

Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

Industrialism

Why Was England First?

*England launched the Industrial Revolution in the late 1700s.
Why did it begin there and nowhere else?*



Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

Industrialism Why Was England First?

The 2017 World History Course and Exam Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

The Five Themes

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

This Booklet's Main Theme:

- 4** Creation, expansion, and interaction of economic systems.

* AP and Advanced Placement Program are registered trademarks of the College Entrance Examination Board, which was not involved in the production of and does not endorse this booklet.

MindSparks®

CULVER CITY, CALIFORNIA



© 2008, 2017 MindSparks, a division of Social Studies School Service
All rights reserved

Printed in the United States of America

MindSparks
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

<http://mindsparks.com>
access@mindsparks.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

ISBN: 978-1-57596-269-6
Product Code: HS741 v2.0

Contents

Teacher Introduction	1
Suggestions to the Student	5
Introductory Essay	6
Why Was England First Time Line	7
First Group of Documents	8
Study the Documents	10
Comparing the Documents	12
Comparison Essay	13
Second Group of Documents	14
Study the Documents	16
Comparing the Documents	18
Comparison Essay	19
Document-Based Question	20
Worksheet Answers and Guidelines	21
Visual Primary Sources	23

Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

Based on these sources and your knowledge of history, explain why you think England was the first nation to launch the Industrial Revolution in the eighteenth century.

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. **Read the one-page introductory essay.**

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. **Study the primary source documents for this lesson.**

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. **Use the worksheets to analyze each group of primary source documents.**

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. **As a class, debate the documents.**

Use your worksheet notes to help you take part in this debate.

5. **Do the final DBQ.**

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

Why Was England First?

In the late 1700s, a series of inventions in textile manufacturing in England vastly increased the speed at which cotton could be spun into yarn and the yarn woven into fabrics. Textile production soon moved from small shops and homes to factories where the new textile machinery could be housed. At the same time, English inventors perfected the coal-powered steam engine. It produced far more mechanical energy than could human or animal muscle power, or waterwheels and windmills. Soon, steam power and textile production transformed England into the world's first truly industrial nation.

By the 1600s, England was already a powerful commercial society. Its mechanics, artisans, and engineers were increasingly aware of mechanical principles arising out of the scientific revolution of the seventeenth century. Its laws protected property and encouraged entrepreneurship. For a long time, historians focused on these factors to help explain why England was the first to launch the Industrial Revolution. Yet several other European countries were also powerful commercial societies. Why weren't they first? More recently, historians have asked this same question even more about another society entirely: China.

Under the Qing Dynasty, China in the eighteenth century was in many ways as dynamic and prosperous a commercial society as England. A long era of internal unity and calm favored it from the mid-1600s to the end of the 1700s. Agriculture thrived, providing a surplus that enabled China's population to mushroom. Taxes on peasants were lower than in past eras. China was of course far larger than England, and not every part of it was as wealthy as England by any means. Yet in certain regions, such as the lower Yangtze River, cities were growing and trade was thriving. Tea, porcelain, and silk were sold all over the world. Ironworks and other large-scale manufacturing existed. Goods were being produced for well-connected national and international markets. Literacy and entrepreneurial activity were spreading.

It is these facts that lead some historians to wonder why England industrialized whereas China did not. It's not possible to explore all the answers they give here, but in general, two broad interpretations have battled one another.

One stresses what it sees as England's unique internal cultural strengths. England was a relatively free and open society. Its growing agricultural productivity gave it surplus capital which its commercially oriented agrarian elites invested in new enterprises. Its artisans and businessmen created a real "machine culture," one aware of and ready to make use of the new scientific and technical knowledge of the age. Its legal system protected private property and gave entrepreneurs confidence that constant innovation and tinkering would be profitable. Historians who stress these things say China's agrarian gentry and Confucian bureaucracy simply did not generate the same interest in scientific advance and industrial innovation as England's merchant and gentry classes did.

However, other historians say England was basically lucky. It had huge deposits of coal near enough to its emerging industries. It had a vast overseas empire based in large part on cheap slave labor, and this generated extra wealth and capital. New foods from the Americas enabled it to feed its growing population and free more of them up for industrial labor. Only these accidents of history gave it an edge over China in launching the industrial age.

