1. The Industrial Revolution impacted rural-to-urban migration by...
   a. Causing people to give up farming and search for jobs in cities
   b. Forcing people to migrate to new countries
   c. Making people move closer to sources of water
   d. Spreading industrialization across the European continent

2. What trend does the graph below represent?
   a. Factory system
   b. Lowell method
   c. Suburbia
   d. Urbanization

3. How did the following developments of the Agricultural Revolution affect people?

   Enclosure movement
   Crop rotation
   Advanced agricultural technology

   a. Decreased the amount of food each individual farmer could produce
   b. Drove down the price of crops because there were more crops available for people to buy
   c. Encouraged more people to become farmers because they could earn more money doing less work
d. Forced small farmers to become tenant farmers or move to the cities.

4. Which of the factors that led Great Britain to the Industrial Revolution is indicated on the map?
   a. Great Britain had a rising population and wealth from increasing world trade.
   b. Great Britain had an abundance of natural resources, including coal, iron, rivers and harbors.
   c. Great Britain had economic prosperity and progress.
   d. Great Britain had experienced entrepreneurs and political stability.

Use the following timeline to answer questions 5-7.
5. France is not included on the timeline because France...
   a. Did not want to industrialize because they believed they could earn more profit from an agricultural society.
   b. Is included in Germany’s industrialization date because France had been conquered by the German Empire.
   c. Remained reliant on agriculture because they did not want to deal with the issues that accompanied industrialization.
   d. Went through industrialization much earlier than Great Britain.

6. What did industrialization in Germany lead to?
   a. Germany becoming a nation that dominated trade and industry all over the world.
   b. Germany building factories and railroads that eventually fed its military power.
   c. Industrialization eventually spreading to Japan.
   d. Many social and economic issues plaguing the country, which brought about many wars.

7. What does the timeline show about the course of the Industrial Revolution in Europe?
   a. Belgium followed the British lead and became the first to industrialize.
   b. The spread of industrialization to the United States was slowed by the Napoleonic Wars.
   c. The U.S. very quickly became a completely industrial nation.
   d. Though German industrialization began in 1835, it was until 1910 that Germany really experienced any growth in their industries.
8. Why was England the first nation to industrialize?
   a. Great Britain had the factors of production needed for industrialization.
   b. Napoleon refused to allow any new ideas to be implemented on continental Europe.
   c. Since the Middle Ages, Great Britain was the leader of innovations and ideas.
   d. They had raw materials, like cotton, wool, and flax, readily available from their colonies.

9. What was the cause of the Industrial Revolution in the U.S.?
   a. Entrepreneurs saw how rich factory owners were in Great Britain and brought industrial technology to the U.S.
   b. Factories were built to refine iron and make machines from it.
   c. Great Britain ran out of room for factories and bought land in America to build the factories.
   d. New textiles mills, specializing mainly in cotton, were started.

10. The southern U.S.A. did not participate in the Industrial Revolution because the South...
    a. Did not have money to rebuild factories the Northerners destroyed during the Civil War.
    b. Did not have enough rivers to power the textile mills, unlike the Northeast, which had many rivers to build textile mills along.
    c. Focused on growing rich off agriculture, while the Northeast focused mainly on industrialization.
    d. Was very sparsely populated so, there were not enough people to work in the mills and factories.

11. How did the implementation of Samuel Slater’s “Rhode Island plan” affect the economy?
    a. As a wealthy entrepreneur, he invested his vast fortune in factories in Rhode Island to make R.I. the most industrialized state in the U.S.
    b. He changed Rhode Island from an agricultural based economy to an industry-based economy.
    c. He created many steam-powered textile mills in Pawtucket, Massachusetts to try to compete with the water-powered textile mills in Rhode Island.
    d. He hired entire New England families and created new company towns to work in the mills.

Use the following graphs for questions 12 and 13.
12. These graphs relate to the "Lowell method" because the textile mills in Lowell, MA...
   a. Allowed private individuals to invest in the cost of the building the textile factories and in return, receive a share of the profit.
   b. Employed mostly young, single women to be the primary workers in factories.
   c. Relied on using natural resources like rivers to power the mills instead of polluting the air by burning coal.

Source: "Report from Dr. James Mitchell to the Central Board of Commissioners, respecting the Returns made from the Factories, and the Results obtained from them." British Parliamentary Papers, 1834 (167) XIX
d. Used the latest innovations in textile machines, like the water-frame and spinning mule, rather than older machines like the spinning jenny.

13. Why would capitalists want to hire so many people from ages 6-19?
   a. It was more expensive to send older people back to school for more education.
   b. The factory owners would be able to make more money by paying children less.
   c. The older people already had jobs and did not want to be trained for new ones.
   d. Younger workers would work for play time instead of extra money.

