

Wake County Public School System Social Studies Benchmark Grade 7

Units 4 – 6

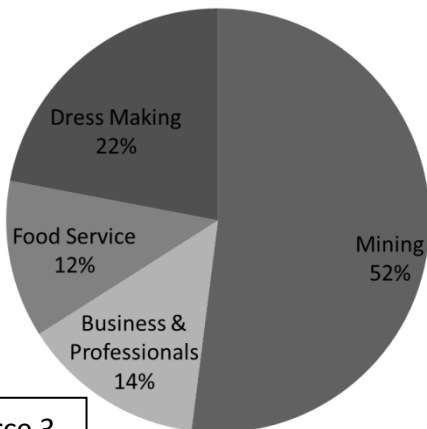
Grade 7 Benchmark: Units 8 - 10

The sources below illustrate the differences between the upper and lower classes in society during the Industrial Revolution in England.



Source 1

British Occupations in 1881



Source 3

The life of the ideal stock-broker is one of display; that of the ideal merchant, one of dignified grandeur or opulent comfort. Possessed of a certain amount of education, often acquired at a public school, sometimes both at Eton and Oxford, the stock-broker of the period has decided social aspirations. He makes his money easily, and he spends it lightly in procuring all the luxuries of existence. He marries a handsome wife, sets up a showy establishment, lays in a stock of choice wines, hires a French cook; he has carriages and horses, a box at the opera, stalls at theaters and concerts innumerable. He belongs to one or two good though not always first-rate clubs. He has acquaintances in the highest circles, and congratulates himself on being in society.

From T. H. S. Escott, *England: Her People, Polity and Pursuits* (New York: Henry Holt & Co., 1885), pp. 317-322.

Source 2

1. Based on the sources above which statement best summarizes the quality of life for people living during the Industrial Revolution?
 - a. Everyone living during this era worked dangerous jobs for low pay.
 - b. Quality of life varied drastically between different social classes.
 - c. Most people lived comfortable lives where they had everything they needed.
 - d. Most people had jobs that resulted in the accumulation of great wealth.
2. Based on Source 1, what can you infer about conditions for workers in factories?
 - a. Children were allowed to play in the factories while their parents worked.
 - b. Children had all the necessary tools to keep themselves safe.
 - c. Children worked in dangerous conditions without basic needs like shoes.
 - d. Children learned valuable life skills while under adult supervision.

Age Group	% of Workers
Under 10	49.9
10-13	27.9
14-17	10.3
18-20	4.1
21 & Over	7.8

Table 1: Age-distribution of new hires in cotton factories in Manchester and Stockport 1818-1819

Age/Gender of Worker	Average Pay Per Week
Children	2-4 Shillings
Women	7 Shillings per week
Men	20-30 Shillings per week