Of course, China also had coal. It, too, benefited from America's new foods. Moreover, its Qing Dynasty had carved out its own huge internal empire in the south and in the vast Central Asian interior. And so this debate goes on. It is not likely to be resolved soon.

The sources here will not prove one thesis or the other. What they will do is help you see more clearly what the debate is all about—and this will give you a chance to begin to take part in that debate on your own.

Why Was England First Time Line

1687

• • •

Isaac Newton's *Principia Mathematica* is published. It forms the basis for the modern science of physics. It offers an accurate understanding of mechanical principles that will guide the development of industrial machinery.

1709

• • •

Abraham Darby uses coke from coal to smelt iron ore. This replaces wood and charcoal, thereby taking advantage of England's plentiful supplies of coal.

1712

• • •

Thomas Newcomen builds the first usable steam engine to pump water out of deep coal mines. The engine cools and condenses steam in a cylinder and relies on atmospheric pressure to drive the cylinder's piston down.

1733

• • •

John Kay invents the flying shuttle for looms, making it possible to weave yarn into cloth at a much faster rate. This gives innovators a strong incentive to improve the spinning wheels that turn raw fibers into thread or yarn.

1761

• • •

The Duke of Bridgewater commissions engineer James Brindley to build a canal to carry coal from his coal mines to the industrializing city of Manchester. The Bridgewater Canal—the first major British canal—opens in 1761. By 1830 there are about 4000 miles of canals in Britain.

1764-1765

• • •

James Hargreaves invents the spinning jenny. Like spinning wheels, it is hand powered. But it uses several spindles at once to produce coarse weft threads. This partially solves the problem of increasing yarn production to keep pace with faster weaving output due to the flying shuttle.

1768

• • •

Richard Arkwright patents his spinning frame. (He probably took his ideas from Thomas Highs.) It produces cotton thread thin and strong enough for the warp, or long threads. Arkwright's frame is also called a "water frame" because it is powered by a waterwheel. It speeds up the shift from textile production in homes to production in factories.

1769

• • •

James Watt obtains a patent for the separate condenser to his new steam engine. This makes steam engines much more efficient and easier to use.

1776

• • •

Adam Smith publishes his *Wealth of Nations*, explaining the free-market economic system that enabled early industrial entrepreneurs to thrive.

1779

• • •

Samuel Crompton combines the spinning jenny and the water frame to create his "mule" (so-called because it is a hybrid of these two other devices). It produces strong, thin yarn from various fibers for any kind of textile.

1785

• • •

Edmund Cartwright builds a loom powered by a drive shaft. This first power loom produces textiles faster than can be done by hand-powered looms. At first, it relies on water power, and hence factories using it must be located along streams. By the early 1800s, steam engines are powering looms.

1793

• • •

Eli Whitney develops his cotton gin to clean raw cotton. This begins to make large amounts of cotton available to the growing industrial textile industry.

1801

• • •

Robert Trevithick uses high-pressure steam in a boiler to power the first steam road locomotive. He demonstrates it on Christmas Eve. In 1804, he runs one of his engines on railway lines for the first time.

1825

• • •

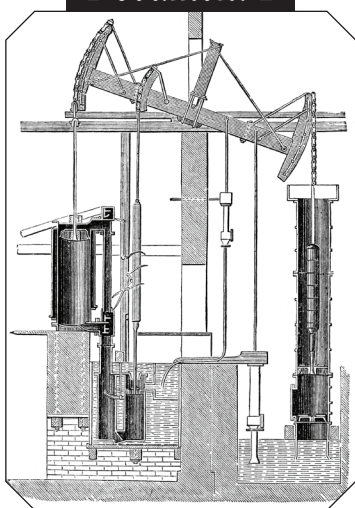
Engineered by George Stephenson, the Stockton and Darlington Railway opens. It carries coal from the coalfield of South Durham to the port at Stockton-on-Tees.

