

## NTI Packets- World Civilizations 1500 A.D. to the Present

For each day where Nicholas County Schools is cancelled due to inclement weather you are required to complete ONE assignment, in order. There are 5 assignments which reinforce skills you have already mastered in this course. The idea is that we are working on historical thinking skills and reading analysis. Students will have until the end of the quarter to complete their assignments. They will be taken up for a grade and the process will be identical to a regular class assignment, meaning they are due at the START of class on the final day of the quarter. These assignments will focus on reading skills. All are produced by the Stanford History Education Group under the Read Like a Historian Program. Students should be familiar with the format as we have used this material frequently in the course.

**Contact Information:** If you need me I will be available between 9-3 (probably later but guaranteed during these times) on NTI days through the following mediums.

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### **Standards Addressed:**

**Standard: 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data)

Students will investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)

Students will explain how the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation.

Students will analyze how the new ideas and technologies of the Age of Exploration by Europeans brought great wealth to the absolute monarchies and resulted in political, economic and social changes (e.g., disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.

Students will investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government or industry and had long range impacts on the modern world.

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### NTI- Day 1- Reign of Terror

**Assignment:** The Committee of Public Safety's assumption of political power and rule between 1793 and 1794 marked what the most radical phase of the French Revolution was arguably. The committee justified its excesses as necessary to protect against domestic and foreign counter-revolutionaries. In this lesson, you will question the motives of the Committee through analyzing excerpts from the "Decree against Profiteers" and the "Law of Suspects." **Please read the Reign of Terror Textbook Excerpt and Documents A and B and answer the corresponding questions. You will also need to write a paragraph that analyzes the motivations of the Committee of Public Safety. Be sure to use details and complete sentences. Students will turn in both reading and answers.**

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### NTI Day 2- The Middle Passage

Assignment: More than 12.5 million people were taken from Africa in the four centuries of the Atlantic slave trade. The transport of African slaves formed one leg of the Triangular Trade, an economic system that drastically altered the societies of four continents. The sheer scale of the trade can obscure the experiences of individuals. In this lesson, students consider individual experiences of the Middle Passage by exploring a textbook account and four primary sources. **In this assignment students will read through documents A-E and answer questions on how people experience the Middle Passage. This will require close reading. Please pay attention to the sourcing because it can impact how we view this document. After reading the text, students will answer corresponding questions and answer the final Question in paragraph form: Which of these documents do you believe is the most reliable sources of information about the Middle Passage? Select no more than two and explain your selection using evidence from the guided questions. Be sure to use details and complete sentences. Students will turn in both reading and answers.**

### Day 3- Factory Life

Assignment: How do you make sense of contrasting accounts of historical events? What makes one source more reliable than another? How does corroborating information across sources help confirm or discredit historical accounts? In this lesson, students engage in such questions as they evaluate and compare different types of primary source documents with different perspectives on working conditions in English textile factories at the beginning of the 19th century.

**Read documents A-D and answer the corresponding guided questions. Afterwards answer the final question "Do you think that English textile factories were bad for the health of working class families? Use evidence from at least three of the documents in your response. (This means quotes/paraphrasing where you source the document..ie. In document A...)** *Students will turn in both reading and answers.*

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#### Day 4- Understanding the Black Death

The bubonic plague of the 14th century ravaged communities across three continents. The plague left long lasting consequences and ultimately helped transform the social order of Europe. In this lesson, students compare two documents written in 1348 to consider how people experienced and understood the plague.

Students will need to read Documents A and B and answer the corresponding guided questions and final questions about the articles. Students may need to look back on their notes about the black death to help with the assignment background. *Be sure to use complete sentences and provide details. Students will turn in both reading and answers.*

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#### Day 5- Galileo

Assignment- In 1633, scientist Galileo Galilee was convicted of heresy by the Inquisition. He was forced to recant his beliefs and spent the rest of his life under house arrest. Students may be surprised to learn Galileo's crime: teaching the sun, rather than the earth, is at the center of the solar system. In this lesson, students explore three primary sources and one *New York Times* article to answer the question: Was Galileo really a heretic?

Read documents A-D and answer the corresponding questions. Students will also answer the Judgment of Galileo questions. You will imagine you are a member of the inquisition at his trial. You will answer the questions "Was Galileo really a heretic?" *Be sure to use complete sentences and provide details. Students will turn in both reading and answers.*



## Reign of Terror Textbook Excerpt

### The Terror Grips France

Foreign armies were not the only enemies of the French Republic. The Jacobins had thousands of enemies within France itself. These included peasants who were horrified by the king's execution, priests who would not accept government control, and rival leaders who were stirring up rebellion in the provinces. How to contain and control these enemies became a central issue.

**Robespierre Assumes Control** In the early months of 1793, one Jacobin leader, Maximilian Robespierre, slowly gained power. Robespierre and his supporters set out to build a "republic of virtue" by wiping out every trace of France's past. Firm believers in reason, they changed the calendar, dividing the year into 12 months of 30 days and remaining each month. This calendar had no Sundays because the radicals considered religion old-fashioned and dangerous. They even closed all churches in Paris, and cities and towns all over France soon did the same.

