Routes to Change

How people responded to the Industrial Revolution

MWH.C.5.2 "Analyze responses to and the legacy of the Industrial Revolution. Examine how the abolition of slavery within the British Empire was influenced by Christian humanitarianism and examine the role of various antislavery societies..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline examples of people working together for change, circle different ideas about reform, and number the three scientific investigations. Use your marks to compare how people challenged existing practices and beliefs.

Changing Work, Politics, and Knowledge

1. Britain's factories turned cotton into cloth, while many plantations supplying Atlantic markets relied on enslaved labor. Christian humanitarianism led some Britons to call slavery a moral wrong, but enslaved people's resistance also drove change. Antislavery societies circulated petitions and accounts of abuse. William Wilberforce pressed Parliament to act. Britain banned its slave trade in 1807; a law passed in 1833 ended slavery in most of the British Empire, though formerly enslaved people then faced years of forced apprenticeship.

2. Factory workers organized trade unions to bargain over wages and hours. British unions helped form the Labour Representation Committee in 1900, later named the Labour Party, to gain a voice in Parliament. Liberal thinker John Stuart Mill defended individual liberty and wider political participation. Edmund Burke's conservatism favored gradual reform that respected inherited institutions. Governments also intervened in economic life, restricting child labor and later creating old age pensions and health insurance rather than leaving every outcome to markets.

3. Other critics sought deeper change. Robert Owen tried to improve factory life and supported cooperative communities. Karl Marx and Friedrich Engels argued in *The Communist Manifesto* that conflict between owners and workers would drive political change and that workers should replace capitalist rule. Scientific inquiry also changed how Europeans understood nature: Charles Darwin proposed evolution by natural selection, Gregor Mendel studied inheritance in peas, and Marie Curie researched radioactivity. Academic freedom, the ability to investigate and publish without imposed conclusions, helped make such inquiry possible.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did antislavery societies and Wilberforce pursue change, and what other force helped drive it?

2. How did trade unions seek change both at work and in Parliament?

3. How did Owen's approach to factory life differ from the change Marx and Engels called for?

4. Why would academic freedom matter to the scientific work described in the passage?

3 YOUR TURN

Your own words

Write a five- or six-sentence museum label titled “Different Routes to Change.” Compare two responses from the passage, explain one effect of each, and connect one scientific investigation to academic freedom.

ANSWER KEY

Routes to Change

HIGH SCHOOL · MWH.C.5.2

PART 1 · READ AND MARK

Underline examples of people working together for change, circle different ideas about reform, and number the three scientific investigations. Use your marks to compare how people challenged existing practices and beliefs. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did antislavery societies and Wilberforce pursue change, and what other force helped drive it?	**Societies circulated petitions and accounts of abuse, while Wilberforce pressed Parliament. Enslaved people's resistance also drove change.**
2	How did trade unions seek change both at work and in Parliament?	**They bargained over wages and hours and helped form the organization that became the Labour Party.**
3	How did Owen's approach to factory life differ from the change Marx and Engels called for?	**Owen tried to improve factory life and supported cooperatives. Marx and Engels called for workers to replace capitalist rule.**
4	Why would academic freedom matter to the scientific work described in the passage?	**It gave investigators room to study nature and publish findings without having conclusions imposed on them.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Different Routes to Change: Britons challenged injustice through antislavery campaigns and workers' organizing. Antislavery societies spread petitions, and Wilberforce pressed Parliament, helping build support for the 1833 law that ended slavery in most of the British Empire. Trade unions bargained over wages and hours, then helped create a political organization that became the Labour Party. The campaigns differed because one targeted slavery while the other sought a stronger voice for industrial workers. Curie's research into radioactivity shows why academic freedom matters: investigators need room to study and publish without imposed conclusions.

Accept other passage-supported comparisons, including government intervention or socialist proposals. For the final connection, look for an identified investigation and an explanation of how freedom to investigate or publish supports it.