Primary Source Documents 1–3

Information on Documents 1–3

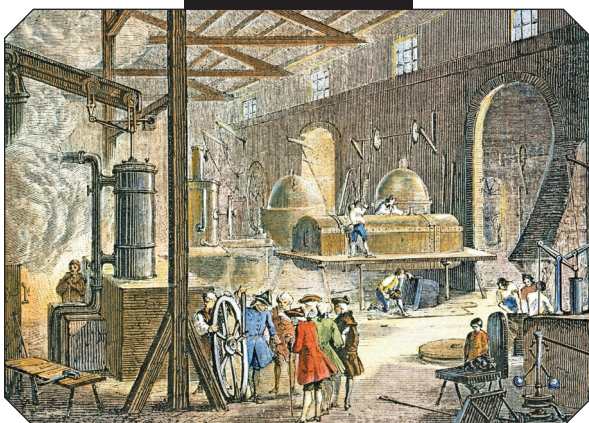
Document 1 is Scottish inventor James Watt's 1769 single-acting pumping steam engine. In earlier steam engines, a piston/cylinder was filled with steam and then cooled, creating a vacuum and using atmospheric pressure to force the piston down. The piston/cylinder had to be heated and cooled repeatedly. Watt's engine used a separate condenser to cool the steam instead, keeping the piston/cylinder hot and efficient. **Document 2** shows the Soho engineering works at Birmingham, England, where James Watt and his partner Matthew Boulton manufactured steam engines from 1775 to 1800. Their engineering skill and profit-seeking drive were given philosophical approval by Adam Smith in his 1776 book *The Wealth of Nations*. **Document 3** is a famous passage from that book in which Smith explains why individual self-interest leads to the general improvement of the economy and society.

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

Document 3

As every individual, therefore, endeavors as much as he can both to employ his capital in the support of domestic industry, and so to direct that industry that its produce may be of the greatest value; every individual necessarily labors to render the annual revenue of the society as great as he can. He generally, indeed, neither intends to promote the public interest, nor knows how much he is promoting it. By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. Nor is it always the worse for the society that it was not part of it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it. I have never known much good done by those who affected to trade for the public good.

Primary Source Documents 4–6

Information on Documents 4–6

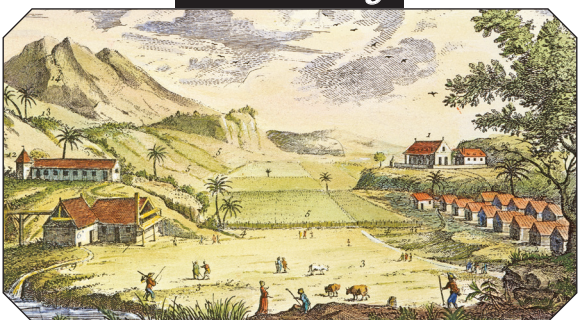
Document 4 is a view of Manchester, England, in the early 1800s. As factories spread, people seeking jobs poured into industrial cities from rural areas. Often, these wage earners had to live in dingy, dangerous slums. Air pollution was one big problem in these cities, as this scene suggests, along with poor sanitation and many other problems. **Document 5** is a French engraving of a sugar plantation in the West Indies. It shows the planter's house at top right (1), the slave quarters bottom right (2), the cane field in the center (5), and the sugar mill at bottom left (6). Europe's colonial empires in the Americas used cheap slave labor to produce new crops and other goods. Some historians say this saved Europe's own resources for industrial purposes. In **Document 6**, Karl Marx, author of the *Communist Manifesto*, hints at this in an 1853 *New York Daily Tribune* editorial. He also suggests how harmful England's industrialization was for the colonized regions of its vast empire.

Document 4



The Granger Collection, New York

Document 5



The Granger Collection, New York

Document 6

It was the British intruder who broke up the Indian hand-loom and destroyed the spinning-wheel. England began with driving the Indian cottons from the European market; it then introduced twist into Hindostan [India], and in the end inundated the very mother country of cotton with cottons. From 1818 to 1836 the export of twist from Great Britain to India rose in the proportion of 1 to 5200. In 1824 the export of British muslins to India hardly amounted to 1,000,000 yards, while in 1837 it surpassed 64,000,000 of yards. But at the same time the population of Dacca decreased from 150,000 inhabitants to 20,000. This decline of Indian towns celebrated for their fabrics was by no means the worst consequence. British steam and science uprooted, over the whole surface of Hindostan, the union between agriculture and manufacturing industry

Study the Documents: Sources 1–3

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Docs. 1 & 2 _____

Using the first two visual sources, (Documents 1 & 2) write a paragraph explaining what the Industrial Revolution was. Be sure to refer to both sources.

