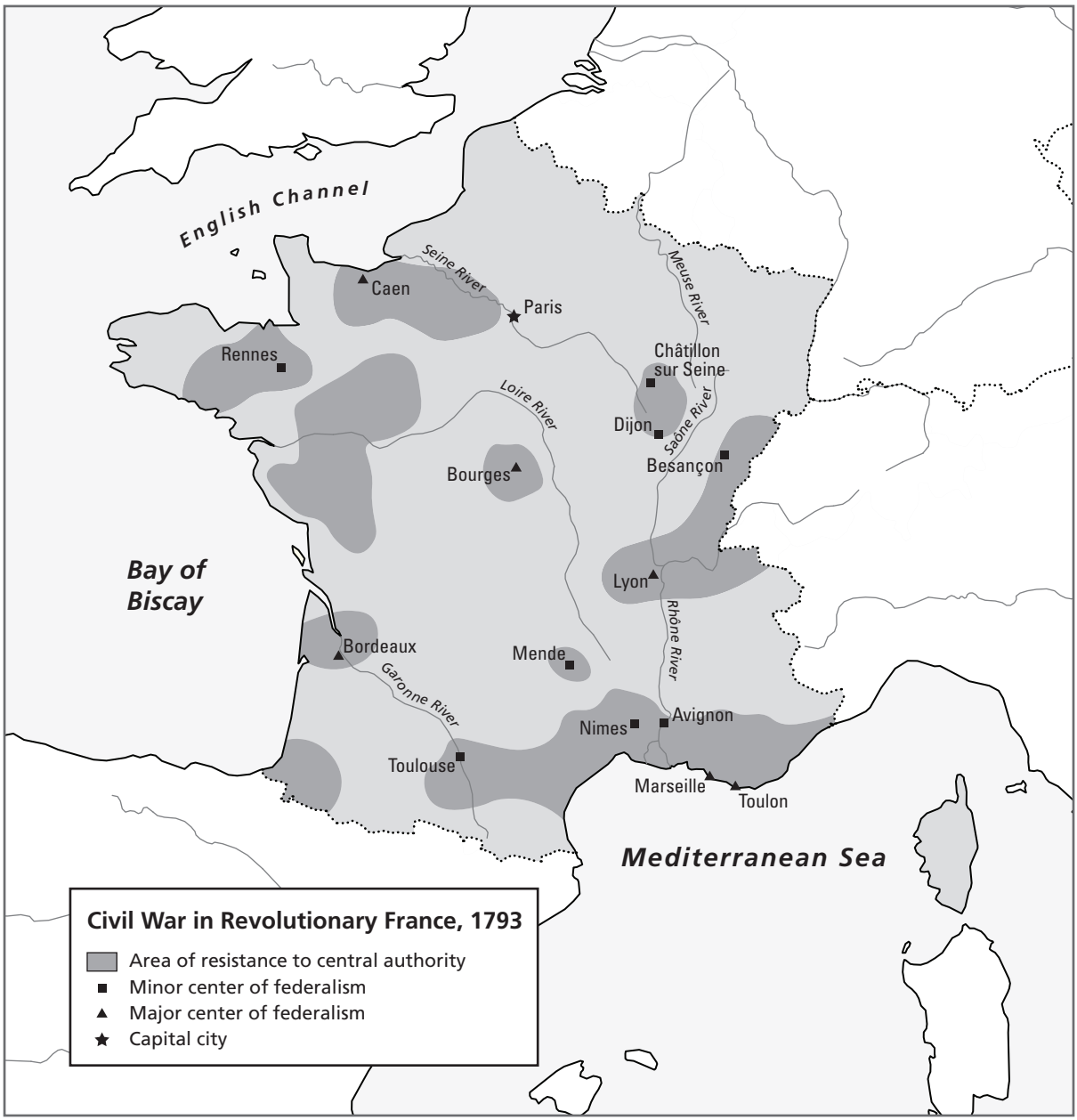
Original document source: Maximilien François Marie Isidore de Robespierre, "On the Moral and Political Principles of Domestic Policy," speech delivered February 5, 1794. Available online from the Internet Modern History Sourcebook at https://sourcebooks.fordham.edu/mod/robespierre-terror.asp.

SECONDARY SOURCE 2.8

Revolution and Civil War

The French Revolution was not supported by all of France. In particular, the assault on the Catholic Church aroused the anger of many, especially in the Vendée in western France, in eastern France, and in parts of southern France. As the war imposed a draft on the nation, many regions rebelled more openly against the increasingly radical government in Paris. This map shows where the regions of most resistance were.

Original Document



Map: © Social Studies School Service

PRIMARY SOURCE 2.9

Fouquier-Tinville's Complaint

Antoine Fouquier-Tinville was the head of the Revolutionary Tribunal in Paris. There were actually at one point about two hundred such tribunals throughout France. Their task was to try all those suspected of working against the Revolution. As the Terror expanded, Fouquier-Tinville grew frustrated with the "slowness" of the trials. He saw this as due to rules giving the accused a chance to defend themselves. He complained about this in a letter to the National Convention, which was published in *Le Moniteur Universel* on October 30, 1793. The rules were soon altered and loosened as he wished.

Original Document

The slowness of the procedures of the Revolutionary Tribunal obliges us to present to you a few observations. We have given sufficient proof of our revolutionary zeal to enable us not to fear an accusation of negligence—but we are impeded in our work by the forms prescribed by the law.

The trial of the deputies whom you have accused began five days ago, yet only nine witnesses have yet been heard. In giving evidence, each would tell their own history of the Revolution. The accused then replies to the witnesses, who respond in their turn.

A discussion, which the verbosity of the prisoners renders extremely long, is then begun. And after such private debates, does not each of the accused wish to deliver a general speech for the defense?

This trial, therefore, will be interminably long. Besides, it should be asked: why should we have witnesses? The Convention, the whole of France, accuses these men. Proofs of their crimes are evident and everyone is convinced that they are guilty.

The Tribunal can do nothing by itself—it is obliged to follow the law. It rests with the Convention to do away with all the formalities which impede its work.

Original document source: Antoine Fouquier-Tinville, letter to the National Convention in *Le Moniteur universel*, October 30, 1793. Available online in English translation from Alpha History at https://alphahistory.com/frenchrevolution/fouquier-tinville-why-have-witnesses-1793/.

PRIMARY SOURCE 2.10

James Madison: Men Are Not Angels

James Madison played a huge role in shaping the U.S. Constitution, which went into effect in 1789. A central feature of this founding document was its principle of "checks and balances." That is, to keep any one leader or group of government officials from gaining all power, the key branches of the government would have the ability to check one another. Madison did not share a romantic faith in man's natural goodness, as Rousseau did. Madison explained the idea behind his concept of checks and balances in an essay now referred to as *Federalist* No. 51. This was one of the *Federalist Papers* that Madison and some other founders wrote to convince people to vote to approve the new U.S. Constitution.

Original Document

But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments of the others. . . . Ambition must be made to counteract ambition. . . . It may be a reflection on human nature, that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions.

CONTINUED

Adapted Version

How can we prevent one department of government from having all the power? The way to do this is to give those in charge of each department the constitutional means and personal motives to resist intrusions on their authority by the others. Ambition must be made to check ambition. It may reflect badly on human nature that this is what it takes to control the abuses of government. But what is government itself but the greatest of all reflections of human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government in which men rule over men, the great difficulty is this: You must first enable the government to control the governed. Then you must oblige it to control itself. Giving the people the final say may be the best control on the government. But experience has taught us the need for other precautions as well.

Original document source: James Madison, "The Structure of the Government Must Furnish the Proper Checks and Balances between the Different Departments" (*Federalist* No. 51), in *Independent Journal*, February 6, 1788. Available online from the Constitution Society at https://www.constitution.org/fed/federa51.htm.

Communicating Results and Taking Action

Communicating Results

- Lafayette's 1790 letter (Primary Source 2.3) has accidentally come to Robespierre's attention. Pretend to be Robespierre and write to Lafayette explaining why his letter is not helpful in the struggle in which the nation is engaged. Then pretend to be Lafayette and write a letter back to Robespierre responding to what he said.
- Angry Paris crowds were often used by radical leaders to frighten not only the king but the Revolution's legislative bodies as well. First, the National Assembly wrote a constitution. Then in late 1791, a new Legislative Assembly took over running the nation. On September 22, 1792, the National Convention took over. Parisian mobs and radical leaders played a role in these and other changes. Your teacher will divide the class into small groups. Each group will create a detailed time line showing key changes in France's revolutionary government from 1789 to 1795. The time line should indicate the role Paris and its radical crowds may have played in these changes. Then you will join the class as a whole so groups can present and discuss their time lines with the class.
- Your teacher will separate you into small groups and assign you a research task: research the history of the counterrevolutionary warfare in the Vendée during the French Revolution; look into counterrevolutionary activity in Lyon, Marseilles, or Toulon; or learn about the Carmelite nuns from Compiègne who were guillotined on July 17, 1794. Your group will prepare a brief presentation on the resistance to the Revolution in these places. You should explain how the revolutionary government defeated that resistance in the end.

Taking Action

- The use of terror as a political tool is, sadly, alive and well today. Among its forms, terror has often been used by governments against their own citizens. Your group will research the use of terror in one of the following places in recent decades: Sudan, Syria, Myanmar, Biafra, Somalia, or Bangladesh. (You may suggest another place if appropriate.) Plan a brief presentation with your group in which you explain the origins and nature of the use of terrorism in your assigned location. In the presentation, you should explain whether the instigators of terror in this place do or do not share in some basic way the philosophy Robespierre expressed when he said:

  > The moving forces of popular government in revolution are at once virtue and terror. Virtue, without which terror is fatal. Terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible.

  Your class will invite other teachers and students as well as local news outlets and other community groups to hear the group presentations.
- Based on the work in the previous assignment, use social media (Twitter, Facebook, etc.) to share your group's presentations with others. Invite people contacted in this way to comment and offer their own thoughts and suggestions about how to deal with the problem of political terrorism in the world today.

The French Revolution's Reign of Terror Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately, but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary and Secondary Source Bibliography

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2.8: © Social Studies School Service.

2.9: Fouquier-Tinville Antoine. *Le Moniteur universel*. October 30, 1793. Translated and available online from Alpha History.

2.10: Madison, James. "The Structure of the Government Must Furnish the Proper Checks and Balances between the Different Departments" (*Federalist* No. 51). In *Independent Journal*, February 6, 1788. Available online from the Constitution Society.

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Henty, G. A. *In the Reign of Terror: A Story of the French Revolution*. New York: Dover Publications, 2008.