In July 1793, Robespierre became leader of the Committee of Public Safety. For the next year, Robespierre governed France virtually as a dictator, and the period of his rule became known as the Reign of Terror. The Committee of Public Safety's chief task was to protect the Revolution from its enemies. Under Robespierre's leadership, the committee often had these "enemies" tried in the morning and guillotined in the afternoon. Robespierre justified his use of terror by suggesting that it helped French citizens to remain true to the ideals of the Revolution. . . .

Thousands of unknown people were also sent to their death, often on the flimsiest of charges. For example, an 18-year-old youth was sentenced to die for cutting down a tree that had been planted as a symbol of liberty. Perhaps as many as 40,000 were executed during the Terror. About 85 percent were peasants or members of the urban poor or middle class—for whose benefit the Revolution had been launched.

Source: *Modern World History: Patterns of Interaction*, Evanston, IL: McDougal Littell (2006), pp. 226-227.

Reign of Terror

## Document A: Decree Against Profiteers (Modified)

*In July 1793, faced with an angry and hungry population, the leaders of the Committee of Public Safety passed the "Decree Against Profiteers." The law accused "profiteers" in the countryside of hoarding or monopolizing grain in order to raise the price of bread.*

26 July 1793

1. Monopoly is a capital crime.
2. Those who keep out of circulation essential merchandise or commodities without offering them for sale daily and publicly are declared guilty of monopoly . . . .
3. The essential commodities and merchandise are: bread, meat, wine, grain, flour, vegetables, fruit, butter, vinegar, cider, brandy, charcoal, tallow, wood, oil, soda, soap, salt, [etc.]
4. Those who have any of these commodities shall be required to declare them and sell them . . . .
5. One week from today, those who have not declared their goods shall be considered monopolists, and, as such, punished with death; their property shall be confiscated, and their commodities or merchandise shall be placed on sale.
6. Those convicted of making false declarations likewise shall be punished with death. Public officials who protect monopolists shall also be punished with death.

### Vocabulary

<u>capital</u> : punishable by death	<u>decree</u> : an official order
<u>monopoly</u> : total control over something	<u>municipality</u> : local government
<u>commodities</u> : things that can be bought or sold	

Source: Excerpt from *Decree Against Profiteers*, passed July 1793.

Reign of Terror

### Document B: Law of Suspects (Modified)

*By September 1793, the leaders of the Committee of Public Safety faced growing counter-revolutionary uprisings and mounting fear of foreign invasion. They responded by passing the Law of Suspects, which established revolutionary courts to try anyone suspected of treason against the revolution.*

- 1 Immediately after the publication of the present decree, all suspected persons within the territory of the Republic and still at liberty shall be placed in custody.
2. The following are deemed suspected persons:
  - 1st, those who, by their conduct, associations, talk, or writings have shown themselves to be enemies of liberty
  - 2nd, those who are unable to justify their means of existence and the performance of their civic duties
  - 3rd, those to whom certificates of patriotism have been refused
  - 4th, public officials suspended or dismissed from their positions by the National Convention or by its commissioners and not reinstated
  - 5th, those former nobles, husbands, wives, fathers, mothers, sons or daughters, brothers or sisters of *émigrés*, who have not steadily demonstrated their devotion to the Revolution

#### Vocabulary

certificates of patriotism: proof of patriotism required to serve in military émigrés: people who leave their own country to settle in another, usually for political reasons

Source: Excerpt from *Law of Suspects*, passed September 1793.

### Reign of Terror Guiding Questions

#### Textbook Excerpt

1. According to the textbook, why did the Jacobins have so many enemies?
2. Robespierre and his supporters created a new calendar. Why would they want to wipe out "every trace of France's past?"
3. According to the textbook, Robespierre believed terror helped French citizens remain "true to the ideals of the Revolution." What were the ideals of the French Revolution? (Use what you already know about the French Revolution to answer this question).

Based on the textbook excerpt, do you think the Committee of Public Safety protected the Revolution from its enemies? Circle one:

YES NO

Explain your answer.

**Document A: Decree Against Profiteers**

1. (Contextualization) Why did the Committee of Public Safety pass the Decree Against Profiteers?

2. (Contextualization) Why did the Committee of Public Safety consider monopoly to be such a serious crime? (Hint: Think back to the ideals of the French Revolution).

3. (Close reading) What was the punishment for those who did not comply with this law?

Based on the Decree Against Profiteers, do you think the Committee of Public Safety protected the Revolution from its enemies? Circle one:

YES NO

Explain your answer.

**Document B: Law of Suspects**

1. What was the goal of the Law of suspects?

2. (Close reading) List two examples of people who would have been considered suspects. Explain why the Committee of Public Safety would have considered them suspects.

