

DBQ (DOCUMENT-BASED QUESTION)

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from the documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Task: Using information from the documents and your knowledge of global history, write an essay in which you:

- Describe the significant changes that contributed to the Industrial Revolution.
- Explain the effects these changes had on European society.
- Describe the different ideas people proposed to solve the problems of industrialization.

Essay-Writing Reminders**Introduction:**

Use the **BAR** method to write effective introductions.

1. **Background**. In the first few sentences, introduce the topic and put it in historical context.
2. **Argument**. Next, write a **thesis statement** that states what you intend to prove. You should be able to accomplish this in one sentence.
3. **Roadmap**. Now, chart a course for how you will prove your thesis by establishing *categories for analysis*. This shows the reader ahead of time how you intend to go about proving your thesis. Think of it as a “preview” of your body paragraphs. You will need to establish at least two categories for analysis. (Note: Avoid writing “I will do this, then I will do that.”)

Body

The body of the essay is where prove your thesis by supporting it with specific evidence. Each body paragraph must begin with a topic sentence. A **topic sentence** tells the reader what is going to be discussed in that paragraph. Only details that pertain to the topic sentence should appear in that paragraph. To write your topic sentence, you need to know what it is you want to prove in that paragraph. It may help to say to your self, “The point I wish to make is _____.” Whatever comes in that blank is your topic sentence!

Conclusion

Conclusions are often difficult to write because you feel like you have nothing left to say after writing the body of your essay. The purpose of the conclusion is to show the reader that you have proven your thesis. It’s like saying “*You see... I told you so!*” after winning an argument. Here are some guidelines for writing an effective conclusion:

1. Make sure you restate your thesis. (It is better if you can say the same thing in a different way, instead of copying it word for word). It is most effective to make this the first sentence of your conclusion.
2. Briefly review how you proved your thesis. This should correspond to the roadmap in your introduction.
3. Conclude by emphasizing the importance of the topic, or leave the reader with a feeling or idea. This can often be accomplished by stating an opinion, looking to the future, or asking a question of the reader.

Document 1

“While the application of machinery was transforming industrial society, widespread changes were also taking place in the rural districts—changes which some historians have summed up under the term ‘Agrarian Revolution.’ Better methods of tillage were introduced, larger areas were put under cultivation, cattle were improved by selective breeding, and land was enclosed with unprecedented speed. The necessary stimulus for these changes was provided by the high prices which made improved farming profitable: the rise in the standard of living which increased the demand for food per head, the improvement of roads and the construction of canals which made markets more accessible, and the rapidly growing population which necessitated the production of more food.

From: Robert Ergang, Europe From the Renaissance to Waterloo, Boston: D.C. Heath, 1954, pp. 565-567.

1. According to the document, state **one** change that occurred during the Agrarian Revolution.

Document 2

Woman Spinning




Source: *The Costume of Yorkshire*, Richard Jackson, Publisher

2. According to the document, what technology was used in cloth production before industrialization?

Document 3

Document a

Invention	Description
	Improved version of steam engine that used coal rather than water power. First used to pump water from mines and to forge iron. By the late 1780s, powered machines in cotton mills.
Improved steam engine (James Watt)	

Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, 1999 (adapted)