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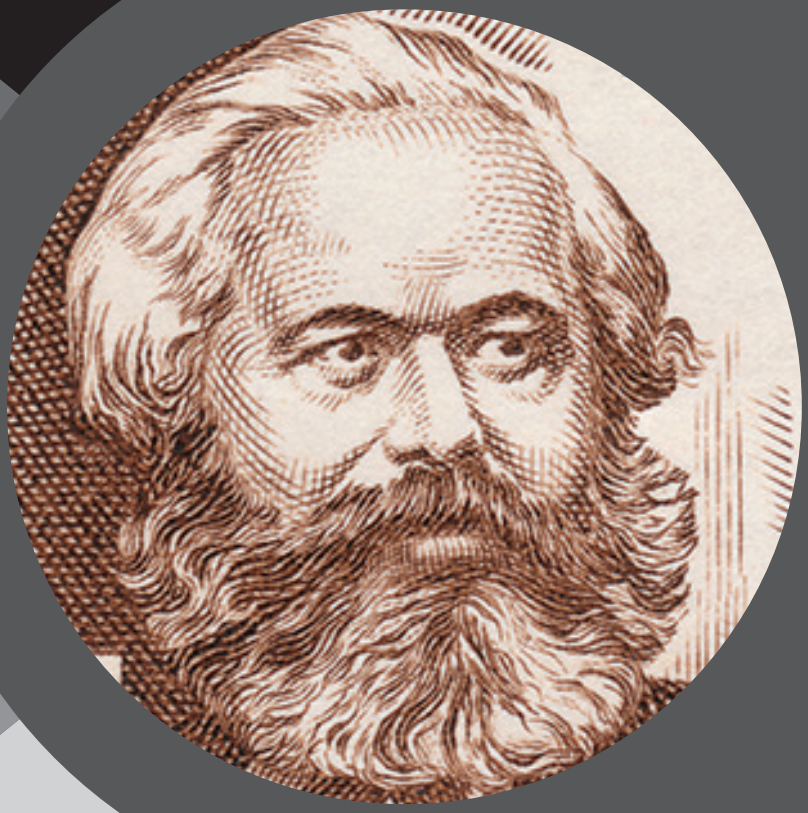

The Factory and the Worker

How Did Labor Conflict Shape the Early Industrial Revolution?

Overview

Introduction

In 1848, Karl Marx in *The Communist Manifesto* addressed industrial workers. His cry was "Workers of the world, unite! You have nothing to lose but your chains!" In Marx's view, industrial capitalism was driving workers deeper and deeper into poverty. Their only hope was a revolution that would end capitalism and bring a worker-controlled communist society into being. This view differed sharply from that of others at the time. For example, take the opinion in 1825 in the *Quarterly Review*. In that report, Joseph Lowe described how much better the typical dwellings of the poor had become in recent decades. In his view, England's workers were definitely not sinking deeper into poverty. These conflicting views lead us to ask: Why was the early industrial factory so often a scene of conflict between workers and owners? But also, why did that conflict not lead to the upheaval Marx expected? Students will work with primary and secondary sources that form the core content for tasks that will help them answer these compelling questions.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the factory and the worker. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time.
- **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.

- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

How did labor conflict shape the early Industrial Revolution?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about the Factory and the Worker

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven sources, they will select one that supports their claim.

7. Using the evidence gathered from sources, each group will then prepare a brief (five- to ten-minute) presentation about the factory and the worker from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or a related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.

Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Factory and the Worker Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- Ask students to search the web for images of both rural and urban England in the late 1700s and early 1800s. Ask them also to find one or two sources online about conditions in rural and urban England in those decades. Have them use the images and information collected to create an imaginative story about a family that leaves its rural setting to look for work in the city. Ask students to organize the details of the story around the images on a large poster or as a PowerPoint presentation. Have students share their work with the class.
- Have students reread Primary Source 3.4, the passage from *The Communist Manifesto*. Ask them to choose two sources from the lesson that best support the *Manifesto*'s views. Then have them choose two sources that do not support it. Tell students to write a brief essay explaining why they selected each of the sources they chose. Also have them reach their own conclusion about the views in the *Manifesto*.
- Separate students into small groups. Ask each group to read and discuss Primary Source 3.10, the very brief statement by Nathaniel Forester in 1767. Ask them to discuss whether or not this is a positive or a negative view of the British commercial society Forester could already see developing around him. Tell each group to prepare a brief summary of its views in which it refers to two other primary sources for the lesson as ways to illustrate its conclusions. Have the group present its conclusions to the class.

Taking Action

- Labor unions today face many problems, such as declining membership and various kinds of technological change. Ask students to search for editorials and editorial cartoons expressing a range of views on unions and the problems they face. Use these materials in a brief presentation using PowerPoint or some other form of presentation software. Invite local union members and officials, other community leaders, and business owners to attend a school meeting to view the presentation. Ask several of them to comment on the themes and issues it raises.
- Based on the work in the previous assignment, have students use social media (Twitter, Facebook, etc.) to share their presentation and a report on the school meeting with others, including local print and TV news outlets. Ask those contacted in this way to comment on the value of this way of comparing past and present.

Introductory Essay

The Industrial Revolution and the Worker

In 1848, Karl Marx in *The Communist Manifesto* addressed industrial workers. His cry was "Working men of all nations, unite!" He told them, "You have nothing to lose but your chains!" In Marx's view, industrial capitalism was driving workers deeper and deeper into poverty. Their only hope was a revolution that would end capitalism and bring a worker-controlled communist society into being.

This view differed sharply from that of others at the time. For example, take the opinion in 1825 in the *Quarterly Review* (see Primary Source 3.9). In that report, Joseph Lowe described how much better the typical dwellings of the poor had become in recent decades. In his view, England's workers were definitely not sinking deeper into poverty.

Karl Marx

These conflicting views lead us to ask: Why was the early industrial factory so often a scene of conflict between workers and owners? And furthermore, why did that conflict not lead to the upheaval Marx expected?

These questions have to do with the early Industrial Revolution. That big change began in England in the 1700s. England was by then already a growing commercial society. Its mechanics, artisans, and engineers were aware of mechanical principles arising out of the scientific revolution of the seventeenth and eighteenth centuries. English society increasingly encouraged such individuals to try all kinds of new ways of doing and producing things. In the late 1700s, a series of inventions took place in textile manufacturing. These vastly increased the speed at which cotton could be spun into yarn and the yarn woven into fabric. Textile production moved from small shops and homes to factories where the new machinery could be housed. Other innovators perfected the coal-powered steam engine. It produced far more power than human or animal muscles, or even waterwheels and windmills. Soon, steam power and textile production transformed England into the world's first truly industrial nation.

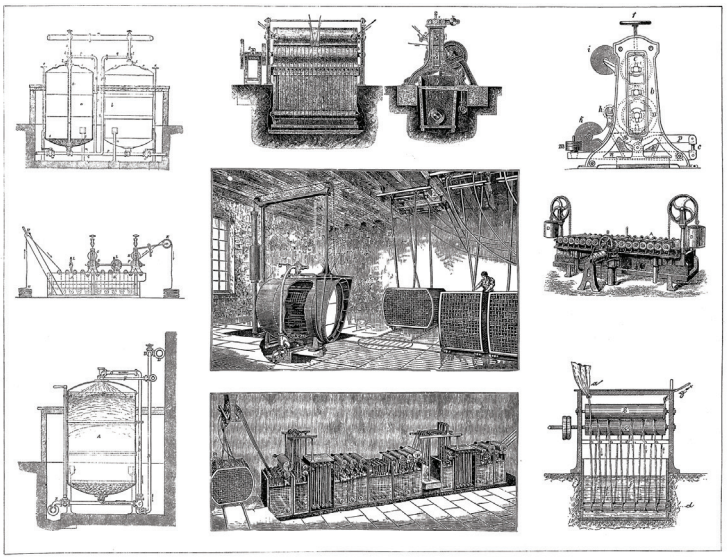

Illustration of machines for bleaching and dyeing of cotton textiles

However, these bold and imaginative leaders are not the whole story of the Industrial Revolution. That change had a huge impact on everyone in England. In time, it would spread throughout the world. So what was this impact?

That depends somewhat on which groups you have in mind. Even before the Industrial Revolution, Great Britain was already well off compared to other nations. In rural areas, land previously held in common was being divided up among private farmers. In

this and other ways, farming was becoming more efficient. This helped some farmers, usually the more innovative ones. But as the population grew, many poorer farmers would become landless. At the same time, farm output grew rapidly, adding to the nation's overall wealth.

With extra workers on the land, many left to seek jobs in growing cities. Factory production, especially of textiles, vastly increased the supply of goods available. This rapid expansion also resulted in falling prices of many common articles. The nation's wealth soared. Its ability to trade its products all over the world did as well. The rise of factory production supplied the poor with jobs. However, life in urban slums and at work in factories was often miserable. Most rural people were used to having all family members work long hours on the land. In the factories, they accepted the same as their lot. However, twelve to fourteen hours a day of machine-regulated work was especially hard on young children and women. Often conditions inside these factories were horrible. Each day, many workers returned to dark, cramped hovels in the slums. These neighborhoods were breeding grounds for crime and disease.

Still, living standards in England were rising. A growing middle class was happy about England's prosperity. Even in the cities, conditions did improve. Worker protests and government investigations both identified major problems and corrected some. A slow but steady extension of the vote to more and more people took place. This made British society more democratic. It enabled more people to press for reforms. Factory laws and sanitation regulations improved conditions in workplaces and urban slums. An increasingly open, free market system was evolving. In it, competition did produce winners and losers. Painful forms of inequality were easy to see. Nevertheless, greater prosperity, longer life expectancy, and spreading wealth in time made life better for most workers.

Labor conflict never led to the sort of revolution Marx predicted—in England or in most other industrial nations. But what effect did it have on the early Industrial Revolution? The primary sources in this lesson should help you discuss, debate, and try to answer this question.

Image sources: USSR postal stamp. iStock.com/travelif.
Bleaching and dyeing of cotton machines. istock.com/Nastasic.

History Group

GROUP MEMBERS:

The Factory and the Worker

Your group's task is to explore history issues related to labor strife in the early Industrial Revolution. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > The early Industrial Revolution was often frightening and bewildering to people living through it. How do the primary sources listed here help explain why that was so?

3. Read and discuss Primary Sources 3.1, 3.2, and 3.3.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > In 1811, a group of angry textile workers in Nottingham broke into a nearby mill and began smashing the machines. They were angry about low wages and unemployment, big problems that year. They and later followers often referred to a Ned Ludd, who may have been a fictional figure. They came to be known as Luddites.
   >
   > It's not that the Luddites opposed all technology. They claimed owners of the new industrial machinery used it to undermine traditional labor practices. Whatever their reasons, the Luddites are an early example of the fears the new industrial technology created. The fears were that machines would replace skilled workers and lower living standards for all workers. That could happen to workers directly replaced by more efficient machinery. Overall, however, new technology has more often had the opposite effect. That is, it creates new demands and new jobs even as it

destroys older forms of work. Still, this process can be very disruptive and fear inducing. And it led to some of the first forms of real labor conflict. In time, military force was used to suppress the Luddites. But worker protest and organizing to improve labor conditions became an ongoing feature of the new industrial order.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 3.1

Primary Source 3.2

Primary Source 3.3

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The early Industrial Revolution was often frightening and bewildering to people living through it. How do the sources listed here help explain why that was so?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Civics Group

GROUP MEMBERS:

The Factory and the Worker

Your group's task is to explore the civics issues related to labor strife in the early Industrial Revolution. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   "Political change was key to improving economic conditions in England in the 1800s." Do you agree or disagree with this statement? Use the sources listed here to support your answer.