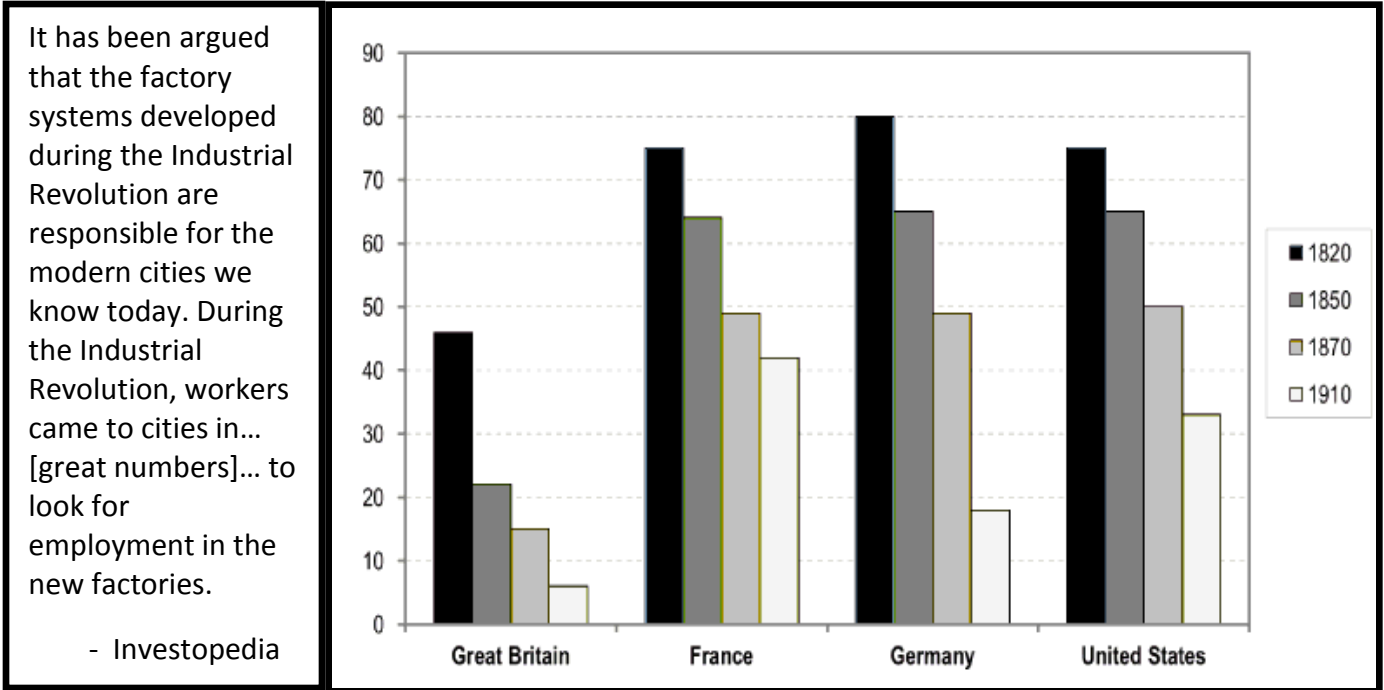
Table 2: Average weekly pay based on age & gender of employees

3. Based on Table 1, most workers began working in the cotton factories at what age?
 - a. Under 10
 - b. 10-13
 - c. 18-20
 - d. 21 & Over

4. Most workers in the cotton factories could be described as:
 - a. Adults
 - b. Between the ages of 10 -20
 - c. Between the ages of 14-21
 - d. Young children

5. Based on the tables above, why might a factory manager be interested in hiring primarily children and adult women?
 - a. Children and women can be paid less than adult men.
 - b. Factory owners were mostly men who could control women and children.
 - c. The factory owners wanted to help poor struggling families.
 - d. Children and women work harder than adult men.

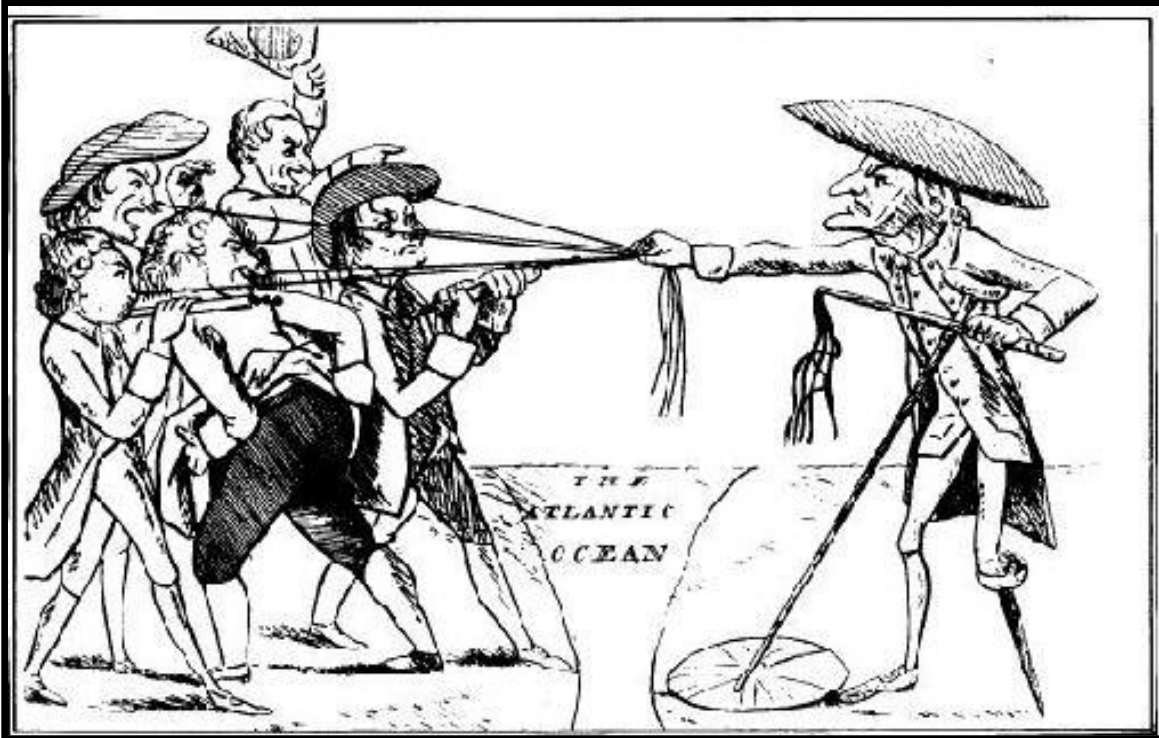
Percentage of Population Working Agricultural Jobs 1820-1910