2 Visual Features _____

Notice the detail of the drawing of Watt's steam engine (Document 1). The skill of making mechanical diagrams like this one improved greatly in Europe in the eighteenth century, and technical draftsmanship began to be taught systematically. Why would this have been a factor in making the Industrial Revolution possible?

3 Interpreting Meanings _____

Briefly explain why Adam Smith (Document 3) describes the participants in a market economy as guided by an "invisible hand." What exactly makes the hand "invisible"?

Smith says of the individual in the market economy: *"By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it."* Do you think this is always true, sometimes true, or never true? Explain your answer.

Study the Documents: Sources 4–6

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 4

Complete a caption for this illustration that begins with the phrase “The Industrial Revolution’s unintended consequences...”

2 Main Idea—Doc. 5

Explain how slave labor would have made it much easier for a plantation owner to run a complex plantation like this one.

3 Drawing Conclusions

From Document 5: How might an overseas empire based on slave labor have helped England industrialize? How might it have hindered such industrial progress?

4 Compare and Contrast

Compare Marx’s views in Document 6 with Smith’s views in Document 3. Specifically, how might Marx use his facts about British textile exports to India to criticize Smith’s notion of a beneficent “invisible hand”? How might Smith answer such criticisms?

Comparing the Documents

★ *The Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand England's key role in launching the Industrial Revolution?

*Images of James Watt's
1769 steam engine
and the Soho
engineering works, along
with a passage
from Adam Smith*

Documents 1–3 ☐

*Images of a sugar
plantation in the
West Indies, and the city
of Manchester, England,
along with a passage
from Karl Marx*

Documents 4–6 ☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Primary Source Documents 7–9

Information on Documents 7–9

Document 7 is a Chinese tea plantation of the eighteenth century. China is often thought of as a huge nation of millions of poor peasants farming tiny plots of land. There is some truth to this. However, China's economy in the eighteenth century was far more complex than that, as this tea plantation suggests. **Document 8** is a 1747 French engraving of an astronomical laboratory in Beijing. In the eighteenth century, a long era of peace and prosperity enabled China's population to soar. Might it have been first in launching the industrial era? Perhaps. It certainly had led the world in technological innovation for centuries. **Document 9** is part of German philosopher Gottfried Wilhelm Leibniz's preface to *Novissima Sinica* (1697), a collection of missionary reports and letters on China. Leibniz saw unique value in China's culture. His views suggest a growing awareness in Europe of China's great strengths as a civilization.

Document 7



The Granger Collection, New York

Document 8



The Granger Collection, New York

Document 9

Now the Chinese Empire, which challenges Europe in cultivated area and certainly surpasses her in population, vies with us in many other ways in almost equal combat, so that now they win, now we . . . In the useful arts and in practical experience with natural objects we are, all things considered, about equal to them, and each people has knowledge which it could with profit communicate to the other. In profundity of knowledge and in the theoretical disciplines we are their superiors . . .

And so if we are their equals in the industrial arts, and ahead of them in contemplative sciences, certainly they surpass us (though it is almost shameful to confess this) in practical philosophy, that is, in the precepts of ethics and politics adapted to the present life and use of mortals. Indeed, it is difficult to describe how beautifully all the laws of the Chinese, in contrast to those of other peoples, are directed to the achievement of public tranquility and the establishment of social order, so that men shall be disrupted in their relations as little as possible.

Primary Source Documents 10–12

Information on Documents 10–12

Document 10 is a wood engraving of paper manufacturing in China in 1855. China was far ahead of others in developing paper, printing, gunpowder, navigational technology, and many other things. However, as this engraving suggests, much of China's industry even in the 1800s was still done in small-scale settings using hand labor or simple tools. **Document 11** is a 1903 photo of a Chinese peasant. Small plots of land yield large amounts of rice, and this helped China support a huge and growing population. Yet well into the modern age, these small plots also limited the ability to use labor-saving machinery to free up labor for industry. **Document 12** is part of a call for reform by journalist Wang T'ao (1828–1897). It is an example of ideas that inspired China's "Self-Strengthening" reform movement of the late 1800s. [Excerpted from W. de Bary, et al., eds., *Sources of Chinese Tradition*, II. 56ff. Copyright 1960, Columbia Univ. Press. Reprinted with permission.]