3. What might the leaders of the Committee of Public Safety have said to justify this law?

Based on the Law of Suspects, do you think the Committee of Public Safety protected the Revolution from its enemies? Circle one:

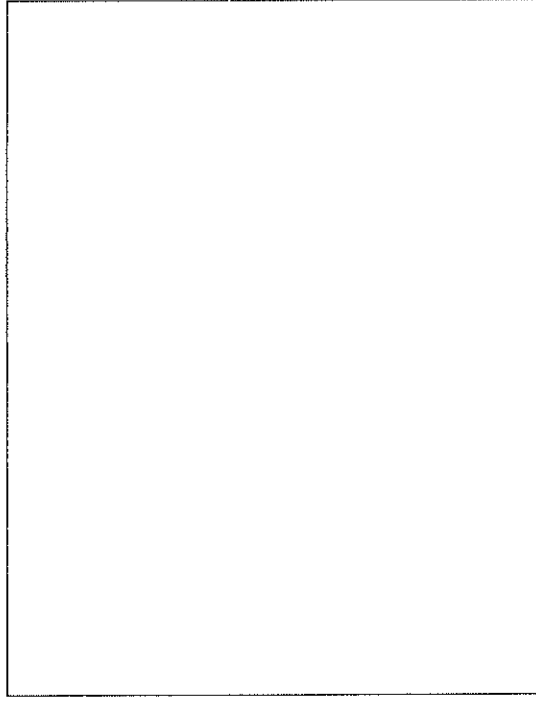
YES NO

Explain your answer.



The Committee of Public Safety was established to protect the Revolution from its enemies. Based on the Decree Against Profiteers and the Law of Suspects, do you think the Committee of Public Safety actually protected the Revolution from its enemies?

Write a paragraph in the space below, using evidence from the documents to support your claims.





Document A: Portuguese Textbook (Modified)

Portugal was one of the first European countries to engage in the African slave trade. Portuguese ships played a key role in the slave trade between Europe, Africa, and the Americas for several centuries. The following excerpt comes from a Portuguese high school textbook.

The development of the slave trade became part of the process of settling the American continent. In comparison with Indian slavery, the blacks had a better physical capacity and resisted better to the climate, two important factors to justify the successive waves of slaves that left Africa towards America.

The time between the moment the slaves were bought and when they arrived at port was very dangerous not only for the European traders but for the slaves as well. Revolts and disturbances occurred frequently. Crossing the Atlantic was extremely difficult for slaves. First there was not enough room in the boats. They suffered from heat, thirst, and a lack of hygiene. Even the whites had difficulty with these things.

At the time the European states did not recognize the negative consequences of these massive migrations. On the other hand, a new diverse cultural situation originated on the American continent that resulted from the multiplicity of mixed races and cultures. Brazil became the most expressive model of the process carried out by the Portuguese as it melted Indian, white, and black in a complex mix of ethnicities and cultures.

Source: History for Grade Ten, Volume 2, published in Portugal in 1994.

Vocabulary

hygiene: cleanliness  
expressive: effectively conveying an idea

Document B: Slave Ship Captain (Modified)

Captain Thomas Phillips transported slaves from Africa to Barbados on the ship Hannibal in 1693. The ship left the African island of São Tomé on August 25<sup>th</sup> and arrived in Barbados on November 4<sup>th</sup>. The Royal African Company of London funded the trip. This is an excerpt from his journal about the voyage.

There happened such sickening and mortality among my poor men and Negroes. Of the first we buried 14, and of the last 320, which was a great detriment to our voyage, the Royal African Company losing ten pounds by every slave that died. . . .

The distemper which my men as well as the blacks mostly died of was the white flux. . . . The Negroes are so vulnerable to the small-pox that few ships that carry them escape without it, and sometimes it makes vast havoc and destruction among them. But though we had 100 at a time sick of it . . . we lost not above a dozen by it. . . .

But what the smallpox spared, the flux swept off, to our great regret, after all our pains and care to give [the slaves] their messes, . . . keeping their lodgings as clean and sweet as possible, and enduring so much misery and stench so long among creatures nastier than swine, only to be defeated by their mortality. . . .

No gold-finders can endure so much noisome slavery as they do who carry Negroes. . . . We endure twice the misery, and yet by their mortality our voyages are ruined.

Source: Thomas Phillips, A Collection of Voyages and Travels, 1732.

Vocabulary

mortality: death, especially on a large scale  
distemper: disorder or disease  
white flux: intestinal infection that caused intense diarrhea  
messes: meals  
swine: pigs  
gold-finders: individuals seeking wealth  
noisome: unpleasant

(2)

### Document C: Slave Ship Doctor (Modified)

Alexander Falconbridge served as a doctor (known as the surgeon on ships) on British slave ships during the 1780s. He later wrote a book, *An Account of the Slave Trade on the Coast of Africa, about his experiences*. The book became popular among abolitionists and he later worked with the Anti-Slavery Society. These are excerpts from his book.

The men negroes, on being brought aboard the ship, are immediately fastened together, two and two, by hand-cuffs on their wrists, and by irons riveted on their legs. They are then sent down between the decks. . . . They are frequently stowed so close, they can only lie on their sides. . . .

In each of the apartments are placed three or four large buckets [for human waste]. . . . it often happens, that those who are placed at a distance from the buckets . . . tumble over their companions because they are shackled. . . . In this distressed situation . . . they give up and relieve themselves as they lie. . . .

Their food is served up to them in tubs, about the size of a small water bucket. They are placed around these tubs in companies of ten . . . If negroes refused to take sustenance, I have seen coals of fire, glowing hot, put on a shovel, and placed so near their lips, as to scorch and burn them. . . .

The hardships and inconveniences suffered by the negroes during the passage, are hard to describe. . . . The exclusion of the fresh air is among the least tolerable. . . . The floor of their rooms was so covered with blood and mucus because of the flux, that it resembled a slaughter-house. It is not in the power of the human imagination to picture to itself a situation more dreadful or disgusting.