6. Select the statement that best describes the number of people working agricultural jobs from 1820-1910:
 - a. France lost more agricultural workers than any other country.
 - b. Only one country gained agricultural workers during this period.
 - c. All four countries lost large numbers of agricultural workers.
 - d. More people worked agricultural jobs in 1870 than in 1820.

7. Based on this information, it can be concluded that most people:
 - a. Continued to work in agriculture
 - b. Did not have large families to support their farms
 - c. Found new jobs, and abandoned agriculture
 - d. Were killed in a major conflict, or died of disease

8. Based on this chart, the Industrial Revolution most likely began in:
 - a. Great Britain.
 - b. France.
 - c. Germany.
 - d. United States.



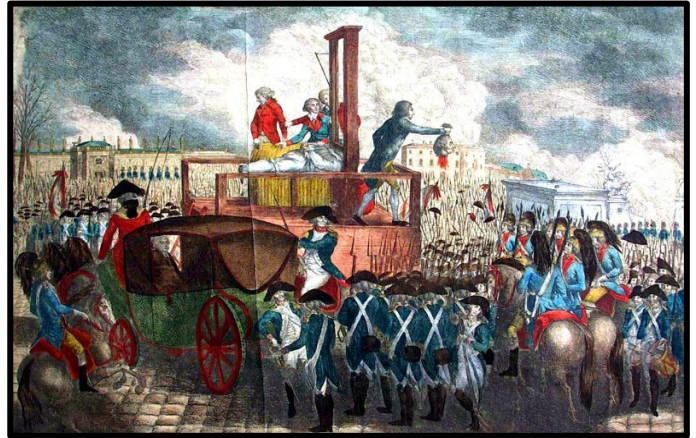
"Poor old England endeavoring to reclaim his wicked American children." -1777

9. The character representing England in this cartoon is depicted holding a whip. Based on the use of this imagery, the author is most likely attempting to:
- gather sympathy for the American colonists.
 - rally support among British loyalists.
 - demonstrate the strength of the British Empire.
 - show America's moral superiority in their attempt at freedom.
10. Based on context clues what is the definition of the word "endeavoring" as it is used here?
- Laboring
 - Helping
 - Ceasing
 - Scheming
11. Based on the picture above, what is the cartoonist portraying?
- The Industrial Revolution
 - The American Revolution
 - The War of 1812
 - The French Revolution

The French Revolution began in 1789, after King Louis XVI called on the Estates General to help deal with an enormous national debt. The division of the French Parliament representing the common people declared itself the true government of France, and after Louis XVI tried to escape with his wife they were put on trial...

"To the last he maintained the greatest possible courage...there remains nothing of this unhappy prince except the memory of his virtues and his misfortune"
--Bernard

"His blood flows; cries of joy from 80,000 armed men [fill] the air...the [people] go by, arm in arm, laughing and talking as if from some festivity...they sold cakes and patties around the beheaded body, which was put in the wicker basket of a common criminal."
--Mercier



"It is with regret that I pronounce the fatal truth: Louis ought to perish rather than a hundred thousand virtuous citizens; Louis must die that the country may live"

"Any law which violates the inalienable [unable to be taken away] rights of man is essentially unjust and tyrannical; it is not a law at all."
-- Robespierre

12. Based on the quotes above, it is reasonable to believe that Maximilien Robespierre supported:

- a. a public festival celebrating the King.
- b. those loyal to the French crown.
- c. the execution of Louis XVI.
- d. a peaceful resolution to the conflict.