Document 10



The Granger Collection, New York

Document 11



Library of Congress, Prints and Photographs Division, LC-USZ62-42601

Document 12

If China does not make any change at this time, how can she be on a par with the great nations of Europe, and compare with them in power and strength? Nevertheless, the path of reform is beset with difficulties. What the Western countries have today are regarded as of no worth by those who arrogantly refuse to pay attention. Their argument is that we should use our own laws to govern the empire, for that is the Way of our sages. They do not know that the Way of the sages is valued only because it can make proper accommodation according to the times. If Confucius lived today, we may be certain that he would not cling to antiquity and oppose making changes . . .

Study the Documents: Sources 7–9

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Docs. 7 & 8 _____

Summarize what Documents 7 and 8 show by completing this statement:
“These images show that the eighteenth century was a golden age for China because . . .”

2 What Else Can You Infer? _____

From Document 7, what can you infer about the markets for which China produced products like tea? Was the tea sold mainly to the local villages or to wider national or international markets? Also, what can you infer about the level of agricultural technology in China at this time?

3 Bias, or Point of View _____

List the ways in which Leibniz (Document 9) sees Europe as superior to China, China as superior to Europe, and both societies as equal. What do these views tell you about the actual differences between China and Europe around 1700? What do they suggest about Leibniz’s own biases, or about his point of view as a highly educated European scholar?

Study the Documents: Sources 10–12

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Background—Doc. 10

Aside from paper, list as many of the inventions and technologies China came up with before any other society over the course of its long history.

2 Drawing Conclusions

In the 1700s, China was highly productive, both in agriculture and in many other industrial activities. Yet these images suggest it was still pre-industrial well after the 1700s. Some historians say its huge and rapidly growing population after 1700 helps explain this. What do you think they mean? Do you think they are right? Why or why not?

3 Compare & Contrast

Compare Leibniz (Document 9) and Wang T'ao (Document 12) on the issue of China's attitudes toward tradition and social order. Are their views similar or different? Are their views two different Western-influenced forms of bias about China (Wang T'ao admired much about the West)? Or might their views help explain China's failure to industrialize in the 1700s and 1800s?

Comparing the Documents

★ The Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand England's key role in launching the Industrial Revolution?

Images of a Chinese tea plantation in the eighteenth century and an astronomical laboratory in Beijing, along with a passage from Gottfried Leibniz

Documents 7–9 ☐

Images of paper manufacturing in China in 1855 and a photo of a Chinese peasant from the early 1900s, along with a passage from Wang T'ao

Documents 10–12 ☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on why England led the way in launching the Industrial Revolution. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

Document-Based Question

1

Based on these sources and your knowledge of history, explain why you think England was the first nation to launch the Industrial Revolution in the eighteenth century.

OR

2

China was the equal of eighteenth century England in production of commodities for trade, in social organization, and in technical accomplishments. Yet England launched the Industrial Revolution while China soon fell rapidly behind it. Why?

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

Worksheet 1

Sources 1–3

1. Answers should include a reference to new forms of energy not based on human or animal muscle power, and also to new technologies organized into factories within a capitalist market economy, etc.
2. Accurate drawings enabled engineers to duplicate innovations, share ideas widely, and refine them rapidly
3. Calling it “invisible” suggests that no central authority determines outcomes; all individuals acting freely in their own interest determine an outcome of benefit to all. Answers to the second question will vary.

Worksheet 2

Sources 4–6

1. Answers will vary, but could include pollution, sanitation problems, slums, etc.
2. It was cheaper to house and maintain slaves, easier to recruit slaves for use in otherwise remote regions, easier to impose on slaves the harsh labor routines of plantation work, etc.
3. Helped—cheap labor for large-scale organized operations, cheap slave-produced goods free up rural workers in England for industry, etc. Hindered—resources diverted to colonial plantations, costs of colonial administration and policing that could have gone to industry, etc.
4. Marx might claim the free market in this case threw India’s craft workers out of work and disrupted their entire pre-industrial economy. Smith might argue that the problems arose from imperial control, not a truly free market; that such a free market would have generated other work for displaced workers; etc.