3. Read and discuss Primary Sources 3.5, 3.6, and 3.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

   In the 1700s in Great Britain, the right to vote for members of Parliament was limited to men with a certain amount of property. Only a small percentage of the wealthy could vote. Slowly during the 1800s, that changed. The Reform Bill of 1832 doubled the number who could vote. This still excluded most workers. The Chartist movement for a time pressured Parliament to broaden the vote, but that movement faded in the 1850s. However, in 1867 voting rights were again extended to more men. All adult men and some women gained the right in 1918. The vote was extended to all women in 1928.

   Whether connected to this trend or not, trade unions also slowly grew throughout the 1800s. For a long time, they were mainly held to be illegal. Chartism was itself a working-class movement. In the 1850s and beyond, unions began to try to form general labor coalitions. In time, unions won

greater protections for workers and became fully legal in 1871. Unions also became less radical. They were good at winning higher wages and better working conditions for skilled workers. After around 1880, they increasingly organized semiskilled and unskilled workers as well. In time, union activity played a growing role in creating the British Labour Party.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 3.5

Primary Source 3.6

Primary Source 3.7

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

"Political change was key to improving economic conditions in England in the 1800s." Do you agree or disagree with this statement? Use the sources listed here to support your answer.

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Economics Group

GROUP MEMBERS:

The Factory and the Worker

Your group's task is to explore the economic issues related to labor strife in the early Industrial Revolution. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > How accurate was Karl Marx in predicting the way Great Britain's economy would develop?

3. Read and discuss Primary Sources 3.4 and 3.7 and Secondary Source 3.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > In Karl Marx's time, many reformers criticized the industrial market system. The word they used for that system was "capitalism." It is a system in which the factories, tools, machinery, and supplies needed to produce goods (that is, "capital") are owned privately by some. The reformers wanted a more equal system. They wanted capital to be controlled by the whole society. They called this system "socialism." But Marx was not happy just saying socialism would be better. He wanted to prove that socialism was certain to win out. He believed in a "science" of history, with laws like the law of gravity in physics. He searched for a law that would show how history was moving toward socialism no matter what people said they wanted.
   >
   > The law he came up with focused on class conflict. In the modern age, the classes were the workers, who had only their labor to sell, and the capitalists, who owned all the means of production. Marx said the

capitalists would keep trying to get more and more out of their workers. As the capitalists grew richer, the workers would grow poorer. In time, the workers' misery would finally drive them to overthrow capitalism in a revolution. In its place, workers would themselves take charge of all the means of production. However, in no modern society has this "law" worked as Marx said it would. It certainly did not take effect in Great Britain.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 3.4

Primary Source 3.7

Secondary Source 3.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

   How accurate was Karl Marx in predicting the way Great Britain's economy would develop?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Geography Group

GROUP MEMBERS:

The Factory and the Worker

Your group's task is to explore geographic issues related to labor strife in the early Industrial Revolution. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   "Worker discontent in England in the 1800s was due to conditions in its cities as much as to conditions in its factories." Use the sources listed here to explain why you do or do not agree with this statement.

3. Read and discuss Primary Sources 3.3, 3.5, and 3.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

   The population in England probably doubled between 1750 and 1850. Industry drew many people to cities in search of work. They came for better jobs and pay. However, the cramped quarters of the cities posed a terrible problem. The world had always suffered epidemics. But Great Britain's city slums grew uncontrollably. As a result sewage and poor living conditions spread terrifying diseases such as cholera and typhus. Each epidemic swept away thousands in England throughout the 1800s.

   Little was understood about germs before the late 1800s. However, experts did realize that the worst diseases were spread by unsanitary water systems and by cellar apartments crammed with people with no ventilation. Medical officials were already carrying out surveys of such conditions in the 1830s. Improvements in water supply and housing slowly began to have an effect. Other parts of the country were healthier than the

overcrowded cities. Infant mortality dropped in Great Britain in the 1800s. People were living longer. They also married earlier and had larger families. So despite the urban epidemics, the population grew. Widespread improvements can be measured for Great Britain as a whole.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 3.3

Primary Source 3.5

Primary Source 3.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

"Worker discontent in England in the 1800s was due to conditions in its cities as much as to conditions in its factories." Use the sources listed here to explain why you do or do not agree with this statement.

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. Primary sources arise out of historical circumstances and settings that differ greatly from those of our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

- ***Question the source***

  No primary source was written with you and your interests in mind, so you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

- ***Consider the source's origins***

  This is often simply called "sourcing." It means asking who created the source, when and where the source was created, and why. If you know the source's purpose, you will be more likely to see how it is shaped by its creator's point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

- ***Contextualize the source***

  "Context" here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

- ***Corroborate the source***

  This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

- ***Above all, read the source carefully***

  Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source's creator might have seen in it.

PRIMARY SOURCE 3.1

Craftwork in the 1700s

This hand-colored engraving by William Hincks, published in 1791, shows a room in a mill where several men are engaged in measuring, folding, and binding cloth into lengths. The scene suggests the small scale of many shops and workplaces in the decades before the rise of the large-scale factory based on waterpower or coal-driven steam power. The caption that accompanied this engraving reads "To the right hon'able Lord Viscount Kingsborough, this plate representing a perspective view of a lapping room, with the measuring, crisping or folding the cloth in lengths, picking the laps or lengths, tying in the clips, acting by the mechanic power of the laver to press the cloth round & firm, and sealing it preparatory to its going to the Linen Hall. . . ."

Original Document

Original document source: William Hincks, *To the right hon'able Lord Viscount Kingsborough*. . . . (R. Pollard, 1791). Courtesy of the Library of Congress, Prints and Photographs Division, ReLC-DIG-pga-07078. Available online at http://www.loc.gov/pictures/resource/pga.07078/.

PRIMARY SOURCE 3.2

The Industrial Factory

Industrialization meant, among other things, large mills and factories where machines set the rapid pace for all workers. Often women and children joined men at work in these settings. This illustration is of the spinning mule machinery tended by young workers in a textile mill in 1835. Spinning mules are machines used to spin cotton and other fibers.

Original Document

Original document source: Artist unknown, reprinted in Sir Edward Baines, *History of the Cotton Manufacture* in Great Britain (London: H. Fisher, R. Fisher, and P. Jackson, 1835), 210. Available online at https://commons.wikimedia.org/wiki/File:Baines_1835-Mule_spinning.png.

PRIMARY SOURCE 3·3

Manchester in the 1840s

This brief passage from "On the Present Condition of the Labouring Poor in Manchester," by Canon Parkinson, describes social conditions in Manchester in 1841. Manchester was by then a major center of textile production.

Original Document

There is no town in the world where the distance between the rich and the poor is so great, or the barrier between them so difficult to be crossed. I once ventured to designate the town of Manchester the most aristocratic town in England; and, in the sense in which the term was used, the expression is not hyperbolical. The separation between the different classes, and the consequent ignorance of each other's habits and condition, are far more complete in this place than in any country of the older nations of Europe, or the agricultural parts of our own kingdom. There is far less personal communication between the master cotton spinner and his workmen, between the calico printer and his blue-handed boys, between the master tailor and his apprentices, than there is between the Duke of Wellington and the humblest laborer on his estate, or than there was between good old George the Third and the meanest errand-boy about his palace.

Adapted Version

There is no town where the distance between the rich and the poor is so great, or the barrier between them so difficult to cross. I once called Manchester the most aristocratic town in England. This is no exaggeration. The separation between the classes is huge. As a result, each class is ignorant of the other's habits and condition. This ignorance is far greater in this place than in any other European country—or in the rural parts of our own kingdom. There is little personal communication between the master cotton spinner and his workmen. Little also between the calico printer and his blue-handed boys. Or between the master tailor and his apprentices. There is less personal communication than between the Duke of Wellington and the humblest laborer on his estate. Less even than there was between good old King George III and the meanest errand boy about his palace.

Original document source: Canon Parkinson, "On the Present Condition of the Labouring Poor in Manchester," 1841, reprinted in Richard L. Tames, ed., *Documents of the Industrial Revolution 1750–1850: Select Economic and Social Documents for Sixth Forms* (London: Routledge, 2013), 160. Available online at https://books.google.com/books?id=RT7-AQAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 3·4

The Communist Manifesto

This passage is from *The Communist Manifesto*, published in 1848 by Karl Marx and Friedrich Engels. It presented its authors' central ideas about the history of capitalism and the class struggle that Marx predicted would end in a worldwide communist revolution.

Original Document

Hitherto, every form of society has been based, as we have already seen, on the antagonism of oppressing and oppressed classes. But in order to oppress a class, certain conditions must be assured to it under which it can, at least, continue its slavish existence. The serf, in the period of serfdom, raised himself to membership in the commune, just as the petty bourgeois, under the yoke of the feudal absolutism, managed to develop into a bourgeois. The modern laborer, on the contrary, instead of rising with the process of industry, sinks deeper and deeper below the conditions of existence of his own class. He becomes a pauper, and pauperism develops more rapidly than population and wealth. And here it becomes evident, that the bourgeoisie is unfit any longer to be the ruling class in society, and to impose its conditions of existence upon society as an over-riding law. It is unfit to rule because it is incompetent to assure an existence to its slave within his slavery, because it cannot help letting him sink into such a state, that it has to feed him, instead of being fed by him. Society can no longer live under this bourgeoisie, in other words, its existence is no longer compatible with society.

Adapted Version

Every past form of society has been based on a clash of oppressing and oppressed classes. But in order to oppress a class, that class must at least be assured that it can continue its slavish existence. Think of the serf in the period of serfdom. That serf did raise himself to membership in the local community. So also, small traders and artisans in the feudal era did develop into a real bourgeoisie, or middle class. The modern laborer, on the contrary, does not rise with the process of industry. Instead, he sinks deeper and deeper below the conditions of his own class. He becomes a pauper. And pauperism develops more rapidly than population and wealth. This makes it clear that the bourgeoisie is unfit any longer to be the ruling class. It is not fit to impose its way of life on society as an overriding law. It is unfit to rule because it cannot even assure existence to its enslaved person within his slavery. It cannot help letting him sink so low that it has to feed him, instead of being fed by him. Society can no longer live under this bourgeoisie. Its existence is no longer compatible with society.

Original document source: Karl Marx and Frederick Engels, *Manifesto of the Communist Party*, in *Marx/Engels Selected Works* (Moscow: Progress Publishers, 1969), vol. 1, 98–137. Available online from the Marxist Internet Archive Library at https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm.

PRIMARY SOURCE 3·5

The Sanitary Conditions of the Urban Working Class

The influenza and typhoid epidemics of the 1830s led the British government to ask Edwin Chadwick to investigate sanitary conditions in the nation's cities and towns. In 1842 he presented his findings in his *Report . . . on the Sanitary Condition of the Labouring Population of Great Britain*. Several reports such as this did lead to various reforms over the years.

Original Document

After as careful an examination of the evidence collected as I have been enabled to make, I beg leave to recapitulate the chief conclusions which that evidence appears to me to establish.

First, as to the extent and operation of the evils which are the subject of this inquiry:—

That the various forms of epidemic, endemic, and other disease caused, or aggravated, or propagated chiefly amongst the labouring classes by atmospheric impurities produced by decomposing animal and vegetable substances, by damp and filth, and close and overcrowded dwellings prevail amongst the population in every part of the kingdom, whether dwelling in separate houses, in rural villages, in small towns, in the larger towns—as they have been found to prevail in the lowest districts of the metropolis.