13. The quotes above indicate that Robespierre believed that with Louis the XVI as their king:

- a. French citizens had equal rights and freedoms.
- b. French citizens were forced to obey unfair laws, under an unjust King.
- c. France's laws saved the lives of more than a hundred thousand citizens.
- d. France's laws contained natural rights that kept all citizens safe.

14. Based on the sources above, it is clear that the people of France chose to:

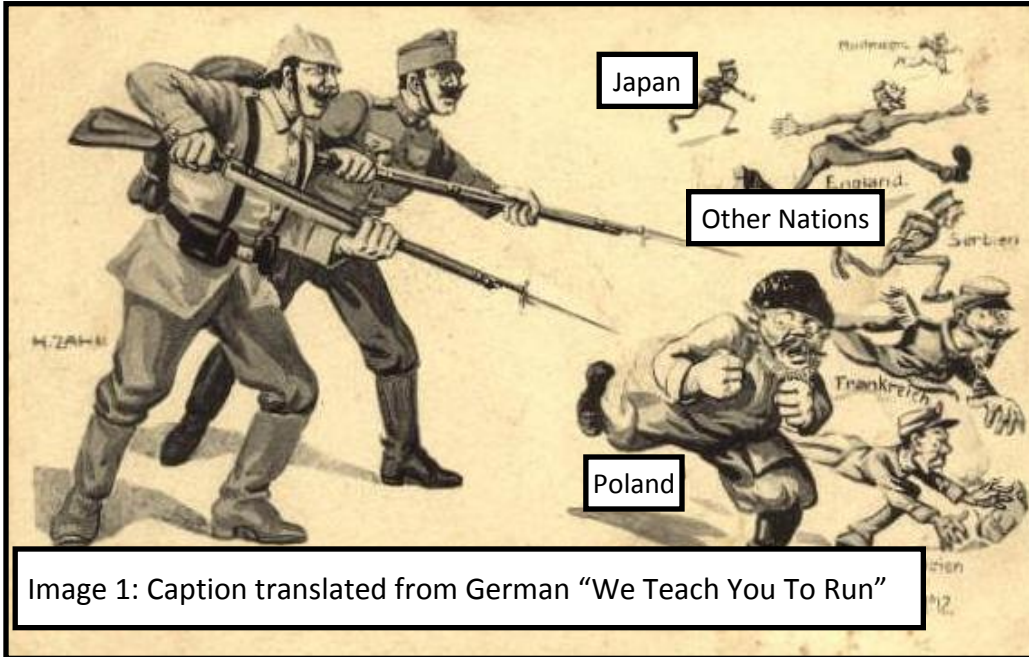
- a. have a parade in honor of Louis XVI.
- b. build a new statue to honor victims of the revolutions.
- c. publicly execute Louis XVI.
- d. sentence Louis XVI to life in prison.

15. Of the sources above, the one author who seemingly supported Louis XVI was:

- a. Mercier
- b. Bernard
- c. Robespierre



16. The six figures in image 3 represent:
- competing nations.
 - hungry civilians.
 - famous actors.
 - French generals.
17. In image 2, it can be concluded that the men:
- are fighting for control of different parts of the world.
 - have battled to control their current territory.
 - agreed to split territories between them.
 - have decided the man on the left will receive a larger piece of land.
18. What is the theme of the images above?
- Imperialism
 - Nationalism
 - Communism
 - Capitalism