The surgeons employed in the **Guinea trade**, are generally driven to engage in so disagreeable a job by their financial situations.

*Source: Alexander Falconbridge, An Account of the Slave Trade on the Coast of Africa, 1788.*

#### Vocabulary

riveted: metal bolted together  
stowed: put in a particular place

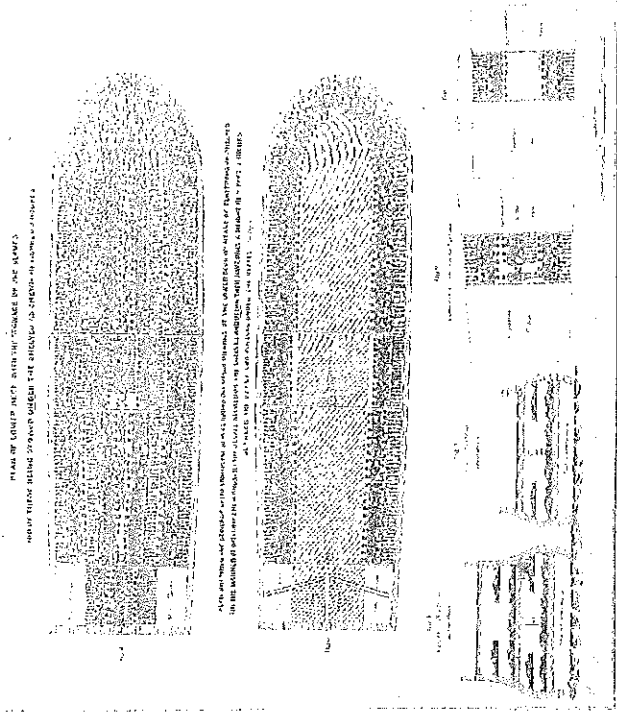
shackled: chained

take sustenance: eat

flux: intestinal infection that caused intense diarrhea  
Guinea trade: slave trade

### Document D: Slave Ship Diagram

This is part of a diagram depicting the British slave ship *Brookes* after the passage of the Regulated Slave Trade Act of 1788. This law, which sought to improve conditions on slave ships, was passed in response to rising opposition to the slave trade in England. This document depicts how many slaves could be placed on this ship. With 6' by 1'4" allowed for each man, 5'10" by 1'4" allowed for each woman, and 5' by 1'2" allowed for each boy, the ship could hold 454 slaves. Before Britain began regulating the slave trade, the ship reportedly carried as many as 609 slaves.



*Source: "Stowage of the slave ship 'Brookes' under the Regulated Slave Trade Act of 1788."*

Document E: Autobiography of a Former Slave (Modified)

Olaudah Equiano was born in West Africa. As a young boy, he was kidnapped by an African tribe and sold to European slave traders, who took him to Virginia. He eventually purchased his freedom and moved to England, where he became active in the abolition movement. He later wrote an autobiography describing his experiences as a slave. Recently, a historian located evidence indicating that Equiano was actually born in South Carolina. However, other historians maintain that there is strong evidence corroborating Equiano's account. Moreover, this is one of the only accounts of the Middle Passage from the perspective of a slave. These are excerpts from Equiano's autobiography.

I was soon put down under the decks, and there I received such a smell in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste any thing. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me food; and, on my refusing to eat, one of them held me fast by the hands, and laid me across I think the windlass, and tied my feet, while the other flogged me severely. I had never experienced any thing of this kind before. . . .

The crew used to watch us very closely who were not chained down to the decks, in case we would leap into the water: and I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself. . . .

I feared I should be put to death, the white people looked and acted, as I thought, in so savage a manner, for I had never seen among any people such instances of brutal cruelty, and this not only shown towards us blacks, but also to some of the whites themselves. One white man in particular I saw, when we were permitted to be on deck, flogged so unmercifully with a large rope near the foremast, that he died . . . and they tossed him over the side. . . . This made me fear these people the more.

Source: Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African, 1789.

Vocabulary

loathsomeness: unpleasantness  
windlass: machine used to raise the anchor  
flogged: whipped

Middle Passage Guiding Questions

Document A: Portuguese Textbook

1. (Sourcing) Where was this textbook written? How might this have influenced how it portrayed the Middle Passage?
2. (Close reading) According to the textbook, "The time between the moment the slaves were bought and when they arrived at port was very dangerous not only for the European traders but for the slaves as well." Why might the textbook's authors have chosen to compare the experience of the ship's crew to the experience of the slaves?
3. (Close reading) Why do you think the textbook used the word "migrations" to describe the Atlantic slave trade?

Document B: Slave Ship Captain

1. (Sourcing) Who was Phillips? How might his background have influenced what he wrote about the Middle Passage?
2. (Close reading) According to Phillips, what did the ship's crew do for the slaves?
3. (Close reading) According to Phillips, why was being a slave trader such an unpleasant job?

**Document C: Slave Ship Doctor**

1. (Sourcing) Who was Falconbridge? How might his background have influenced what he wrote about the Middle Passage?
2. (Close reading) How might the conditions on the ship have been connected to the diseases that were so common among slaves?
3. (Close reading) Why do you think Falconbridge said that most surgeons only worked on slave ships because of their financial situations?