That such disease, wherever its attacks are frequent, is always found in connexion with the physical circumstances above specified, and that where those circumstances are removed by drainage, proper cleansing, better ventilation, and other means of diminishing atmospheric impurity, the frequency and intensity of such disease is abated; and where the removal of the noxious agencies appears to be complete, such disease almost entirely disappears. . . .

That the formation of all habits of cleanliness is obstructed by defective supplies of water. That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times. . . .

The primary and most important measures, and at the same time the most practicable, and within the recognized province of public administration, are drainage, the removal of all refuse of habitations, streets, and roads, and the improvement of the supplies of water.

CONTINUED

PRIMARY SOURCE 3·5

THE SANITARY CONDITIONS OF THE URBAN WORKING CLASS CONTINUED

Adapted Version

I have looked carefully at the evidence. Here are my conclusions.

First, as to how widespread these evils are:

The evils are various forms of epidemic, endemic, and other disease. These are caused or made worse among the laboring classes by impurities in the air from decomposing animal and vegetable substances, by damp and filth, and by close and overcrowded dwellings. These conditions can be found in every part of the kingdom. They are found in separate houses, in rural villages, in small towns, in the larger towns. These same conditions have been found in the poorest city districts.

The diseases are always worse where the physical conditions listed above are at their worst. The diseases are reduced when those conditions are eliminated. This can be done by drainage, proper cleansing, better ventilation, and other means of taking impurities out of the air. Where the removal of these poisons is thorough, such disease almost entirely disappears.

Here is another conclusion. Defective water supplies make it hard to foster effective habits of cleanliness. The yearly loss of life from filth and bad ventilation is greater than the loss from death or wounds in any of our recent wars.

The most important measures are drainage, removal of refuse from streets and roads, and improvement of the water supplies. These measures are also the most practical in the sense that they are ones public officials already have the authority to deal with.

Original document source: Edwin Chadwick, *Report . . . on the Sanitary Condition of the Labouring Population of Great Britain* (London, 1842). Available online from the Victorian Web at http://www.victorianweb.org/history/chadwick2.html.

PRIMARY SOURCE 3.6

The Chartist Movement

The six points of the People's Charter were issued in1837, as taken from a handbill circulated in 1838. The Chartist movement was at its height between 1838 and 1848, and its goal was to secure the following political and other rights for the working classes.

Original Document

1. A VOTE for every man twenty-one years of age, of sound mind, and not undergoing punishment for crime.
2. THE BALLOT to protect the elector in the exercise of his vote.
3. NO PROPERTY QUALIFICATION for Members of Parliament—thus enabling the constituencies to return the man of their choice, be he rich or poor.
4. PAYMENT OF MEMBERS. Thus enabling an honest tradesman, working man, or other person, to serve a constituency, when taken from his business to attend the interests of the country.
5. EQUAL CONSTITUENCIES, securing the same amount of representation for the same number of electors, instead of allowing small constituencies to swamp the votes of large ones.
6. ANNUAL PARLIAMENTS, thus presenting the most effectual check to bribery and intimidation, since though a constituency might be bought once in seven years (even with the ballot), no purse could buy a constituency (under a system of universal suffrage) in each ensuing twelvemonth; and since members, when elected for a year only, would not be able to defy and betray their constituents as now.

CONTINUED

Adapted Version

1. A VOTE for every man twenty-one years of age, of sound mind, and not being punished for crime.
2. THE BALLOT to protect the elector in the exercise of his vote.
3. NO PROPERTY QUALIFICATION for members of Parliament. This means voters can choose the man they most want whether he is rich or poor.
4. PAYMENT OF MEMBERS. This means honest tradesmen, working men, or others can afford to serve even when they must leave their businesses or jobs.
5. EQUAL CONSTITUENCIES, so that each member of Parliament represents the same number of voters.
6. ANNUAL PARLIAMENTS, thus limiting bribery and intimidation of voters. This is because it will be hard to buy off all the voters each time once every year.

Original document source: H. J. Hanham, *The Nineteenth-Century Constitution 1815–1914: Documents and Commentary* (London: Cambridge University Press, 1969), 270. Available online at https://books.google.com/books?id=z0xHM3jmnAUC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 3·7

A Century of Factory Acts

Starting in 1802, a century of labor laws known as the Factory Acts sought to regulate many aspects of industrial work. They began by setting hours of work for young children in cotton mills. In time, this led to the 1847 Ten-Hour Act, which responded to demands by all mill workers for a ten-hour workday. Later laws limited hours and regulated working conditions for many other industries. In 1910, socialist Sydney Webb commented on the slow but sure piecemeal nature of the way these reforms came about.

Original Document

The system of regulation which began with the protection of the tiny class of pauper apprentices in textile mills now includes within its scope every manual worker in every manufacturing industry. From the hours of labor and sanitation, the law has extended to the age of commencing work, protection against accidents, mealtimes and holidays, the methods of remuneration, and in the United Kingdom as well as in the most progressive of English-speaking communities, to the rate of wages itself. . . .

This century of experiment in Factory Legislation affords a typical example of English practical empiricism. We began with no abstract theory of social justice or the rights of man. We seem always to have been incapable even of taking a general view of the subject we were legislating upon. Each successive statute aimed at remedying a single ascertained evil. It was in vain that objectors urged that other evils, no more defensible existed in other trades, or among other classes, or with persons of ages other than those to which the particular Bill applied. Neither logic nor consistency, neither the over-nice consideration of even-handed justice nor the quixotic appeal of a general humanitarianism, was permitted to stand in the way of a practical remedy for a proved wrong. That this purely empirical method of dealing with industrial evils made progress slow is scarcely an objection to it. With the nineteenth century House of Commons no other method would have secured any progress at all.

CONTINUED

PRIMARY SOURCE 3·7

A CENTURY OF FACTORY ACTS CONTINUED

Adapted Version

The factory laws began by protecting only poor children in textile mills. They now include manual workers in every manufacturing industry. At first, they dealt with the hours of labor and with sanitation. Then they limited the starting age for workers. They set rules to protect against accidents. They also provide for mealtimes, holidays, and methods of pay. In the United Kingdom and other progressive English-speaking communities, they now also deal with the rate of wages itself.

This century of experiment is a typical example of English practicality. We began with no abstract theory of social justice or the rights of man. We rarely take a general view of the subject we are legislating upon. Each new law is aimed at one specific evil. It didn't matter that other evils existed—in other trades, among other classes, or among other age groups. This piecemeal process was not logical or consistent. No broad idea of evenhanded justice was voiced. No unrealistic appeal of a general humanitarianism could stand in the way of a practical remedy for a proved wrong. This practical method of dealing with industrial evils made progress slow. But that is no objection to it. With the nineteenth-century House of Commons, no other method would have succeeded.

Original document source: Sydney Webb, quoted in the preface to B. L. Hutchins and A. Harrison, *A History of Factory Legislation* (London: P. S. King & Son, 1911), viii–x. Available online from the Internet Archive at https://archive.org/details/historyoffactory014402mbp/page/n1.

SECONDARY SOURCE 3.8

Increases in Wage Income in England, 1820–1940

Did British workers' economic conditions improve during the rise of industrialism? Overall, average wages rose in terms of their real purchasing power over the course of the nineteenth century in England. In this chart, a factor increase of 1.37 means wages increased by 37 percent in the thirty-year period indicated.

Original Document

Annual Increase in Real Earnings of Workers in Great Britain

30-Year Period	Factor of Increase (How Much Wages Increased)
1820–1850	1.37
1850–1880	1.53
1880–1910	1.30
1910–1940	1.40

Original document source: Deirdre McCloskey, *Bourgeois Equality: How Ideas, Not Capital or Institutions, Enriched the World* (Chicago: University of Chicago Press, 2016), 596. Based on Gregory Clark, "What Were the British Earnings and Prices Then? (New Series)," MeasuringWorth.com, at https://www.measuringworth.com/datasets/ukearncpi/result2.php.

PRIMARY SOURCE 3·9

Did Living Conditions Improve?

This account is from an article in the *Quarterly Review* of 1825. The article, by Joseph Lowe, is titled "The Present State of England in Regard to Agriculture Trade and Finance with a Comparison of the Prospects of England and France." The *Quarterly Review* was a literary and political periodical that often adopted moderate political views and opposed major political reforms, though not all reform in general.

Original Document

The dwellings of the poor have been no less improved than their food. It is not necessary to go back to those early periods of our history when the great mass of the people lived in wooden booths, without glass windows or chimneys. We speak of a period within our own recollection. It is not many years ago that the cottages in the country had no flooring but that which nature furnished, and that a composition of lime and sand was beheld by the neighbors of him who enjoyed such a refinement, as a luxury to be envied. The mud walls were rarely covered with any coat of plastering; there was no ceiling under the straw roof, and when any chamber was in the house, it was accessible only by a ladder or by a post with notches indented to receive the foot in climbing to it. The doors and windows did not close sufficiently to exclude the rain or the snow, and in wet weather puddles were scattered over the inequalities in the mud floor. It is now rare in the country to see a cottage without a brick or stone or wood floor, without stairs to its chambers, without plastering on the walls, and without doors and windows tolerably weather tight. The furniture and domestic utensils are increased and improved with the houses. The paucity and the homeliness which appeared forty or fifty years ago present to the recollection of those who can remember the state of that day, a striking contrast with the comparative abundance and convenience which are now exhibited. Instead of straw beds, and a single rug for a covering, are substituted feather or flock beds, several blankets, sheets, and often a cotton quilt. Chairs and tables occupy the place of benches and joint stools. Wooden trenchers have given way to earthenware plates and dishes, and to the iron pot is now commonly added the gridiron, frying pan, and saucepans. The enumeration of these articles may seem trifling, but let anyone, who smiles at it, follow an English traveler through less advanced countries, he will find how true it is that these little things are great to little men.

CONTINUED

Adapted Version

The dwellings of the poor are as improved as their food. We do not need to go back to very early times when most people lived in wooden booths without glass windows or chimneys. We can speak of a time we all remember ourselves. A time when cottages in the country had no flooring but the ground itself. Anyone with a composition of lime and sand for a floor had a refined luxury his neighbors envied. The mud walls were rarely covered with any coat of plastering. There was no ceiling under the straw roof. And if any chamber was in the house, it could be reached only by a ladder or by a post with notches to climb on. The doors and windows did not close sufficiently to exclude the rain or the snow. In wet weather puddles were scattered over the indentations in the mud floor.

Now, it is rare in the country to see a cottage without a brick or stone or wood floor. Most have stairs to the chambers. Many have plastering on the walls and reasonably weather-tight doors and windows. The furniture and domestic utensils are much better and greater in number. To those who can recall those days, the shabby homeliness of forty or fifty years ago are a striking contrast with the abundance and convenience we see now. Once there were straw beds, and a single rug for a covering. Now there are feather or flock beds, several blankets, sheets, and often a cotton quilt. Chairs and tables occupy the place of benches and joint stools. Wooden trenchers have given way to earthenware plates and dishes. To the iron pot is now commonly added the gridiron, frying pan, and saucepans. These articles may all seem trivial. Yet let anyone who thinks that follow someone through less advanced countries. He will then find how true it is that these little things are great to little men.