19. Upon seeing Image 1, what emotion would a German citizen most likely feel?

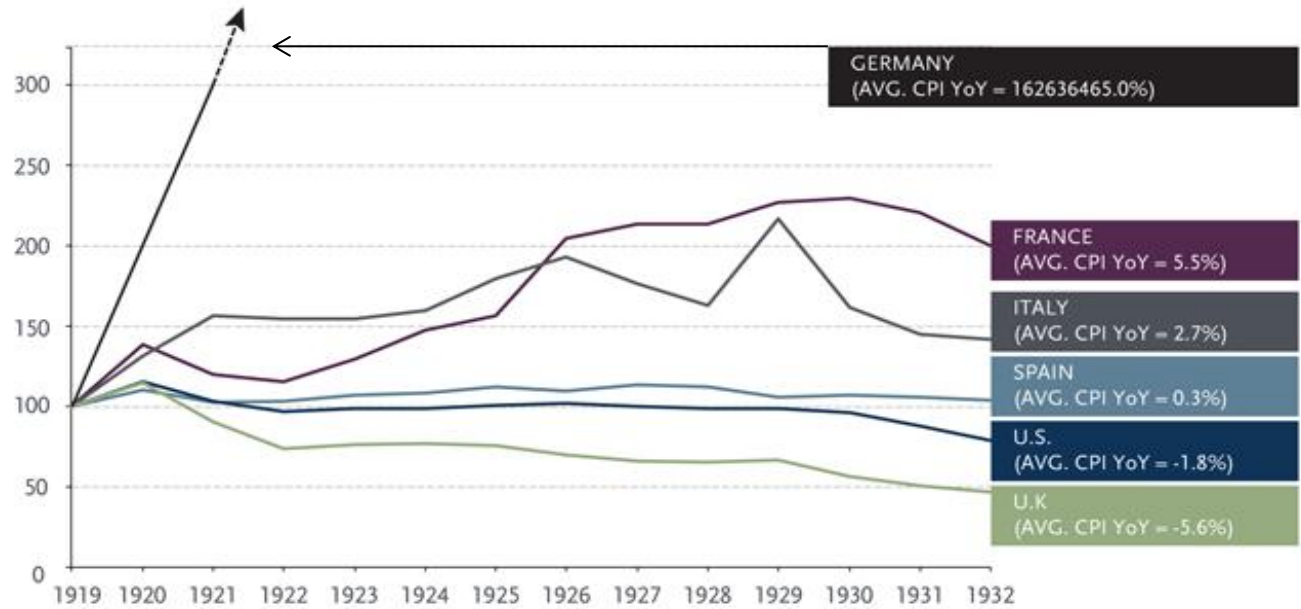
- a. Fear
- b. Pride
- c. Insecurity
- d. Selfishness

20. Based on these two images, which statement best describes the upbringing of German children?

- a. German children were taught to avoid conflict and respect others.
- b. German children were taught that school was not important.
- c. German children were taught to respect and fight for their country.
- d. German children were taught to defend others, regardless of nationality.

INFLATION IN THE POST-WWI PERIOD*

Unsustainable debt and frantic printing of money lead to a period of severe hyperinflation in Germany. At the height of the crisis in 1923, one U.S. dollar was worth 4 trillion German marks.



Source: Reinhart and Rogoff, Guggenheim Investments. *Note: Inflation for the above countries is the respective Consumer Price Indices normalized at 1919 levels.

Inflation occurs when money loses its value and, subsequently, the price of goods increase making it more difficult for people to purchase needed goods.

21. Based on the graph, which country had the greatest inflation growth after World War I?
 - a. Germany
 - b. France
 - c. Italy
 - d. Spain

22. What would this rise in inflation create?
 - a. A continued rise in demand
 - b. A greater financial crisis
 - c. An overproduction of goods
 - d. A dramatic economic increase



World War I posters from the UK and USA

23. What purpose did these posters serve?
- To make individuals feel obligated to serve their country.
 - To make the citizens of each country uncomfortable.
 - To create a sense of sympathy among civilians.
 - To create a sense of urgency to end the war.
24. Based on the similarities between the images, it is reasonable to conclude:
- Both countries wanted to damage an opposing cause.
 - Both countries had large standing armies.
 - Both countries shared a similar culture and values.
 - Both countries asked women to work in factories.

The Covenant of the League of Nations

THE HIGH CONTRACTING PARTIES, In order to promote international co-operation and to achieve international peace and security by the acceptance of obligations not to resort to war by the prescription of open, just and honourable relations between nations by the firm establishment of the understandings of international law as the actual rule of conduct among Governments, and by the maintenance of justice and a scrupulous respect for all treaty obligations in the dealings of organised peoples with one another Agree to this Covenant of the League of Nations.