**Document D: Slave Ship Diagram**

1. (Sourcing) Why was this diagram produced?

**Document E: Autobiography of a Former Slave**

1. (Sourcing) Who was Equiano? How might his background have influenced what he wrote about the Middle Passage?
2. (Close reading) Why do you think slaves were punished for not eating?

**Final Question**

Which of these documents do you believe is the most reliable source of information about the Middle Passage? Select no more than two and explain your selection using evidence from the Graphic Organizer and Guiding Questions.

### Document A: Dr. Ward (Modified)

Michael Ward was a doctor in Manchester for 30 years. His practice treated several children who worked in Manchester factories. He was interviewed about the health of textile factory workers on March 25, 1819, by the House of Lords Committee. The exchange below is an excerpt from the interview.

**Question:** Give the committee information on your knowledge of the health of workers in cotton-factories.

**Answer:** I have had frequent opportunities of seeing people coming out from the factories and occasionally attending as patients. Last summer I visited three cotton factories with Dr. Clough of Preston and Mr. Barker of Manchester, and we could not remain ten minutes in the factory without gasping for breath...

**Question:** What was your opinion of the relative state of health

between cotton-factory children and children in other employments?  
**Answer:** The state of the health of the cotton-factory children is much worse than that of children employed in other manufactories.

**Question:** Have you any further information to give to the committee?

**Answer:** Cotton factories are highly unfavourable, both to the health and morals of those employed in them. They are really nurseries of disease and vice.

**Question:** Have you observed that children in the factories have particular accidents?

**Answer:** When I was a surgeon in the infirmary, accidents were very often admitted to the infirmary, through the children's hands and arms having being caught in the machinery, in many instances the muscles, and the skin is stripped down to the bone, and in some instances a finger or two might be lost. Last summer I visited Lever Street School. The number of children at that time in the school, who were employed in factories, was 106. The number of children who had received injuries from the machinery amounted to very nearly one half. There were forty-seven injured in this way.

Source: House of Lords Committee (Interviewer) & Michael, W. (Interviewee). (1819).

### Document B: Dr. Holme (Modified)

Edward Holme was a physician who lived in Manchester England during the first half of the nineteenth century. He was an active member various academic societies and associations and a well-regarded doctor. In 1818, he was interviewed by the House of Lords Committee about health conditions of factories. The exchange below is an excerpt from the interview.

**Question:** How long have you practiced as a physician in Manchester?

**Answer:** Twenty-four years...

**Question:** Has that given you opportunities of observing the state of the children who are ordinarily employed in the cotton-factories?

**Answer:** It has.

**Question:** In what state of health did you find the persons employed?

**Answer:** They were in good health generally. I can give you particulars, if desired, of Mr. Pooley's factory. He employs 401 persons; and, of the persons examined in 1796, 22 were found to be of delicate appearances, 2 were entered as sickly, 3 in bad health, one subject to convulsions, 8 cases of scrofula (tuberculosis): in good health, 363.

**Question:** Am I to understand you, from your investigations in 1796, you formed rather a favourable opinion of the health of persons employed in cotton-factories?

**Answer:** Yes.

**Question:** Have you had any occasion to change that opinion since?

**Answer:** None whatever. They are as healthy as any other part of the working classes of the community....

**Question:** Who applied to you to undertake the examining of these children in Mr. Pooley's factory?

**Answer:** Mr. Pooley.

Source: House of Lords Committee (Interviewer) & Holmes, E. (Interviewee). (1818).

### Document C: John Birley (Modified)

John Birley was born in London in 1805. He lost both his parents by the age of 5, and he was sent to the Bethnal Green Workhouse. He soon began working at the Cressbrook factory. John was interviewed about his experiences as a child worker at the Mill in 1849. An article on his life was published in the newspaper, the Ashton Chronicle in May 1849. Below is an excerpt from the article.

Our regular (working time) time was from five in the morning till nine or ten at night; and on Saturday, till eleven, and often twelve o'clock at night, and then we were sent to clean the machinery on the Sunday. No time was allowed for breakfast and no sitting for dinner and no time for tea. We went to the mill at five o'clock and worked till about eight or nine when they brought us our breakfast, which consisted of water-porridge, with oatcake in it and onions to flavour it... We then worked till nine or ten at night...

Mr. Needham, the master, had five sons: Frank, Charles, Samuel, Robert and John. The sons and a man named Swann, the overlooker, used to go up and down the mill with sticks. Frank once beat me till he frightened himself. He thought he had killed me. He had struck me on the temples and knocked me dateless. He once knocked me down and threatened me with a stick. To save my head I raised my arm, which he then hit with all his might. My elbow was broken. I bear the marks, and suffer pain from it to this day, and always shall as long as I live...

I was determined to let the gentleman of the Bethnal Green parish know the treatment we had, and I wrote a letter put it into the Post Office... Sometime after this three gentlemen came down from London. But before we were examined we were washed and cleaned up and ordered to tell them we liked working at the mill and were well treated. Needham and his sons were in the room at the time. They asked us questions about our treatment, which we answered as we had been told, not daring to do any other, knowing what would happen if we told them the truth

Source: Birley, J. (19 May 1849). *The Ashton Chronicle*.