Original document source: Joseph Lowe, "The Present State of England in Regard to Agriculture Trade and Finance with a Comparison of the Prospects of England and France," in the *Quarterly Review*, vol. 32 (London: John Murray, 1825), 194–5. Available online at https://books.google.com/books?id=kkNZAAAAIAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 3.10

A Consumer Society

This passage is from Nathaniel Forester, *An Enquiry into the Causes of the Present High Price of Provisions* (1767).

Original Document

In England, the several ranks of men slide into each other almost imperceptibly; and a spirit of equality runs through every part of the constitution. Hence arises a strong emulation in all the several stations and conditions to vie with each other; and a perpetual restless ambition in each of the inferior ranks to raise themselves to the level of those immediately above them. In such a state as this, fashion must have uncontrolled sway. And a fashionable luxury must spread through it like a contagion.

Adapted Version

In England over time social ranks seem to fade into one another. A spirit of equality spreads through society. Various social ranks seem to compete to imitate one another. Each inferior rank is restlessly ambitious to rise to the level of the next rank above it. In such conditions, fashion has uncontrolled sway. And a fashionable luxury must spread through society like an epidemic.

Original document source: Nathaniel Forester, *An Enquiry into the Causes of the Present High Price of Provisions* (London, 1767), quoted in Neil McKendrick, John Brewer, and J. H. Plumb, *The Birth of Consumer Society: The Commercialization of Eighteenth-Century England* (Bloomington: Indiana University Press, 1984), 11.

Communicating Results and Taking Action

Communicating Results

- Search the web for images of both rural and urban England in the late 1700s and early 1800s. Find one or two sources online about conditions in rural and urban England in those decades. Then use the images and information you collected to create an imaginative story about a family that leaves its rural setting to look for work in the city. Organize the details of the story around the images on a large poster, or create a PowerPoint presentation and then share your work with the class.
- Reread Primary Source 3.4, the passage from *The Communist Manifesto*. Choose from the primary sources for the lesson the two that best support the *Manifesto*'s views. Then choose two sources that do not support it. Write a brief essay explaining why you selected each of the sources you chose. Plan to share or write about your own conclusions about the views in the *Manifesto*.
- You will form small groups in class. Then read and discuss Primary Source 3.10, the very brief statement by Nathaniel Forester in 1767. Talk about whether or not this is a positive or a negative view of the British commercial society Forester could already see developing around him. With the rest of your group, prepare a brief summary of your views in which you refer to two other primary sources for the lesson as ways of illustrating your conclusions. Your group will present these conclusions to the class.

Taking Action

- Labor unions today face many problems, such as declining membership and various kinds of technological change. Search for editorials and editorial cartoons expressing a range of views on unions and the problems they face. Use these materials to create a brief presentation using PowerPoint or some other form of presentation software. With the rest of your class, you will invite local union members and officials, other community leaders, and business owners to attend a school meeting to view the presentation. Some of the students will be asked to comment on the themes and issues the class has raised in this presentation.
- Based on the work in the previous assignment, use social media (Twitter, Facebook, etc.) to share the presentation and a report on the school meeting with others, including local print and TV news outlets. Ask those contacted in this way to comment on the value of this way of comparing past and present.

The Factory and the Worker Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately, but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary and Secondary Source Bibliography

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3.2: Baines, Edward. *History of the Cotton Manufacture in Great Britain*. London: H. Fisher, R. Fisher, and P. Jackson, 1835. Public domain via Wikimedia Commons.

3.3: Parkinson, Canon. "On the Present Condition of the Labouring Poor in Manchester." 1841. In *Documents of the Industrial Revolution 1750-1850: Select Economic and Social Documents for Sixth Forms*. Edited by Richard L. Tames. London: Routledge, 2013.

3.4: Marx, Karl, and Frederick Engels. *Manifesto of the Communist Party*. In *Marx/Engels Selected Works*. Vol. 1. Moscow: Progress Publishers, 1969. Available online from the Marxist Internet Archive Library.

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The Great Enrichment: 1800–the Present

What Explains It?

Overview

Introduction

Since 1800, very bad things have occurred in the modern era. Terrible wars have taken place. Colonial conquests have carved up large parts of the globe. Political dictators have inflicted massive famines on millions. There have been genocidal slaughters, such as the Holocaust. Historians rightly dwell on these aspects of modern life. Nevertheless, it is still the case that an astounding betterment has also been under way. It is spreading to more and more parts of the globe. It is unique, rapid, and enormous. In the long run, it may well be the most important story of our modern age. What caused this sudden "Great Enrichment"? That is the compelling question this lesson will focus on. Students will work with primary and secondary sources that form the core content for tasks that will help them answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the Great Enrichment. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary and secondary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time.
- **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.

- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

What caused the Great Enrichment to happen?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about the Great Enrichment

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven sources, they will select one that supports their claim.

7. Using the evidence gathered from sources, each group will then prepare a brief (five- to ten-minute) presentation about the Great Enrichment from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or a related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.

Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Great Enrichment Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- Have students conduct informal surveys of their adult family members or others they can arrange to interview. Those interviewed need to be old enough to have memories of their living conditions and consumer choices over some span of time. In these interviews, students should ask the adults what improvements they have lived to see in various consumer items, major or minor and also ask them to list items they have paid for in recent years that did not even exist earlier in their lives. Have students report their findings. As a class, discuss whether or not what they have found fits with the views expressed in Primary Source 4.8 (Thomas Babington Macaulay).
- Have students reread Primary Sources 4.3 (Robert Burton) and 4.4 (Adam Smith). Each student should then write two letters. The first letter should be from Burton, commenting on Adam Smith's passage in Primary Source 4.4. Ask students to be as forceful in presenting Burton's views as they can. The second letter should be from Adam Smith, responding fully to the first letter, the one from Burton. Choose several of these exchanges and share them with all students. Use them to discuss the key themes in this lesson on the Great Enrichment.
- Separate students into small groups. Ask each group to discuss Primary Sources 4.4, 4.5, and 4.8. Each group should prepare a brief presentation to the class in which it ranks these sources from the one most helpful in understanding the Great Enrichment to the one least helpful. The presentations should make direct reference to at least one other primary source for this lesson. Have the groups deliver their presentations and discuss them with the class.

Taking Action

- This activity is based on the work the student groups do for the first Communicating Results activity above. Have each group choose the most interesting respondent to its survey question and invite that person to discuss their views in an all-class setting. Ahead of time, provide each of these invited guests with copies of the Introductory Essay and the sources for this lesson. Ask the guests to discuss this question: "Has the Great Enrichment made life better for all, or has it brought with it problems that make it less beneficial?" Be sure to leave time for students to make comments and ask questions of the panel of guests.
- Based on the work in the previous assignment, use social media (Twitter, Facebook, YouTube, etc.) to share this group discussion with others. Invite people contacted in this way to comment and offer their own thoughts about this concept of the Great Enrichment.

Introductory Essay

The Great Enrichment

Since around 1800, an amazing process of increasing comforts and expanding wealth has been ongoing. Deirdre McCloskey, a professor of Economics and History calls this process "The Great Enrichment." She credits the free-market ideas that spread from northwestern Europe over the last 200 years with spurring the enrichment, and she sees it as a positive development for all people. This is one way of looking at recent worldwide developments and is an interesting theory to examine, consider, and debate.

The modern era has included many horrific events. Some of the most terrible wars have taken place in it. Colonial conquests carved up large parts of the globe. Political dictators have purposely inflicted massive famines on millions. There have been genocidal slaughters, such as the Holocaust, the killing fields of Pol Pot of Cambodia, or Turkey's massacre of Armenians during World War I. The atomic bomb was created and used. Climate change has intensified. It may be causing more extreme weather patterns, and some fear it could threaten the habitability of our planet.

Nevertheless, it is still the case that an astounding betterment has also been underway. It is spreading to more and more parts of the globe. It is unique, rapid, and enormous. In the long run, it may well be the most important story of our modern age.

Until the 1800s, life for the vast majority of human beings was miserably poor, insecure, and usually brief. Some economists estimate that up to that point, people on the whole lived on about three dollars a day. That is, everything they had—food, shelter, clothing, and other necessities of life—would be what they were able to secure with the equivalent of three dollars per day at today's prices. This is of course a rough estimate only. At certain times in the past, the figure may have been twice that—in China during the Song Dynasty (960–1279 CE), for example. However, these relatively better times did not last. For most of humanity, everyday comforts and luxuries were not a major part of their lives.

Then, rapidly after 1800, that three-dollar average started rising. Worldwide, the average may now be ten times as great, or thirty dollars a day. In richer nations such as Japan, Germany, or the United States, the increase is closer to one hundred dollars a

day, or more. It is true there are still far too many people living in abject poverty. These measurements are averages; within these wealthy nations there are those who possess much, much more than this degree of wealth, and many who still have next to nothing. There are also many countries and regions that have not received the benefits of the Great Enrichment to the same degree or with the same rapidity. This is so in many parts of Africa and some parts of Asia. Nevertheless, the rapid betterment of people has spread from Europe and North America, says McCloskey, to many parts of Asia, South America, and elsewhere. That is an increase of *thirty times* over what was the steady average for most of human history. These numbers are not exact, but they may be representative. They are certainly impressive.

A coal-fired power plant

People are also living much longer now. Vast improvements in health care, sanitation, and nutrition have increased the average life expectancy from twenty-five to thirty-five years in 1800 to more than fifty years today.

What accounts for this incredible transformation? According to McCloskey, the rapid growth of wealth began with the Industrial Revolution in Great Britain, the Netherlands, some other parts of Europe, and North America. New sources of energy—coal and steam power—were put to use operating complex machinery in factories and other work settings. Levels of production soared. The increases kept on doubling many times over right into our own era. The question is what enabled technical changes of that sort to get under way?

The barometer is an invention of the scientific revolution of the 1600s and 1700s that measures air pressure. It allows for devices such as this weather dial.

One answer offered is the scientific revolution of the 1600s and 1700s. It gave engineers and mechanics the understanding they needed to develop precision tools and machines.

Much of the knowledge that spurred these advances came from other parts of the world, arriving in Europe largely from the Middle East. McCloskey, like others who put emphasis on the contributions of the "Western" world, focuses on those advancements that arose in the context of Europe's scientific revolution. However, McCloskey does not credit the technological advances with bringing about the Great Enrichment—at least not mainly. Furthermore, some historians point out that many early inventors were not trained in pure science. They were skilled mechanics who simply knew how to tinker, adjust, and combine tools and machines in all kinds of new ways.

Others say the answer is in England's resources of coal and iron. They also point to its colonies overseas as sources of extra wealth. Or they say its legal system protected private property and commercial activity of all sorts. However, China also had coal and iron. Japan, China, and the Ottoman Empire had reliable legal protections for private property. Spain and Portugal, like Great Britain, had colonies whose wealth was based on slave labor. Yet these societies did not launch this Great Enrichment, says McCloskey. It began first in some parts of northern Europe. Now the process of enrichment is worldwide.

McCloskey says the crucial change was a shift in ideas, attitudes, and values. In many traditional societies, merchants and innovation were long looked down on. Often, those who came up with new ways of doing things were punished for their efforts. What launched the Great Enrichment, McCloskey and those who agree with her say, was a new valuing of individual liberty and a growing esteem for those who tried new ways of producing and doing things. This cultural shift freed up individuals to try things out, combine materials and tools in novel ways, and launch an age of continuous innovation.