Worksheet 3

Sources 7–9

1. Answers might stress trade and the highly organized production of tea, silk, and porcelain; also China’s highly advanced technical and scientific traditions, etc.
2. This plantation clearly produces too much tea just for family use. It must produce for a wider market, which suggesting means of financing, transporting, and insuring the crop, etc.
3. Leibniz’s seems to see China and Europe as nearly equal. His views about areas of superiority and inferiority might reflect his bias as a European, but they are complex. Students would need to know more about China in the 1700s to answer fully, but their impressions would be worth discussing in class.

Worksheet 4

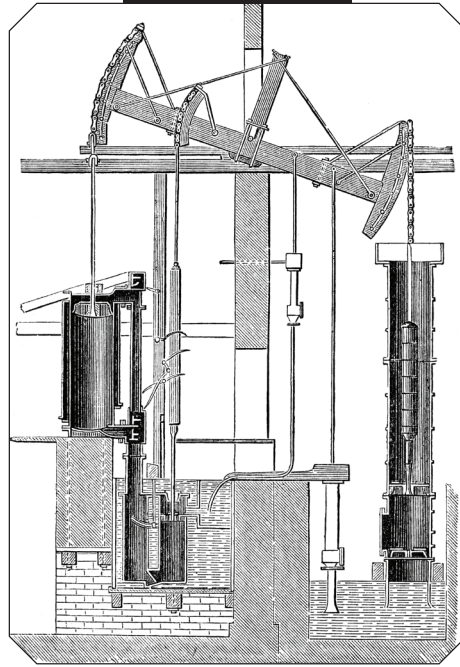
Sources 10–12

1. The compass, silk production, paper, printing, iron plows, gunpowder, etc.
2. Huge population may have led to smaller plots per family, limiting how much agriculture could be mechanized. It kept labor cheap, with little incentive to substitute machinery for hand labor, etc.
3. Answers here will vary. These questions are all worth discussing in class as a lesson overview.

Visual Primary Sources

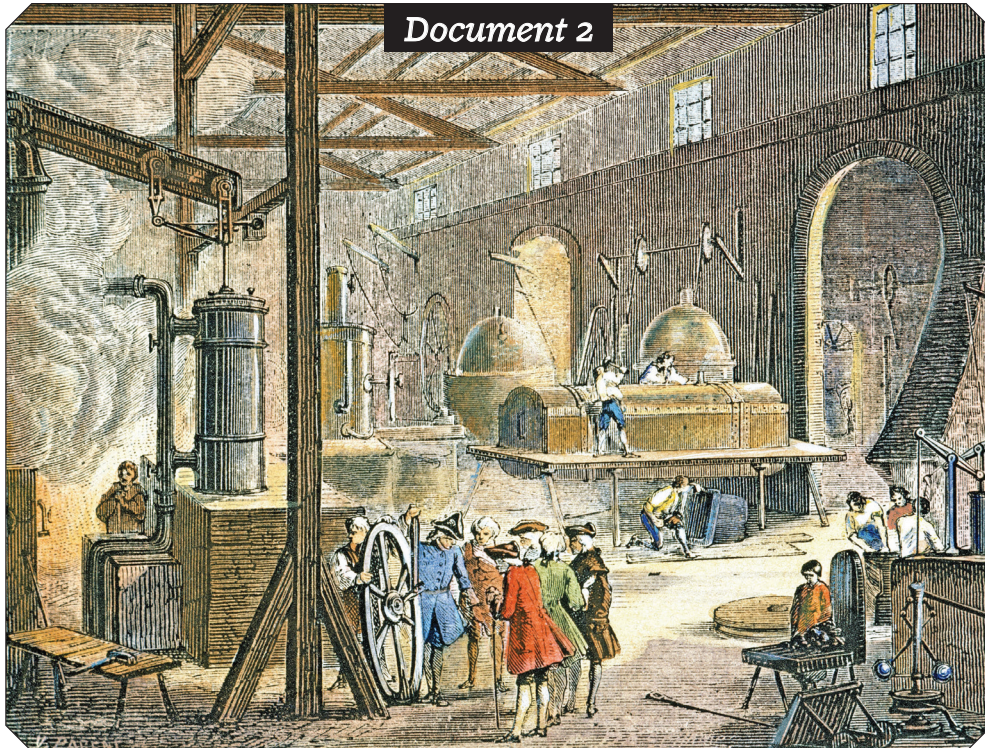
First Group—Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2