### Document D: Edward Baines (Modified)

Edward Baines was a newspaper journalist and editor for the Leeds Mercury Newspaper. In the 1830s, he was elected to Parliament, and served there as a political liberal. Although Baines supported the end of slavery and various political reforms, he opposed legislation regulating factories and extending voting rights to the English working class. These are excerpts from his book history of the Cotton Manufacture in Great Britain.

Above all, it is alleged that the children who labor in mills are often cruelly beaten by overlookers, that their feeble limbs become distorted by continual standing and stooping, that in many mills they are forced to work thirteen, fourteen, or fifteen hours per day, and that they have not time either for play or for education.

Factory inspectors who have visited nearly every mill in the country have proved that views mentioned above of labor in factory mills contain a very small portion of truth. It is definitely true that there have been instances of abuse and cruelty in some factories. But abuse is the exception, not the rule. Factory labor is far less injurious than many of the most common jobs of civilized life.

The human frame is liable to an endless variety of diseases. Many of the children who are born into the world, and attain the age of ten or twelve years are so weak, that under any circumstances they would die early. Such children would sink under factory labor, as they would under any other kind of labor, or even without labor.

I am not saying that factories are the most agreeable and healthy places, or that there have not been abuses in them, which required exposure and correction. It must be admitted that the hours of labor in cotton mills are long, being twelve hours a day on five days a week, and nine hours on Saturday. But the work is light, and requires very little muscular exertion. It is scarcely possible for any job to be lighter. The position of the body is not injurious: the children walk about, and have opportunity to sit down frequently if they want to. On visiting mills, I have noticed the coolness and calmness of the work-people, even of the children, whose attitudes are positive and not anxious or gloomy.

Source: Baines, E. (1835). *History of the Cotton Manufacture in Great Britain*.

### Guiding Questions

**Document A: Dr. Ward**

- 1) (Sourcing) Why is Dr. Ward being interviewed by the House of Lords Committee?
- 2) (Close Reading) What does he mean when he refers to factories as "nurseries of disease and vice"?
- 3) (Close Reading) What evidence does Dr. Ward use to back his claim that factories were unhealthy and unsafe for children?

**Document B: Dr. Holme**

- 1) (Sourcing/Corroboration) How is the source information for this document similar to and different from document A?
- 2) (Close reading) What evidence does Dr. Holme use to back his claim about the health of children in factories? Do you think this is convincing evidence?
- 3) (Close reading) Why might it matter that Mr. Pooley asked Dr. Holme to examine the children at his factory?
- 4) Which document, A or B, do you think is more trustworthy? Why?

**Document C: John Birley**

1. (Sourcing) What type of document is this? When was it written?
2. (Sourcing) How old was John Birley when this account was published?
3. (Corroboration) Which document, A or B, does this account more closely match? How?
4. (Close reading) Why did John Birley not tell the truth about life working in the mill to the inspectors?

**Document D: Edward Baines**

1. (Sourcing) Who wrote this article? When was it written?
2. (Sourcing) Why did Baines write this article?
3. (Close reading) What does he mean in the second paragraph, when he states, "But abuse is the exception not the rule"?
4. (Close reading) What is Baines' main point in the final paragraph?
5. (Corroboration) Which document, A or B, does this account more closely match? How?
6. Who do you think is a more trustworthy source, Birley or Baines? Why?

**Making a Claim:** Do you think that English textile factories were bad for the health of working class families?

Write a paragraph in the space below, using evidence from the documents to support your claims.



**Document A: University of Paris Medical Report (Modified)**

The passage below is an excerpt from "The Report of the Paris Medical Faculty," issued in October 1348. In the report, medical faculty at the University of Paris describe what they believed were the origins of the bubonic plague and provide advice on how to avoid contracting the plague.

We, the Members of the College of Physicians of Paris, . . . intend to make known the causes of this plague.

We declare as follows: It is known that in India, and the area of the Great Sea, the constellations which combated the rays of the sun . . . exerted their power especially against the sea, . . . and the waters of the ocean arose in the form of vapor. The waters were in some parts so corrupted that the fish died. This vapor spread itself through the air in many places on earth. . . . On all the islands and adjoining countries to which the corrupted sea-wind extends, . . . if the inhabitants of those parts do not take the following advice we announce to them inevitable death—except if the grace of Christ preserve their lives.

Every one of you should protect himself from the air; **wormwood** and chamomile should be burnt in great quantity in the market places and in the houses. . . . Cold, moist, watery food is in general harmful. Going out at night, and even until three o'clock in the morning, is dangerous on account of the dew. . . . Fasting is injurious and so is anxiety of mind, anger, and **immoderate** drinking and bathing. . . . Everyone should remember this, but especially those who reside on the coast, or upon an island into which the poisonous wind has penetrated.

**Source:** *The Report of the Paris Medical Faculty, October 1348.*

**Vocabulary**

**exert:** apply force  
**wormwood:** a fragrant plant  
**immoderate:** excessive

**Document B: Ibn al-Wardi (Modified)**

The passage below is an excerpt from Ibn al-Wardi's "An Essay on the Report of the Pestilence." Ibn al-Wardi was an Arab writer, philosopher, and historian who was alive in the Middle East during the plague. Here, he describes the effects of the plague on the city of Aleppo in Syria. In 1349, al-Wardi died from the plague.