Document b

Power Loom Weaving



Drawn by T. Allom

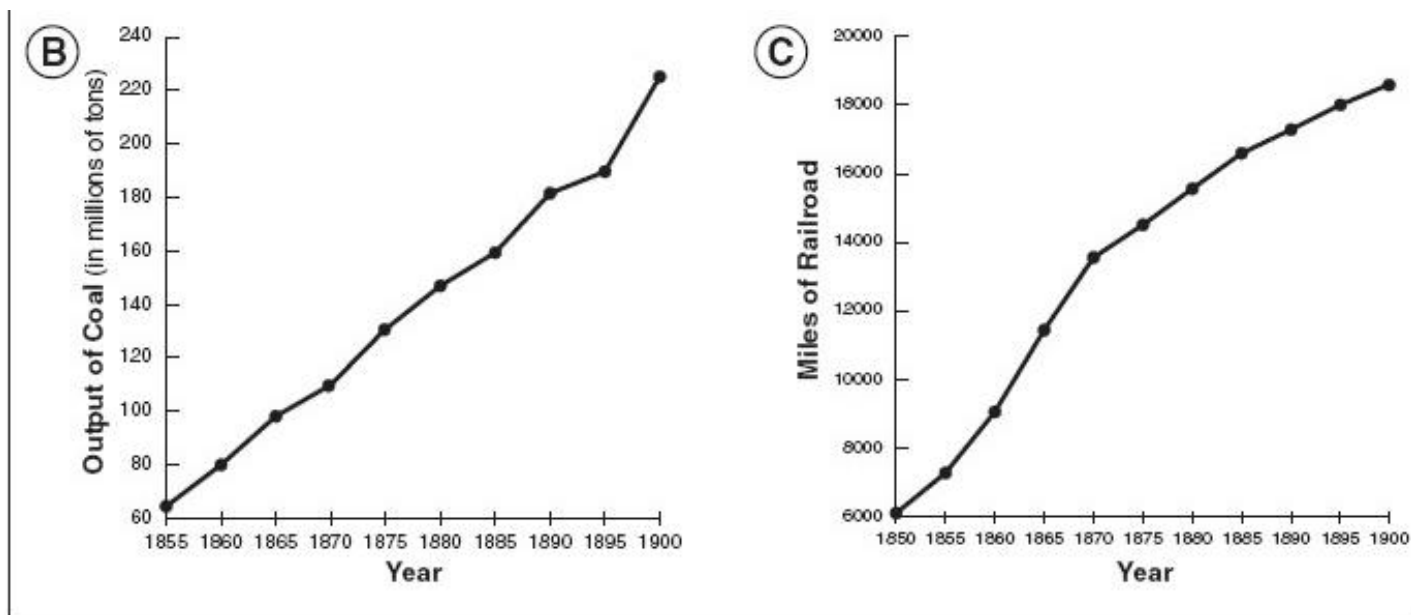
Engraved by J. Tingle

Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, Fisher, Fisher, and Jackson, 1835 (adapted)

3. According to the documents, state **one** way that the production of cloth had changed by the 1800s.

Document 4

Selected Factors of Industrial Production in Great Britain



Source: Brian Mitchell, *Abstract of British Historical Statistics*, Cambridge University Press, 1962 (adapted)

4. Based on the graphs, state **one** effect of industrialization in Great Britain between 1850 and 1900.

Document 5

Population of Selected British Cities 1801–1891

Town	1801	1861	1891
Birmingham	74,000	296,000	523,000
Leeds	53,000	207,000	429,000
Liverpool	80,000	444,000	704,000
Manchester	90,000	339,000	645,000

Source: B.R. Mitchell, *International Historical Statistics: Europe, 1750–1988*, Stockton Press, Third Edition

5. Using the chart, describe **one** effect of industrialization on British cities in the 1800s.

Document 6

This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

<p><i>Sadler:</i> When did you first begin to work in mills? <i>Cooper:</i> When I was ten years of age. <i>Sadler:</i> What were your usual hours of working? <i>Cooper:</i> We began at five in the morning and stopped at nine in the night. <i>Sadler:</i> What time did you have for meals? <i>Cooper:</i> We had just one period of forty minutes in the sixteen hours. That was at noon. <i>Sadler:</i> What means were taken to keep you awake and attentive? <i>Cooper:</i> At times we were frequently strapped. <i>Sadler:</i> When your hours were so long, did you have any time to attend a day school? <i>Cooper:</i> We had no time to go to day school.</p>
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This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

<p><i>Sadler:</i> Do you know of any other children who died at the R ____ Mill? <i>Hebergam:</i> There were about a dozen died during the two years and a half that I was there. At the L ____ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live. <i>Sadler:</i> Did the accident occur because the shaft was not covered? <i>Hebergam:</i> Yes.</p>
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6. Based on the documents, state **one** negative effect of child labor on children.

Document 7

<p><i>The Wealth of Nations</i> carries the important message of <i>laissez faire</i>, which means that the government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all limiting regulation in order to benefit the people . . .</p>

— Adam Smith, *The Wealth of Nations*

7. According to Adam Smith, what role should government play in the economy of a nation?

Document 8

Above all, [the government] . . . will have to take the control of industry and of all branches of production out of the hands of . . . competing individuals, and instead institute a system as a whole, that is for the common account [good], according to a common plan, and with the participation of all members of society. It will . . . abolish [eliminate] competition. . . . Private property must therefore be abolished.

—Friedrich Engels, *Principles of Communism*

8. According to Engels, what must be done in order to solve the problems of industrialization?

Document 9

DIRECTION OF REFORM	LAWS ENACTED
Toward greater human rights	1884: Slavery is outlawed in all British colonies.
Toward more representative government	1832: Reform Act of 1832 gave representation to new industrial towns. 1858: Law ended property qualifications for members of Parliament. 1911: Law restricted powers of House of Lords; elected House of Commons became supreme.
Toward universal suffrage (the right to vote)	1829: Parliament gave Catholics the right to vote and to hold most public offices. 1867: Reform Act gave vote to many working-class men. 1884: Law extended voting rights to most farmers and other men. 1918: Women won the right to vote.
Toward more rights for workers	1825: Trade unions were legalized. 1840s to 1910s: Parliament passed laws <ul style="list-style-type: none">• limiting child labor.• regulating work hours for women and children.• regulating safety conditions in factories and mines.• setting minimum wages.• providing for accident and unemployment insurance.
Toward improved education	1870: Education Act set up local elementary schools run by elected school boards. 1902: Law created a system of state-aided secondary schools. Industrial cities, such as London and Manchester, set up public universities.

9. Based on the chart, name **one** reform law that was introduced in Britain in the 1800s.