There are those who rightly point out that European innovations in seafaring ships and growing political nationalism fueled by wars led to the rapid expansionism and colonialism of the sixteenth and later centuries. European nations exploited civilizations from Africa to Asia, extracting resources—both natural and human—for trade and economic enrichment. These ill-won advantages may ironically have helped to lay the foundation for the Great Enrichment.

The question of what caused the Great Enrichment is obviously open to debate. No one simple answer will explain it. Assessing the benefits and costs of the rise in worldwide wealth is similarly complex. Some see the rising inequality gap as a major problem with the Great Enrichment; others defend it by saying the standard of living has risen dramatically even for those living in poverty. Despite the complexity, the primary sources for this lesson should help you begin to think about, discuss, debate, and try to answer these difficult questions.

Image sources: Central Utah Coal-Fired Power Plant. iStock.com/helt2.
Weather dial. iStock.com/Leon Woods.

History Group

GROUP MEMBERS:

The Great Enrichment

Your group's task is to explore history issues related to the Great Enrichment. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > How do the three sources listed for this task illustrate the shift in ideas that enabled the Great Enrichment to get underway?

3. Read and discuss Primary Sources 4.3, 4.4, and 4.6
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Something changed dramatically in the Netherlands and England in the 1600s and 1700s. Whatever changed was what launched the Great Enrichment. What was that change? Many historians and economists have looked for the cause in material things. For example, England's greater supplies of coal and iron. Or its sea power and the wealth of its colonies (namely, the natural resources that enslaved humans extracted from these colonies). Or its stock of capital goods—tools, factories, a growing amount of capital—the stock of equipment and other things needed to produce goods.
   >
   > However, other economists say what changed were ways of thinking, culture, and attitudes. Many stress the rise of a spirit of capitalist acquisition—that is, the careful, efficient quest for profit by owners of capital. Some call that "greed." Or more gently they call it "prudence"—a selfish drive for improvement. Others say this cannot be the whole story. They say greed or prudence cannot explain the vast upsurge in innovation that

began in these centuries. They say other values mattered as much—such as cooperativeness, courageous risk taking, and faith that better ways of doing things were possible. Even a kind of love was needed. After all, a business owner must care about the needs and wants of customers and workers. He or she must listen, talk to, and learn from many others to find new ways of doing things. Above all, society must value these traits in merchants and innovating producers. In other words, for the Great Enrichment to occur, a huge shift in social acceptance had to occur. Only then could practical producers take the risks to generate the stream of innovations that changed life for all in the modern age.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 4.3

Primary Source 4.4

Primary Source 4.6

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How do the three sources listed for this task illustrate the shift in ideas that enabled the Great Enrichment to get underway?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Civics Group

GROUP MEMBERS:

The Great Enrichment

Your group's task is to explore the civics issues related to the Great Enrichment. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > To foster the Great Enrichment, how important was it for a nation to have laws protecting property and such individual rights as freedom of speech, press, and religion? Use the three sources listed here to support your answer.

3. Read and discuss Primary Source 4.4 and Secondary Sources 4.1 and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > The Great Enrichment began in just a few places. It began in England, the Netherlands, Scotland, parts of North America, and a few other parts of western Europe. In the 1800s, Europeans were sure this was because of something superior about them. Some saw this in racial terms. Europeans were a superior race of people, they said. That is why they prospered. Others said that Europeans prospered because of their institutions or customs—for example, their systems of law, political democracy, and protections of individual rights.
   >
   > Yet rapid improvement soon started to take hold in other places as well. Japan was not European. It certainly did not have the same kinds of legal and political institutions as Great Britain, but it began rapidly industrializing in the late 1800s. Since the end of World War II, several other large regions outside Europe have begun to experience rapid betterment.

This is especially so in China and India. All these regions differ greatly from England in the nineteenth century. While it is true that highly undemocratic political systems often do not do as well economically, these nations have reasonably stable governments, and they have done much to encourage economic growth through legal and political reforms. The Great Enrichment seems to be at work in a wide variety of legal and political systems.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Secondary Source 4.1

Primary Source 4.4

Secondary Source 4.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

To foster the Great Enrichment, how important was it for a nation to have laws protecting property and such individual rights as freedom of speech, press, and religion? Use the three sources listed here to support your answer.

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Economics Group

GROUP MEMBERS:

The Great Enrichment

Your group's task is to explore the economic issues related to the Great Enrichment. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Do the three sources listed here exaggerate the improvements of the Great Enrichment? Or do they understate those improvements?

3. Read and discuss Secondary Sources 4.1, 4.2, and 4.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Statistical averages can be useful. In the case of Source 4.1—a table showing worldwide trends in per capita gross domestic product (GDP) from the year 1000 to the end of the twentieth century—they do show how overall income in each region has changed over time. However, an average may not tell you much about how each member of a group is doing. If a very few have high incomes but the rest are very poor, the overall average may hide this problem. China's average income rose for most of the twentieth century, but even at the end of that century, hundreds of millions of Chinese were still very poor.
   >
   > On the other hand, the GDP figures may understate the betterment as well. As economist Deirdre McCloskey puts it, "The enrichment was actually much greater . . . because price indices, especially recently, do not adequately reflect improvements in quality." For example, think of how much more a cell phone does today compared with just ten years ago—to say nothing of older landlines. As John Nordhaus has shown for lighting

(Source 4.10), the actual prices of some goods may understate the extra value they offer.

Some will say riches alone do not buy happiness. Social tensions or environmental problems may be an extra cost of the enrichment. On the other hand, that enrichment has also meant more education, wider cultural opportunities, and more leisure. Judging the overall impact of the changes since 1800 is not an easy thing to do.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Secondary Source 4.1

Secodary Source 4.2

Secondary Source 4.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

   Do the three sources listed here exaggerate the improvements of the Great Enrichment? Or do they understate those improvements?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Geography Group

GROUP MEMBERS:

The Great Enrichment

Your group's task is to explore geographic issues related to the Great Enrichment. A compelling question is provided, and you will work from there to develop and answer supporting questions based on this lesson's sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Has the Great Enrichment added to or reduced economic inequality between nations around the world? Use the sources listed here to support your answer.

3. Read and discuss Primary Source 4.7 and Secondary Sources 4.2 and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Life for billions has improved over the past century. Even the poorest benefit from better crops, cleaner water, medicines, public health care measures, and cheaper energy supplies. However, even these things are still not available to a third or more of the world's people. Many African nations are among the poorest on earth. Russia and some other regions may be slipping backward on some measures, such as life expectancy. As income levels of richer nations soar in some places, this actually adds to inequality. It happens even when the poorer nations also move ahead, but at a slower rate.
   >
   > Inequality inside each nation is also a problem. Some say it is the biggest problem we face. They say this gap causes huge discontent and bitterness. Others disagree. They say it is more important to reduce poverty, not inequality. That is, they say that if the poor do better over time, why should it matter if others get even richer as well? Also, they point to the

way innovations develop over time. That is, many goods go from being luxuries for a few to cheaper products for the masses. At first, only big corporations and governments could afford computers. Now hundreds of millions have them in their homes. Or they carry them around in their pockets.

The issue of inequality versus overall betterment raises many questions. It is an issue for the world now and will be a challenge for a long time to come.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Secondary Source 4.2

Primary Source 4.7

Secondary Source 4.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Has the Great Enrichment added to or reduced economic inequality between nations around the world? Use the sources listed here to support your answer.

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. Primary sources arise out of historical circumstances and settings that differ greatly from those of our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

- ***Question the source***

  No primary source was written with you and your interests in mind, so you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

- ***Consider the source's origins***

  This is often simply called "sourcing." It means asking who created the source, when and where the source was created, and why. If you know the source's purpose, you will be more likely to see how it is shaped by its creator's point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

- ***Contextualize the source***

  "Context" here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

- ***Corroborate the source***

  This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

- ***Above all, read the source carefully***

  Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source's creator might have seen in it.

SECONDARY SOURCE 4.1

Overall Improvement—GDP

This table shows gross domestic product (GDP) per person and how it has changed over time since the year 1000 CE. GDP is a measure of all that is produced in a year in a nation or region. Per capita GDP, or per-person GDP, is a way to estimate the overall income of individuals, on average. The figures are estimates based on a variety of the best sources available. Keep in mind that each figure is an average, with the incomes of most individuals falling above or below that average. The numbers in this table reflect the value of the U.S. dollar in 1990.

Original Document

Per Capita GDP, 1000–1998

	1000	1820	1913	1950	1998
Western Europe	$400	$1,233	$3,473	$4,594	$17,921
Western offshoots (United States, Canada, Australia, and New Zealand)	$400	$1,201	$5,257	$9,288	$26,146
Japan	$425	$669	$1387	$1,926	$20,413
Asia (excluding Japan)	$450	$575	$640	$635	$2,937
Latin America	$400	$665	$1,511	$2,554	$5,795
Eastern Europe and the former USSR	$400	$667	$1,501	$2,601	$4,354
Africa	$416	$418	$585	$852	$1,368

Original document source: Adapted from Angus Maddison, table 3-1b, in *The World Economy: A Millennial Perspective* (Paris: Development Centre of the Organisation for Economic Co-operation and Development, 2001), 126.

SECONDARY SOURCE 4.2

Overall Improvement—Life Expectancy

This table shows how average life expectancy has changed for various regions since 1820. Life expectancy is the average number of years a person at birth is expected to live. In some cases, these numbers are only estimates based on the best available evidence.

Original Document

Average Life Expectancy, 1820–1999

	1820	1900	1950	1999
Western Europe	36	46	67	78
United States	39	47	68	77
Japan	34	44	61	81
Russia	28	32	65	67
Latin America	27	35	51	69
Asia (except Japan)	23	24	40	66
Africa	23	24	38	52

Original document source: Adapted from Angus Maddison, table 1-5a, in *The World Economy: A Millennial Perspective* (Paris: Development Centre of the Organisation for Economic Co-operation and Development, 2001), 30.

PRIMARY SOURCE 4·3

Antimarket Attitudes of Traditional Societies

The English scholar and cleric Robert Burton (1577–1640) condemned markets and trade in his *The Anatomy of Melancholy*. In Burton's time, the early 1600s, hostility to trade and merchants was widespread, just as it had been in ancient and medieval societies, from Asia to the Middle East to Europe.

Original Document

What's the market? . . . A vast chaos, a confusion of manners, as fickle as the air, *domicilium insanorum* [home of a madman], a turbulent troop full of impurities, a mart of walking spirits, goblins, the theater of hypocrisy, a shop of knavery, flattery, a nursery of villainy, the scene of babbling, the school of giddiness, the academy of vice; . . . in which kill or be killed; wherein every man is for himself, his private ends, and stands upon his own guard. No charity, love, friendship, fear of God, alliance, affinity, consanguinity, Christianity can contain them. . . . Our *summum bonum* [highest good] is commodity, and the goddess we adore *Dea Moneta*, Queen Money, to whom we daily offer sacrifice, which steers our hearts, hands, affections, all.