The plague began in the land of darkness. China was not preserved from it. The plague infected the Indians in India, the Sind, the Persians, and the Crimea. The plague destroyed mankind in Cairo. It stilled all movement in Alexandria.

Then, the plague turned to Upper Egypt. The plague attacked Gaza, trapped Sidon, and Beirut. Next, it directed its shooting arrows to Damascus. There the plague sat like a lion on a throne and swayed with power, killing daily one thousand or more and destroying the population.

Oh God, it is acting by Your command. Lift this from us. It happens where You wish; keep the plague from us.

The plague caused the people of Aleppo the same disturbance. Oh, if you could see the nobles of Aleppo studying their books of medicine. They follow its remedies by eating dried and sour foods. The buboes which disturb men's lives are smeared with Armenian clay. Each man treated their health to make life more comfortable. They perfumed their homes with **camphor**, flowers, and **sandal**. They wore ruby rings and put onions, vinegar, and sardines together with the daily meal.

We ask God's forgiveness for our bad souls; the plague is surely part of His punishment. Some said: the air's corruption kills. I said: the love of corruption kills.

**Source:** *Ibn al-Wardi, "An Essay on the Report of the Pestilence," 1348.*

**Vocabulary**

**camphor:** a fragrant wax  
**sandal:** a fragrant wood

### How did people in the 14<sup>th</sup> Century understand the Black Death?

#### Sourcing and Contextualization

	Doc A: <i>Paris Medical Faculty</i>	Doc B: <i>Ibn al-Wardi</i>
1. Who wrote this document?		
2. When and where was this document written?		
3. Why was this document written?		
4. Do you think people in 1348 trusted and believed these authors?		

#### Close Reading and Corroboration

	Doc A: <i>Paris Medical Faculty</i>	Doc B: <i>Ibn al-Wardi</i>
5. Where did the plague originate?		
6. What or who caused the plague?		

7. Doc A: What <i>shou</i> ld people have done to try to prevent or cure the plague?		Doc B: How <i>g</i> id people try to prevent or cure the plague?
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#### Final Questions

- 1) How do these documents illustrate how people understood the "Black Death"?
- 2) List 2-3 questions you still have about the "Black Death" or how people understood it?
- 3) What types of documents might you examine to try and answer these questions?

### Document A: Galileo's Letter (Modified)

Galileo wrote the following letter to Duchess Christina of Tuscany in 1615. In this letter, he defends himself against the charges of heresy.

Some years ago I discovered in the heavens many things that had not been seen before our own age. The novelty of these things . . . stirred up several professors against me. They hurried various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible, which they failed to understand properly.

The reason given for attacking the opinion that the earth moves and the sun stands still is that in many places in the Bible one may read that the sun moves and the earth stands still. Since the Bible cannot err, it follows that anyone who claims that the sun is motionless and the earth movable takes an erroneous and heretical position.

With regard to this argument, I think in the first place that it is very pious to say and prudent to affirm that the holy Bible can never speak untruth—whenever its true meaning is understood. But I believe nobody will deny that the Bible is often very complex, and may say things which are quite different from what its bare words signify. . . .

I do not believe that the same God who has given senses, reason and intellect has intended us to not to use them. . . . He would not require us to deny sense and reason in physical matters of direct experience. . . . Can an opinion be heretical and yet have no concern with the salvation of souls?

**Source:** Galileo Galilei, "Letter to the Grand Duchess Christina of Tuscany," 1615.

#### Vocabulary

novelty: original or unusual  
vain: conceited  
err: to be wrong  
erroneous: wrong  
pious: devoutly religious  
prudent: wise  
signify: mean

### Document B: Cardinal Bellarmine

Cardinal Robert Bellarmine was in charge of dealing with difficult issues connected to the Church's power and beliefs during the Galileo controversy. He wrote the following letter to Paolo Antonio Foscarini in response to Foscarini's book defending Galileo. Historians don't believe Bellarmine ever saw Galileo's 1615 letter (Document A).

As you know, the Council [of Trent] prohibits interpreting the Scriptures contrary to the common agreement of the holy Fathers. And if you would read not only the Fathers but also the commentaries of modern writers on Genesis, Psalms, Ecclesiastes and Joshua, you would find that all agree in explaining that the sun is in the heavens and moves swiftly around the earth, and that the earth is far from the heavens and stands immobile in the center of the universe. . . .

It would be just as heretical to deny that Abraham had two sons and Jacob twelve, as it would be to deny the virgin birth of Christ, for both are declared by the Holy Ghost through the mouths of the prophets and apostles. . . .

I say that if there were a true demonstration that the sun was in the center of the universe and the earth in the third sphere, and that the sun did not travel around the earth but the earth circled the sun, then it would be necessary to proceed with great caution in explaining the passages of Scripture which seemed contrary, and we would rather have to say that we did not understand the Scripture than to say that something was false which has been demonstrated. But I do not believe that there is any such demonstration; none has been shown to me. . . . [One] clearly experiences that the earth stands still and that his eye is not deceived when it judges that the moon and stars move.