14. Why did the economic change shown on this graph occur during the Meiji rule?
   a. Japan desired to dominate the countries of Asia, so they industrialized to feed their military machine.
   b. Japan responded to growing imperialistic threats against the nation and became a competitive industrial country.
   c. Japan wanted to become a world leader in innovation and technology and industrialization was the best way to do it.
   d. The Meiji leaders wanted to restore Japan to the position they had once held in the Asian world.

15. What does the map to the left show about how the Industrial Revolution impacted the growth of population?
   a. As new modes of transportation became more popular, many of the upper and middle class moved to the suburbs to enjoy rural life with easy access to the city.
   b. Many people moved away from the most populated areas to areas that were less populated.
   c. The population of cities more than doubled in population during this time.
   d. There was a wide scale migration of people from the urban areas to the rural farms.
16. A businessman is looking for a new place to build a factory. Why would Liverpool (MAP above) be a good place for him to build?
   a. It is in an established city close to a port with river access to drive machines
   b. It is on the coast so it will not receive much snow. This means he will not lose valuable work time when workers can’t get to the factory.
   c. It would give him easy access to sell goods to Ireland, which was forced to buy goods due to it being an English colony.
   d. There is a large number of experienced factory workers moving from London, which was overcrowded, to a smaller town.

Use the following statements to answer questions 17-18.

**Statement A:** We worked in a place that was noisy and dangerous. We did the same work over and over again. Many workers, often children, lost fingers, limbs, and even their lives.

**Statement B:** Government should not interfere in business. To do so would disrupt the balance of supply and demand.

**Statement C:** Government has a duty to interfere in order to best provide its people with a happy and safe life.

**Statement D:** Advances in agricultural techniques and practices resulted in an increased supply of food and raw materials, causing a movement of the farmers from the countryside to the city.

17. Which statement above best reflects the values of **socialism**?

18. Which statement above best reflects the values of **laissez-faire capitalism**?

19. How did laissez-faire capitalism affect the economy during the Industrial Revolution?
   a. It was the foundation of the factory system. They had the government invest money to build factories and periodically make reforms to factory conditions.
   b. The upper and middle class oppressed the working class. They forced them to work in terrible conditions for very low wages to generate more profits.
   c. The working class was empowered by the government to overthrow the owners and take control of the factories.
   d. The working class was inspired to follow their dreams and make as much money as they possibly could.

20. Capitalism affected the interaction of thoughts of the classes during the Industrial Revolution because supporters of capitalism...
   a. Looked out for the good of the masses as they sought to improve factory conditions to make workers happier.
b. Opposed the creation of minimum wage laws and better working conditions because it would upset the free-market system.
c. Sought to weaken the production of wealth and lessen the disparity in wealth between the classes.
d. Thought that competition was bad and that each factory should be given a certain number of each item to produce.

21. Which situation best shows division of labor?
   a. A merchant brings a peasant raw wool to spin into thread and weave into cloth in his own house.
   b. The power looms and the spinning mules are each housed in different factories.
   c. There was a disparity in wealth between entrepreneurs and the working class.
   d. Within the factory, each individual is assigned a specific task which they must accomplish.

22. Whose houses are reflected in this picture?
   a. Middle Class   c. Upper Class
   b. Slum Class   d. Working class

23. The upper and middle classes not want to live in the cities because they...
   a. Didn't like the unsanitary conditions and inadequate police protection.
   b. Longed for the beauty and simplicity of life in the country.
   c. Smell of smoke from the factories disturbed them.
   d. Were snobs and did not want to be around people who were lower class.

24. What were the working conditions like during the Industrial Revolution?
   a. The work was repetitive and boring. It often resulted in people falling asleep on the job.
   b. Though work was dangerous, factories set up sick and injured leave for those who needed it.
   c. Workers spent long hours in the factories, often fourteen hours a day, six days a week.
   d. Workers under the age of 15 were not hired to work in the factories because owners did not want the children to get hurt around the dangerous machines.

25. What do the flying shuttle, spinning jenny, spinning mule, and the water-powered loom have in common?
   a. They all enabled textiles to be mass produced for a cheaper price.
b. They enabled cottage industries to do more work at home.
c. They utilized steam power to run the machines.
d. They were common sources of injury to workers in factories.

26. How did the development industry lead to the decline of cottage industry?
   a. Cottages could hold the machines for textiles, however, most cottages could not afford to power the machine.
   b. The workers had better working conditions in the factories.
   c. Large, expensive machines had to be housed in factories rather than at home where previous textile tools were used.
   d. The quality of work on machines was a vast improvement over the low quality of work done by workers in the factories.