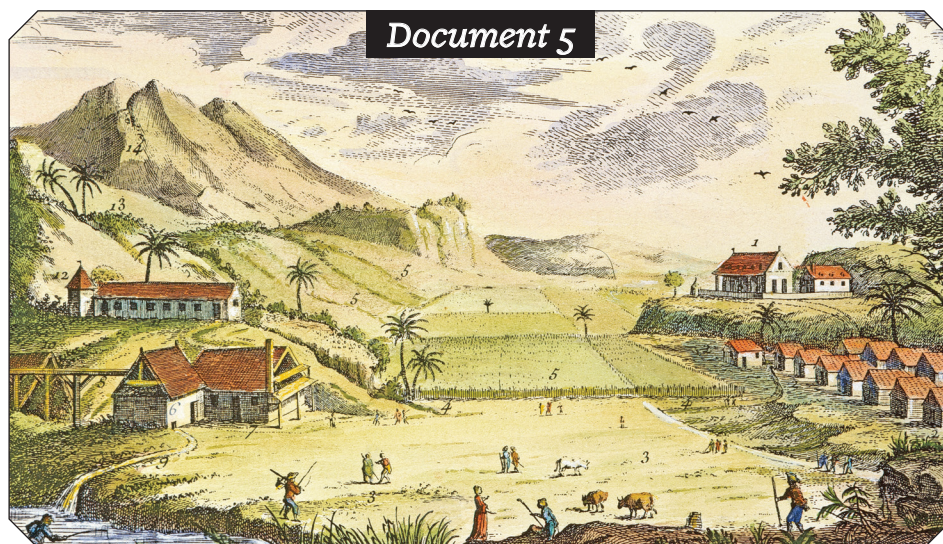


The Granger Collection, New York

First Group—Documents 4 & 5

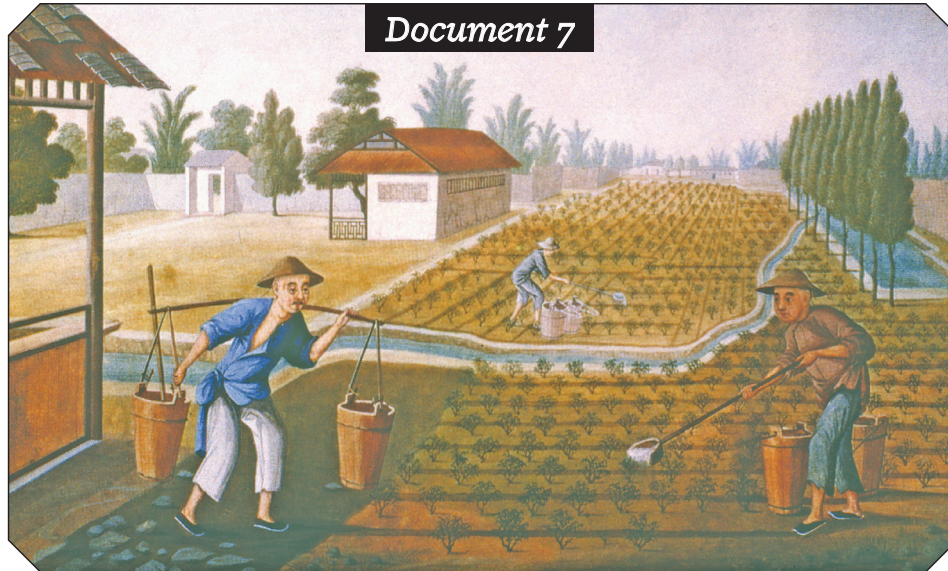


The Granger Collection, New York

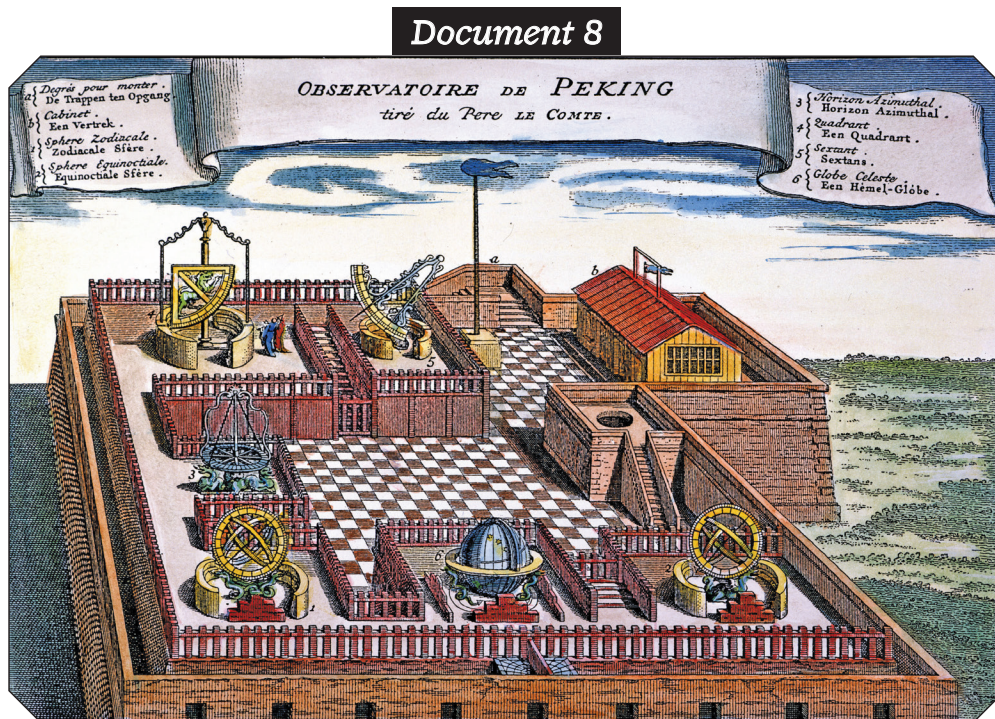


The Granger Collection, New York

Second Group—Documents 7 & 8