**Source:** Cardinal Robert Bellarmine, "Letter on Galileo's Theories," 1615.

#### Vocabulary

contrary: against or the opposite of something  
Genesis, Psalms, Ecclesiastes and Joshua: sections of the Bible  
prophets: someone who speaks for God  
apostles: religious messengers  
scripture: text from the Bible

Document C: Condemnation of Galileo (Modified)

In 1632, Galileo, who had been teaching and writing about the idea that the Earth moved around the sun, was summoned to Rome to stand trial. After questioning the relevant witnesses, the judges issued the following **condemnation** of Galileo.

You, Galileo of Florence, were **denounced** in 1615, by this Holy Office, for holding as true a false **doctrine** taught by many, namely, that the sun is immovable in the center of the world, and that the earth moves . . . also, for explaining the **Scriptures** according to your own meaning. Therefore . . . by the desire of his Holiness and the Most Eminent Lords, Cardinals of this supreme and universal Inquisition, the two **propositions** of the stability of the sun, and the motion of the earth, were qualified as follows:

1. The proposition that the sun is in the center of the world and immovable from its place is absurd, philosophically false, and formally heretical; because it is expressly contrary to Holy Scriptures.
2. The proposition that the earth is not the center of the world, nor immovable, but that it moves is also absurd, philosophically false, and, theologically considered, at least erroneous in faith.

Therefore, in the most holy name of our Lord Jesus Christ and of His Most Glorious Mother Mary, We pronounce, judge, and declare, that you Galileo . . . have made yourself suspected by this Holy Office of heresy, that is, of having believed and held the doctrine (which is false and contrary to the Holy and Divine Scriptures) that the sun is the center of the world, and that it does not move from east to west, and that the earth does move, and is not the center of the world; also, that an opinion can be held and supported as probable, after it has been declared contrary to the Holy Scripture.

**Source:** "The Crime of Galileo: Indictment and Abjuration of 1633."

Vocabulary	
condemnation: a statement of very strong criticism	doctrine: a set of beliefs
scripture: text from the Bible	eminent: distinguished, high in station
denounce: to declare something is wrong or evil	proposition: a statement expressing a judgment or opinion

Document D: New York Times Article (Modified)

In 1979, Pope John Paul II ordered an investigation of the Catholic Church's treatment of Galileo. The following article from 1992 summarizes the conclusions of the investigation.

Vatican Science Panel Told By Pope: Galileo Was Right

Moving formally to right a wrong, Pope John Paul II acknowledged in a speech today that the Roman Catholic Church had erred in **condemning** Galileo 359 years ago for asserting that the Earth revolves around the Sun.

The address by the Pope before the Pontifical Academy of Sciences closed a 13-year investigation into the Church's condemnation of Galileo in 1633, one of history's most notorious conflicts between faith and science. Galileo was forced to **recant** his scientific findings to avoid being burned at the stake and spent the remaining eight years of his life under house arrest.

John Paul said the **theologians** who condemned Galileo did not recognize the formal distinction between the Bible and its interpretation.

"This led them move a question which in fact pertained to scientific investigation into the realm of the **doctrine** of the faith."

Though the Pope acknowledged that the Church had done Galileo a wrong, he said the 17th-century theologians were working with the knowledge available to them at the time.

**Source:** "Vatican Science Panel Told by Pope: Galileo Was Right," New York Times, November 1, 1992.

Vocabulary	
err: to make a mistake	theologians: individuals who study religion
condemn: express complete disapproval	doctrine: a set of beliefs
recant: to say that one no longer holds a belief	

### Guiding Questions

#### Document A: Galileo's Letter

1. (Sourcing) When was this document written?
2. (Contextualization) Look at your timeline. Why might Galileo write a letter defending himself at this time?
3. (Close Reading) According to Galileo, why do some people think his teachings are heretical?
4. (Close Reading) How does Galileo defend himself against these charges?
5. (Context) Using the information on your timeline, do you think the Catholic Church would accept Galileo's defense? Why or why not?

#### Document B: Cardinal Bellarmine

1. (Close Reading) Explain two reasons Cardinal Bellarmine gave for believing the geocentric theory.
  - a.
  - b.
2. (Close Reading) How did Cardinal Bellarmine respond to the following arguments from Galileo?
  - a. The Bible passages about the sun standing still should not have been interpreted literally.
  - b. The model of the universe (heliocentric or geocentric) is not a matter of salvation.
3. (Context) Why do you think the Catholic Church was so committed to defending the literal meaning of the Bible passages?

(b)

### Judgment of Galileo

Imagine you are a member of the Inquisition at Galileo's trial. You have the following evidence: Heliocentrism and the Catholic Church Timeline, Document A, and Document B. Decide your answer to the question: **Was Galileo really a heretic?** Explain your response below.

Galileo \_\_\_\_\_ (was/was not) a heretic because . . .

1. Reason 1:

Quote from a document to support your reason:

2. Reason 2:

Quote from a document to support your reason:

### Document C: Condemnation of Galileo

1. (Contextualization) Given what you know about the time period, how do you think the Catholic Church ruled in Galileo's case? Why?
2. (Close reading) By the end of the trial, what was the Catholic Church's position on the heliocentric theory?
3. (Close Reading) What two reasons did the Church give for declaring Galileo was a heretic?
  - a.
  - b.

### Document D: *The New York Times*

1. (Close Reading) Why did Pope John Paul say the Church's treatment of Galileo was wrong?
2. (Contextualization) Why was it easier for the Church to side with Galileo in 1992 than in 1633?