Excerpt from the Treaty of Versailles, 1919

25. Based on the excerpt, why was the League of Nations created?
- To be sure that the countries of the world had a place to gather.
 - To promote international understanding and acceptance.
 - To achieve international co-operation and avoid conflict.
 - To create laws that all nations agree to follow.
26. Based on the clues provided in the excerpt, the League of Nations was formed following:
- The Industrial Revolution.
 - The French Revolution.
 - World War I.
 - World War II.



27. What is the significance of the difference in size between the baby and the three headed giant that represents the Axis Powers?
- It is showing how hard it would be for the smaller Allies to defeat the larger Axis.
 - It is giving a sense of hopelessness and defeat for the cause of the Allies.
 - It is showing that 1942 has just begun, but it is the beginning of the end for the Axis.
 - It is pointing out that the countries forming the Allies were all small in size.
28. How does the cartoon predict that the war will end?
- The Axis powers will be successful and will win the war.
 - The Allies will develop better technology as the war goes on.
 - The Allies will eventually win in the war over the Axis.
 - The Axis powers will fight amongst themselves.

The alarm went off between 5-5:30 A.M., and as usual, I jumped on my bicycle towards the firehouse. I had a strange feeling when I got there and saw many people standing in front of it. I was not allowed to go into the firehouse to take the engines out, or even to open the doors. One of my friends, who lived next to the Synagogue, whispered to me, "Be quiet - the Synagogue is burning; I was beaten up already when I wanted to put out the fire."

Eventually we were allowed to take the fire engines out, but only very slowly. We were ordered not to use any water till the whole synagogue was burned down. Many of us did not like to do that, but we had to be careful not to voice our opinions, because "the enemy is listening."

Only after one of the party members was worried that his house was going to catch fire, were we allowed to use water. But, even then, we just had to stand and watch until the House of Prayers was reduced to rubble and ashes.

In the meantime, the marshalls rounded up the Jews and dragged them in front of the Synagogue, where they had to kneel down and put their hands above their heads. I saw with my own eyes how one old Jew was dragged down and pushed to his knees. Then the arsonists came in their brown uniforms to admire the results of their destruction.

...Everyone seemed rather quiet and subdued... We had to stand watch at the Synagogue to make sure there were no more smoldering sparks. My turn was from 10-11 and 2-3 P.M. The brown uniforms paraded around to admire their work.

As I was watching the destroyed Synagogue and the frail old Jews, I wondered whose turn would be next!... When would it be our turn? Will the same thing happen to our Protestant and Catholic Churches?

An excerpt from a that letter was written by a retired fireman remembering Kristallnacht "Crystal Night" in Laupheim (Germany)

29. Why were the firemen allowed to only take the fire engines out slowly?
- Because the Nazis wanted to ensure the synagogue would be destroyed.
 - Because the citizens did not want the firemen to be injured in the chaos.
 - Because the marshals wanted to round up the Jews first to see the fire.
 - Because the Jewish firemen did not want the synagogue to be saved.
30. What was the purpose of making the Jews kneel down in front of the synagogue while it burned?
- To make sure that they did not help in putting the fire out in the synagogue.
 - To be ready to help clean up after the destruction of the synagogue.
 - To make sure that they were witnesses to the destruction of their synagogue.
 - To encourage the Jews to pray for the safe keeping of their synagogue.

Answer Key

1. B 7.H.2.1
2. C 7.H.1.3
3. A 7.G.2.1
4. D 7.G.2.1
5. A 7.E.1.4
6. C 7.G.2.1
7. C 7.G.2.1
8. A 7.G.2.1
9. A 7.H.1.3
10. A 7.H.1.2
11. B 7.H.1.2
12. C 7.C&G.1.2
13. B 7.C&G.1.4
14. C 7.H.1.2
15. B 7.H.1.3
16. A 7.E.1.1
17. C 7.E.1.1
18. A 7.E.1.1
19. B 7.C.1.1
20. C 7.C.1.2
21. A 7.H.2.1
22. B 7.H.2.1
23. A 7.H.1.3
24. C 7.H.1.3
25. C 7.H.1.2
26. C 7.H.1.2
27. C 7.H.2.1
28. C 7.H.2.1
29. A 7.C&G.1.4
30. C 7.C&G.1.4