The Granger Collection, New York



The Granger Collection, New York

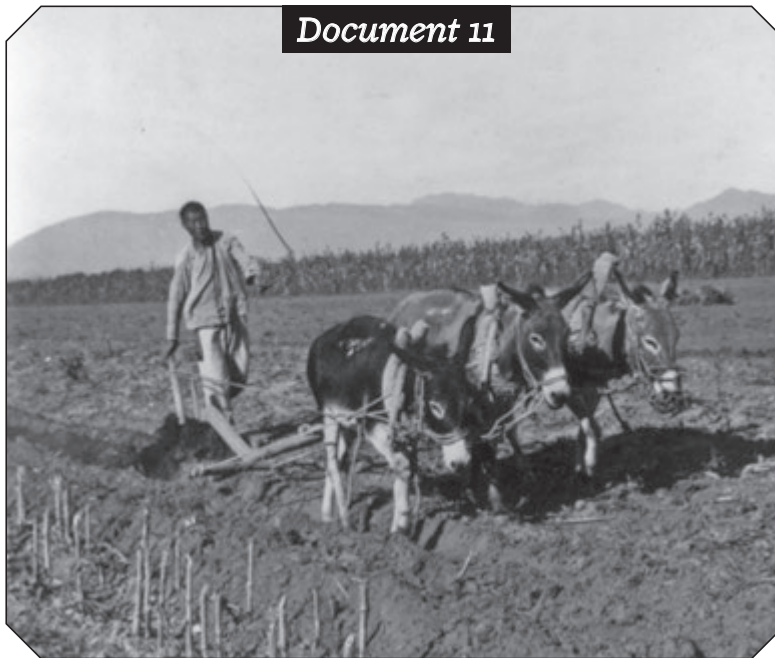
Second Group—Documents 10 & 11

Document 10



The Granger Collection, New York

Document 11



Library of Congress, Prints and Photographs Division, LC-USZ62-42601