Adapted Version

What's the market? It is a vast chaos, a confusion of manners, and it is constantly changing. It is a madman's home, a turbulent troop full of impurities. It is a marketplace of walking spirits, goblins, a theater of hypocrisy, a shop of knavery and flattery, a nursery of villainy. It is the scene of babbling, the school of giddiness, the academy of vice in which to kill or be killed. Every man is in it for himself, for his own private ends. Each man must stand on his own guard. No charity, love, friendship, fear of God, alliance, affinity, family relationships, Christianity can restrain men in a market. Our highest good there is commodity. And to the goddess we adore, Queen Money, we daily offer sacrifice. It is this which steers our hearts, hands, affections, all.

Original document source: Robert Burton, *Anatomy of Melancholy* (New York: New York Review of Books, 2001), 64–65. Available online at https://books.google.com/books?id=jVHTq0uuj4oC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 4·4

Adam Smith's Defense of the Open Market

In the 1600s and 1700s, a new attitude toward markets, innovation, and private productive effort began to emerge. It grew and spread first in the Netherlands, then Great Britain, then America and other parts of Europe. Merchants and economic innovators came to be seen in a more positive way. Some historians think this shift in attitudes was the key factor in triggering the Great Enrichment of the modern era. One man who offered a full defense of the virtues of this open market society was Adam Smith. This passage is from his book *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776).

Original Document

In civilized society [the individual] stands at all times in need of the cooperation and assistance of great multitudes, while his whole life is scarce sufficient to gain the friendship of a few persons. In almost every other race of animals each individual, when it is grown up to maturity, is entirely independent, and in its natural state has occasion for the assistance of no other living creature. But man has almost constant occasion for the help of his brethren, and it is in vain for him to expect it from their benevolence only. He will be more likely to prevail if he can interest their self-love in his favor, and show them that it is for their own advantage to do for him what he requires of them. Whoever offers to another a bargain of any kind, proposes to do this. Give me that which I want, and you shall have this which you want, is the meaning of every such offer; and it is in this manner that we obtain from one another the far greater part of those good offices which we stand in need of. 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. We address ourselves, not to their humanity but to their self-love, and never talk to them of our own necessities but of their advantages.

CONTINUED

PRIMARY SOURCE 4·4 ADAM SMITH'S DEFENSE OF THE OPEN MARKET CONTINUED

Adapted Version

In civilized society each individual constantly needs the cooperation and assistance of thousands of other people. Yet his whole life is not enough time to gain the friendship of more than a few persons. For many other animals, each grown individual is entirely independent. In its natural state, it does not rely on help from any other living creature. But man has a constant need of help from his brethren. Yet it is useless for him to expect it from their benevolence only. He will be better off if he appeals to their self-love. To do this, he must show them that it is to their own advantage to do for him what he wants of them. Anyone who offers someone else a bargain is saying, "Give me that which I want, and you shall have this which you want." That is the meaning of every such offer. It is in this way that we get from one another most of the help we need. It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner. It is from their regard to their own interest. We appeal not to their humanity but to their self-love. We never talk to them of our own needs, but only of what is to their advantage.

Original document source: Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (London: W. Strahan and T. Cadell, 1776), bk. 1, chap. 2. Available online from WikiSource at https://en.wikisource.org/wiki/The_Wealth_of_Nations.

PRIMARY SOURCE 4·5

Francis Bacon and the Scientific Revolution

This passage is from the *Novum Organum*, a work first published in 1620 by Francis Bacon (1561–1626). Bacon was one of the earliest defenders of scientific knowledge based on careful observation and experiment.

Original Document

There are and can exist but two ways of investigating and discovering truth. The one hurries on rapidly from the senses and particulars to the most general axioms; and from them as principles and their supposed indisputable truth derives and discovers the intermediate axioms. This is the way now in use. The other constructs its axioms from the senses and particulars, by ascending continually and gradually, till it finally arrives at the most general axioms, which is the true but unattempted way.

Each of these two ways begins from the senses and particulars, and ends in the greatest generalities. But they are immeasurably different; for the one merely touches cursorily the limits of experiment, and particulars, whilst the other runs duly and regularly through them; the one from the very outset lays down some abstract and useless generalities, the other gradually rises to those principles which are really the most common in nature.

Adapted Version

There are two ways to investigate and discover truth. The one starts with a specific observation. It then rapidly jumps to making general statements explaining the thing observed. It assumes these general statements are true. It then claims all kinds of other general axioms based on them. This is the way truth is commonly sought now. The other way comes up with such general principles only after gradually gathering a great deal of evidence from the senses and the observation of particulars. This is the correct way. But it is mainly not attempted now.

Each of these two ways begins from the senses. It starts with specific observations and ends with great generalities. But these two ways are still very different. One only briefly deals with a specific observation of something. The other is very thorough. It looks at a great deal of such evidence. The first makes sweeping but useless generalizations right away. The second gradually reaches to establish those principles that are most common in nature.

Original document source: Francis Bacon, *Novum Organum* (1620). Available online from the Hanover Historical Texts Project at https://history.hanover.edu/courses/excerpts/111bac2.html.

PRIMARY SOURCE 4.6

Cartwright's Innovative Collaboration

In 1785, Edmund Cartwright invented a loom for weaving threads to form cloth. Cartwright's loom was powered by water or steam. It was one of a series of inventions that transformed the cotton textile industry. In this passage, Cartwright describes how innovation could inspire further innovation. He also suggests how cooperation among individual business owners and innovators could lead to further invention and continual refinement of new techniques.

Original Document

In the summer of 1784, I fell in company with some gentlemen of Manchester, when the conversation turned on Arkwright's spinning machinery. One of the company observed, that as soon as Arkwright's patent expired, so many mills would be erected, and so much cotton spun, that hands never could be found to weave it. I replied that Arkwright must then set his wits to work to invent a weaving mill. This brought on a conversation on the subject, in which the Manchester gentlemen unanimously agreed that the thing was impracticable; and in defense of their opinion, they offered arguments which I certainly was incompetent to answer or even to comprehend, being totally ignorant of the subject, having never at that time seen a person weave. I controverted, however, their opinion, by remarking that there had lately been exhibited in London, an automaton figure, which played at chess. Now you will not assert, gentlemen, said I, that it is more difficult to construct a machine that shall weave, than one which shall make all the variety of moves which are required in that complicated game. Some little time afterwards, recalling this conversation, it struck me, that, since in plain weaving, according to the idea I then had of the business, there could only be three movements, which were to follow each other in succession, there would be little difficulty in producing and repeating them. Full of these ideas, I immediately employed a carpenter and smith to carry them into effect. As soon as the machine was finished, I got a weaver to put in the warp, which was of such materials as sail cloth is usually made of. To my great delight, a piece of cloth, such as it was, was the produce . . . but it was not till the year 1787, that I completed my invention, when I took out my last weaving patent.

CONTINUED

Adapted Version

In the summer of 1784, I met with some gentlemen of Manchester. Our conversation soon turned to Arkwright's spinning machinery. One of these men said that as soon as Arkwright's patent expired, so many mills would be erected to spin cotton that enough workers would never be found to weave it into cloth. I replied that Arkwright must then invent a weaving mill. The Manchester gentlemen all agreed that this was impracticable. They defended their view with arguments I could not dispute or even fully understand. After all, I was totally ignorant of the subject. I had never at that time seen a person weave. I challenged their opinion anyway. I did this by remarking that an automatic mechanism that played chess had lately been exhibited in London. I then said, "Now you gentlemen can't say it is more difficult to construct a machine that weaves than one that can make all the many moves required in that complicated game." Thinking about this conversation later, I realized something about plain weaving. I realized that, as I saw it, it would require only three movements following one another in succession. Also, I saw that it would be easy to produce and repeat these movements. Full of these ideas, I hired a carpenter and smith to carry them into effect. As soon as the machine was finished, I got a weaver to put in the warp, which was of such material as sail cloth is made of. To my great delight, this did produce a piece of cloth. It was not until 1787 that I completed my invention. At which point I took out my last weaving patent.

Original document source: David Deming, *The Origin of Chemistry, the Principles of Progress, the Enlightenment and the Industrial Revolution, Science and Technology in World History, vol. 4* (Jefferson, NC: McFarland, 2016), 246. Available online at https://books.google.com/books?id=hbLuCwAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 4·7

Railroads—a Benefit for the Rich or the Poor?

This passage is a description of the railroad's impact on society by the mid-1800s. It is an excerpt from "Scientific, Educational, and Moral Progress of the Last Fifty Years," which appeared in the *Economist* in 1851. The *Economist* was a business magazine enthusiastic about all aspects of the Industrial Revolution.

Original Document

But this advance [in steamship travel] is nothing compared to that which has taken place in locomotion by land within the last 20 years. It is here that our progress has been most stupendous—surpassing all previous steps since the creation of the human race. In 1829, the first railway for the transit of passengers was opened between Liverpool and Manchester:—it opened at the modest speed of 20 miles an hour. At the period at which we write, the whole of England is traversed by almost countless railways in every direction. . . . In the days of Adam the average speed of travel, if Adam ever did such things, was four miles an hour . . . in the year 1828, or 4,000 years afterwards, it was still only ten miles, and sensible and scientific men were ready to affirm and eager to prove that this rate could never be materially exceeded. In 1850, it is habitually forty miles an hour, and seventy for those who like it. . . .

Now, who have specially benefited by this vast invention? The rich, whose horses and carriages carried them in comfort over the known world? The middle classes to whom stage coaches and mails were an accessible mode of conveyance? Or the poor, whom the cost of locomotion condemned often to an almost vegetable existence? Clearly the latter. The railroad is the Magna Carta of their motive freedom. How few among the last generation ever stirred beyond their own village? How few among the present will die without visiting London? . . . Even now, it is difficult to over-estimate the magnitude or the value of the change which railways have wrought in the comforts and capabilities of our humbler classes.

CONTINUED

Adapted Version

Improved steamship travel is nothing compared to progress in locomotion by land over the last twenty years. Here our progress has been stupendous. It surpasses all previous steps since the human race began. In 1829, the first railway carrying passengers was opened between Liverpool and Manchester. It at first achieved the modest speed of twenty miles an hour. As of now, the whole of England is traversed by almost countless railways in every direction. In the days of Adam the average speed of travel was four miles an hour—if Adam, ever did such a thing. In the year 1828, or four thousand years afterwards, it was still only ten miles an hour. Sensible and scientific men were ready to prove that this rate could never be exceeded. In 1850, however, it is habitually forty miles an hour, and seventy for those who like it.

Now, who has most benefited from this vast invention? The rich, whose horses and carriages already carried them in comfort everywhere? The middle classes to whom stage coaches and mails were easily available? Or the poor, for whom the cost of locomotion was too high, condemning them to an almost vegetable existence? Clearly the latter. The railroad is the Magna Carta of their freedom of movement. How few among them in the past ever stirred beyond their own village? How few among the present will die without visiting London? Even now, it is difficult to exaggerate the value of the change that railways have wrought in the comforts and capabilities of our humbler classes.

Original document source: "Scientific, Educational, and Moral Progress of the Last Fifty Years." *Economist*, vol. 9, no. 38 (February 1, 1851), 110. Available online at https://books.google.com/books?id=lklUAAAAcAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q=%22It%20is%20here%20that%20our%20progress%20has%20been%20most%20stupendous%22&f=false.