27. Use the chart below. How did new technology impact interchangeable parts?

<table>
<thead>
<tr>
<th></th>
<th>Hand-made Parts</th>
<th>Interchangeable Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to make</td>
<td>Several days - each piece needs to be made by a skilled craftsperson one part at a time</td>
<td>Quickly - made in factories</td>
</tr>
<tr>
<td># of identical items</td>
<td>No identical items can be produced</td>
<td>All items are identical</td>
</tr>
<tr>
<td>Production cost</td>
<td>Expensive</td>
<td>Minimal - cheap</td>
</tr>
<tr>
<td>Cost to fix if broken</td>
<td>Expensive - must be fixed by hand and the parts remade exactly by a skilled craftsperson</td>
<td>Minimal - remove the broken part and replace with new interchangeable part</td>
</tr>
</tbody>
</table>

   a. Interchangeable parts broke easier than hand-made parts because they were cheaply made.
   b. Interchangeable parts did not become very popular because people were wary of items that “identical” to each other.
   c. Machines made it possible to mass produce parts to repair many goods.
   d. The quality of having a skilled craftsperson spend time working on the product was lost.

28. New technology impacted mass production because it...
   a. Allowed goods to be produced for a cheaper price, making them more accessible to others.
   b. Led to imperialism as European countries looked for new countries to sell goods to
   c. Made it possible for masses of people to work in the factories instead in cottage industries.
   d. Required large amounts of space in factories in order to be run
29. What fuel was used to power new transportation?
   a. Coal c. Iron
   b. Gasoline d. Water

30. How did transportation affect the Industrial Revolution?
   a. Industries developed and trade over longer distances grew.
   b. It slowed the growth of the Industrial Revolution by stopping people from moving to cities.
   c. Shipping goods from place to place increased in price to cover the price of building these machines.
   d. Travel for humans became much more difficult and expensive.

31. What were the results of using a factory system?
   a. Division of labor increased worker productivity and output of manufactured goods.
   b. Injury and death were frequently seen at the factories 
   c. It created competition with the cottage industry, which improved the quality of the product and drove down prices
   d. Workers became tired from overwork with few breaks.

32. "No one who went to Manchester [England] in the 1830's and 1840's would see happy, well-fed people. 'Poor, abused, oppressed, crushed human nature lying in bleeding pieces all over the face of society,' wrote an American in 1845....Can we be surprised that the first generation of the laboring poor in...Britain looked at the results of capitalism and found them wanting?" ~E.J. Hobsbawm

   The conditions of England described in this passage encouraged the growth of...
   A. Laissez-Faire  B. Marxism  C. Reform  D. Socialism

33. According to his book, The Communist Manifesto, what did Karl Marx think would happen in society?
   a. Countries across Europe would overthrow their limited governments and set up communist governments.
   b. Laissez-faire capitalism would continue to be the economy because the workers were too oppressed to know the difference.
   c. The oppressed proletariat would overthrow the bourgeoisie to create a "dictatorship of the proletariat."
   d. The unions would be the ones to reform the corrupt capitalist system.

34. "The workers of the world have nothing to lose, but their chains. Workers of the world, unite!" ~ Karl Marx

   Which group would agree with the statement above?
35. Which speaker most closely supports the ideas of Karl Marx and Friedrich Engels?
   a. Speaker A  b. Speaker B  c. Speaker C  d. Speaker D

36. What factors led to the working class supporting socialism?
   a. Many important government officials were promoting this new economic philosophy.
   b. Socialism promised the government would protect the workers and promote equality by ending poverty and better distributing wealth according to need.
   c. Socialism promised they would reform the working conditions in the factories and negotiate for higher wages.
   d. The workers liked the idea they were promised time to socialize with their friends during longer and more frequent breaks throughout the day.

37. Why would the number of working children under age of 15 have drastically dropped between 1871 and 1881?
   a. Children started demanding the same wages as young adults made.
b. Education for children became more important to families rather than having them go to the factories to work.

c. Labor unions and reform laws came about as a means to correct social injustices.

d. Many of the children who had previously worked in factories grew older. New children were not hired.

38. Which situation shows the benefit of a union?
   a. Convinced workers their work hours were acceptable
   b. Negotiated for better working conditions
   c. Opposed (were against) laws for minimum wage
   d. Opposed (were against) the use of strikes to make changes

39. Which is a NEGATIVE outcome of the Industrial Revolution?
   a. Europeans exploited and imperialistically threatened non-industrialized nations.
   b. No reforms were ever made to fix unregulated living and working conditions.
   c. Labor unions demanded their ideas for reforms be met or they would strike.
   d. There was not enough work for women and children to get jobs in factories.

40. What was the result of the development of power steamboats and locomotives?
   a. Entrepreneurs who invested in steamboats and locomotives had to wait years before they received any profit from their investment.
   b. New jobs were created building canals and railroads and mining coal.
   c. People using walking as method of transportation.
   d. These modes of transportation were quickly replaced by water-powered modes of transportation.