PRIMARY SOURCE 4.8

Macaulay's Prediction

In 1830, the population of England and Wales was about fifteen million. With Ireland included, it was perhaps about twenty-three million. This is by way of comparison to the prediction made in this passage from "Essay on Southey's Colloquies on Society," by Thomas Babington Macaulay, which appeared in *The Edinburgh Review* in January of 1830.

Original Document

If we were to prophesy that in the year 1930, a population of fifty millions, better fed, clad and lodged than the English of our time, will cover these islands; . . . that machines constructed on principles yet undiscovered, will be in every house; that there will be no highways but railroads, no travelling but by steam; . . . many people would think us insane. We prophesy nothing; but this we say: If any person had told the Parliament which met in perplexity and terror after the crash in 1720 that in 1830 the wealth of England would surpass all their wildest dreams; that the annual revenue would equal the principal of that debt which they considered as an intolerable burden; that for one man worth 10,000 pounds then living there would be five men of 50,000 pounds; that London would be twice as large and twice as populous, and that nevertheless the [rate of] mortality would have diminished to one half of what it then was; . . . that stage-coaches would run from London to York in 24 hours; that men would sail without wind, and would be beginning to ride without horses, our ancestors would have given as much credit to the prediction as they gave to Gulliver's Travels.

CONTINUED

PRIMARY SOURCE 4.8

MACAULAY'S PREDICTION CONTINUED

Adapted Version

Many would call us insane if we said that in 1930, a population of fifty millions would cover these islands and would be better fed, clothed, and lodged than the English of our time. Or that machines constructed on principles yet unknown will be in every house. Or that there will be no highways but railroads, no traveling but by steam. We prophesy nothing. But we do ask you to remember the Parliament that met in terror after the crash in 1720. Suppose we told that Parliament then that in 1830 the wealth of England would surpass all their wildest dreams. It would be so great that government revenue for just one year would equal the entire public debt that the 1720 Parliament felt was unbearable. Or suppose we said that for one man worth 10,000 pounds then living there would be five men of 50,000 pounds. Or that London would be twice as large and populous, but the rate of mortality only half what it was. Suppose we said stagecoaches would run from London to York in twenty-four hours. Or that men would sail without wind. Or that they would be starting to ride without horses. If we said these things to those in 1720, people then would have given as much credit to the prediction as they gave to *Gulliver's Travels*.

Original document source: Thomas Babington Macaulay, "Essay on Southey's Colloquies on Society," *Edinburgh Review*, January 1830, reprinted in *Essays, Critical and Miscellaneous* (Philadelphia: Carey and Hart, 1844), 115. Available online at https://books.google.com/books?id=Fo4vAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

SECONDARY SOURCE 4·9

The Declining Price of Light

Modern innovation has improved material life at ever-lower prices. The actual price of an electric light bulb, for instance, has come down over the past century or so, and recently LED technology has significantly lowered the amount of electric energy needed to power them. So has the cost of the fuel needed to provide the light—electricity. However, economist John Nordhaus says the actual prices of such goods do not always fully reflect the extra value they offer at lower costs. This table does not show the price of light as the cost of light bulbs and electricity—or, earlier, candles or whale oil. It shows the cost of the actual illumination these goods provide. Nordhaus summed it up this way: "A rough calculation indicates that an hour's work today will buy 300,000 times as much illumination as could be bought in early Babylonia."

Original Document

Price of Lighting per Million Lumen-Hours, 1300–2006

Year	British Pounds (Year 2000)
1306	£38,904
1406	£25,517
1506	£15,719
1606	£14,330
1706	£10,890
1806	£9,733
1906	£225
2006	£3

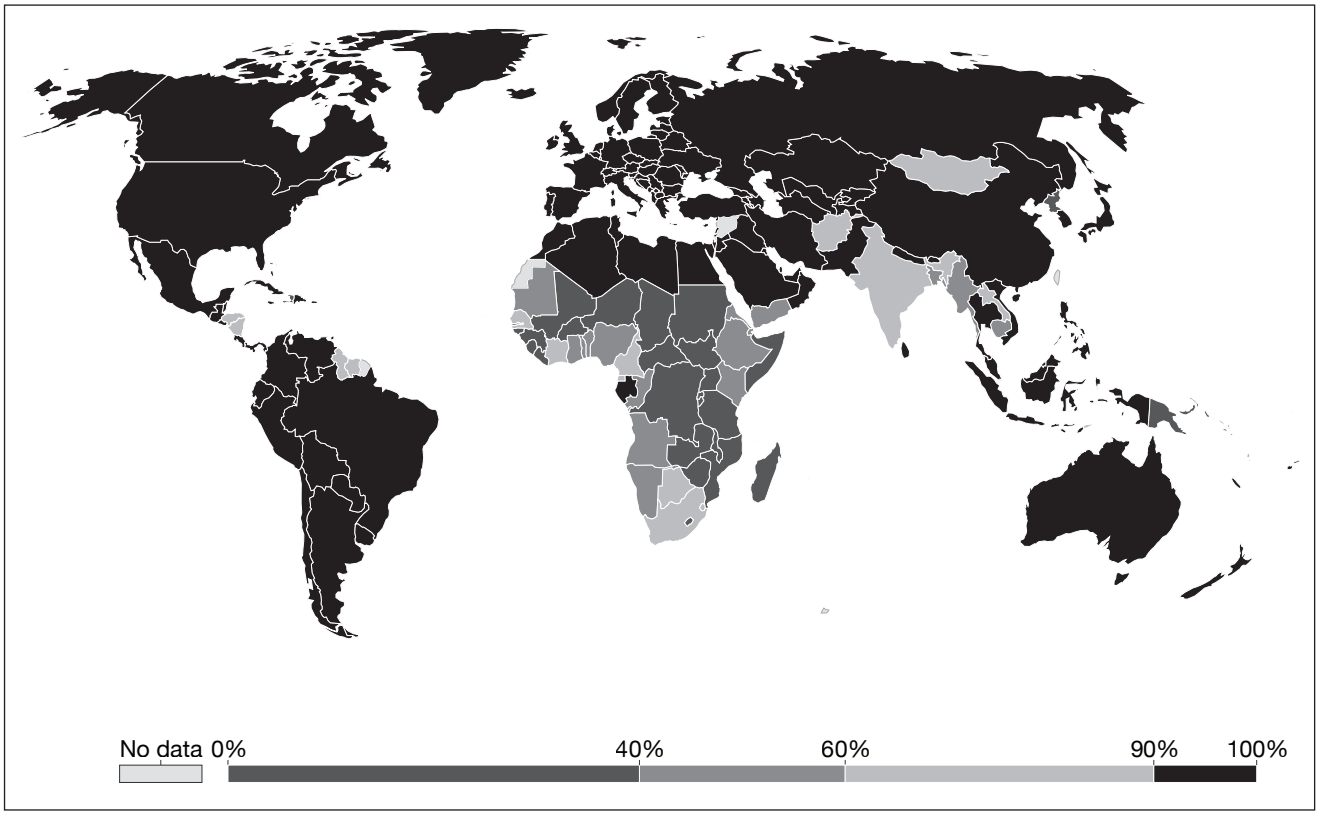
Original document source: Data are from Roger Fouquet and Peter J. G. Pearson, "The Long Run Demand for Lighting: Elasticities and Rebound Effects in Different Phases of Economic Development," *Economics of Energy and Environmental Policy*, vol. 1, no. 1 (January 2012): 83–100.

SECONDARY SOURCE 4.10

Electricity—Widely but Not Equally Distributed

This map shows the share of households in each country that had access to electricity as of 2016.

Original Document



Original document source: Adapted from Max Roser, 2019. "Light," OurWorldInData.org. Last modified February 2, 2019. Underlying data are from http://data.worldbank.org/data-catalog/world-development-indicators.

Communicating Results and Taking Action

Communicating Results

- Your teacher will ask you to conduct an informal survey of your adult family members or others you can arrange to interview. Those interviewed need to be old enough to have memories of their living conditions and consumer choices over some span of time. In these interviews, you should ask the adults what improvements they have lived to see in various consumer items, major or minor. Also ask them to list items they have paid for in recent years that did not even exist earlier in their lives. In class you will be asked to report your findings and discuss whether or not what you found fits with the views expressed in Primary Source 4.8 (Thomas Babington Macaulay).
- Reread Primary Sources 4.3 (Robert Burton) and 4.4 (Adam Smith). Write two letters. The first letter should be from Burton, commenting on Adam Smith's passage in Primary Source 4.4. Try to be as forceful in presenting Burton's views as you can. The second letter should be from Adam Smith, responding fully to the first letter, the one from Burton. Expect to share these letters with the class. In class you will discuss the key themes in this lesson on the Great Enrichment.
- In class your teacher will have you separate into small groups. In your group, discuss Primary Sources 4.4, 4.5, and 4.6. With the other members of your group, prepare a brief presentation to the class in which you rank these sources from the one most helpful in understanding the Great Enrichment to the one least helpful. Your presentation should make direct reference to at least one other primary source for this lesson. After the groups deliver their presentations, you will discuss them with the class.

Taking Action

- This activity is based on the work the student groups do for the first Communicating Results activity above. Groups will choose the most interesting respondents to the survey questions and invite those respondents to discuss their views in an all-class setting. Ahead of time, each of these invited guests will be provided with copies of the Introductory Essay and the sources for this lesson. They will discuss this question: "Has the Great Enrichment made life better for all, or has it brought with it problems that make it less beneficial?" Students will then make comments and ask questions of the panel of guests.
- Based on the work in the previous assignment, use social media (Twitter, Facebook, YouTube, etc.) to share this group discussion with others. Invite people contacted in this way to comment and offer their own thoughts about this concept of the Great Enrichment.

The Great Enrichment Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately, but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary and Secondary Source Bibliography

4.1: Maddison, Angus. *The World Economy: A Millennial Perspective*. Paris: Development Centre of the Organisation for Economic Co-operation and Development, 2001.

4.2: Ibid.

4.3: Burton, Robert. *Anatomy of Melancholy*. Edited by Holbrook Jackson. New York: New York Review of Books, 2001.

4.4: Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. London: W. Strahan and T. Cadell, 1776.

4.5: Bacon, Francis. *Novum Organum*, 1620. Available online from the Hanover Historical Texts Project.

4.6: Deming, David. *The Origin of Chemistry, the Principles of Progress, the Enlightenment and the Industrial Revolution. Science and Technology in World History,* vol. 4. Jefferson, NC: McFarland, 2016.

4.7: "Scientific, Educational, and Moral Progress of the Last Fifty Years." *Economist*, vol. 9, no. 38 (February 1, 1951).

4.8: Macaulay, Thomas Babington. *Essays, Critical and Miscellaneous*. Philadelphia: Carey and Hart, 1844.

4.9: Fouquet, Roger, and Peter J. G. Pearson. "The Long Run Demand for Lighting: Elasticities and Rebound Effects in Different Phases of Economic Development." *Economics of Energy and Environmental Policy*, vol. 1, no. 1 (January 2012): 83–100.

4.10: Adapted from Roser, Max. "Light." OurWorldInData.org. Last modified Febuary 2, 2019. Underlying data are from World Bank, Sustainable Energy for All (SE4ALL) database from the SE4ALL Global Tracking Framework led jointly by the World Bank, International Energy Agency, and the Energy Sector Management Assistance Program, available at http://data.worldbank.org/data-catalog/world-development-indicators.

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