

# Summative Assessment 2: Unit Test for Industrial Times



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**Industrial Times Unit Exam**  
**Summative Assessment**  
**(Constructed Response and Selected Response)**

**Duration: Two days**

**Standard (s) Assessed:**

SS.A.3.4.8

SS.A.1.4.2

**Description of Assessment Activity:**

This is the final assessment for the Industrial Times Unit. It consists of multiple-choice, short answer, and essay sections.

**Teacher Directions:**

The multiple choice and short answers part of the test should take most of a 50-minute period and should be given one 100-point grade.

The essay will also take most of a 50-minute period. The essay could be either given during class or as a take home exam and should be given a 100-point grade.

- Part I assesses student's understanding of the Goal Three standard Effective Communicators. There are four categories. As the student's work is read, check or highlight the appropriate box for each of the four categories. Students receive a holistic score based on where the majority of the indicators fall. For instance, if a student has 3 items checked in the "Arrived" category and one in the "Close" category they receive the 10 points for the "Arrived" because that is where the majority of their indicators fall.
- Part II assesses student's understanding of the standard SS.A.3.4.8. It is weighted more heavily than the other sections because it is content based. Students choose two of four areas to include in their essay. There are 5 levels of criteria. Choose the level that most adequately explains the student's work. Indicate the point totals in the appropriate areas on the right and total the points. The maximum points allowed is 100.

**Student Directions:**

Multiple Choice:

Circle the **BEST** answer amongst the answers for each item.

Short Answer:

Write a short, concise answer for each of the short answer items using the rubric for each category of short answers to guide you.

Essay:

Read the essay prompt very carefully underlining the important things that it asks you to do. Then write a concise, but complete, answer to the essay prompt that takes into account all of the things asked for in the rubric that is provided.

**Scoring Method and Criteria:**

Use the multiple choice/short answer key to grade this part of the unit test. Use the essay rubric to grade the essay exam.



## Industrial Times Unit Exam

### Multiple Choice (2 points each, 40 points total):

For each of the following circle the letter of the BEST choice.

- Before factories developed, machinery was powered by
  - use of the internal combustion engine.
  - the steam engine.
  - electric power.
  - using their muscles.
- One of the results of the Agriculture Revolution in Great Britain was
  - food production decreased causing higher prices.
  - food production decreased contributing to a smaller population.
  - an increase in small family farms.
  - a movement of people from cities to rural areas.
- One of the benefits of crop rotation was it
  - divided land into small pieces.
  - used less land.
  - caused people to leave the land.
  - kept the soil fertile.
- The Industrial Revolution started in Great Britain due to ALL of the following EXCEPT
  - It had an abundance of raw materials, like coal and iron.
  - It had an increasing population to work in the factories.
  - It had rivers for transportation and waterpower.
  - It had a large aristocratic class to run the factories.
- Overseas colonies contributed to the Industrial Revolution in Great Britain in which of the following ways?
  - The colonies sent factory workers to Great Britain.
  - The colonies made most of the machinery used in Great Britain's factories.
  - The colonies supplied raw materials to and bought products from Great Britain.
  - The colonies provided managers to run the factories in Great Britain.
- Which industry was first to be affected by the Industrial Revolution?
  - textiles
  - transportation
  - ship building
  - farming
- The steam engine contributed to industrial advances by ALL of the following EXCEPT
  - It provided power to run the machines of many industries.
  - It revolutionized the transportation industry.
  - It improved iron production.
  - It provided the workers a safe and healthy work environment.
- The cotton gin was important due to its ability to
  - remove the leaves and stems from the cotton.
  - separate the seeds from the cotton faster than by hand.
  - convert cotton to alcohol.
  - plow straight rows for cotton to be planted.
- The movement of people to cities in Great Britain was due to
  - the middle class's attempt to take over the cities.
  - a population explosion due to better farming methods.
  - laws passed in Parliament making people move to cities.
  - the decline of the factory system.
- Factories changed the nature of working life in which of the following ways?
  - Children were not allowed to work in factories.
  - Wages went down.
  - People worked longer hours.
  - Only men were allowed to work in the factories.

11. The middle class was affected by the Industrial Revolution in which of the following ways?
  - a. It created more jobs, thus increasing the size of this class.
  - b. It reduced the incomes forcing middle class people into a lower class.
  - c. It caused many middle class people to be unemployed.
  - d. Women of the middle class were forced into the work force.
12. The family system changed during the Industrial Revolution in which of the following ways?
  - a. The family became larger due to the need for more help on the farm.
  - b. The family became smaller as more people moved to the city and worked in factories.
  - c. The family system fell apart and was replaced by socialism.
  - d. Families were forced to move from cities to farms and live together in compounds.
13. One of the major results of the Industrial Revolution was
  - a. more products were produced at a cheaper price making them available to more people.
  - b. fewer products were produced making it difficult for people to buy them.
  - c. fewer people lived in the cities.
  - d. the number of farmers increased in order to provide more food for the increasing population.
14. Trade unions were difficult to organize in Great Britain because
  - a. workers could not come to meetings due to the long working hours.
  - b. the union fees were too large for workers to pay out of their meager wages.
  - c. workers considered the union to be useless.
  - d. Parliament passed laws that kept workers from organizing trade unions.
15. Leisure activities became more popular as
  - a. women's roles changed.
  - b. middle and working class people gained more time off.
  - c. food production decreased.
  - d. more and more people lost their jobs.
16. Women's roles changed in industrial society in which of the following ways?
  - a. They became more independent as they entered the work force and left the household.
  - b. They became more dependent on the men since they were not allowed to work.
  - c. Middle class women were forced to go to work to help support their families.
  - d. Women stayed home to take care of their family since the men could make enough money to support them.
17. Which of the following people helped in the development of modern photography?
  - a. Louis-Jacques-Mandè Daguerre
  - b. Gustave Eiffel
  - c. Claude Monet
  - d. Eli Whitney
18. The internal combustion engine is associated with which of the following?
  - a. the steamship
  - b. the locomotive
  - c. the automobile
  - d. the spinning jenny
19. The first telegraph contributed to the field of
  - a. communication.
  - b. transportation.
  - c. mining.
  - d. civil engineering.
20. Socialism called for the government to take charge of
  - a. education.
  - b. poorhouses.
  - c. means of production.
  - d. the arts.

**Short answer** (Items 21-28 are 5 points each and Items 30 and 31 are 10 points):

Use the following rubric to ensure a correct answer for Items 21 – 28.

<b>Full Credit</b>	<b>Half Credit</b>	<b>No Credit</b>
The response ·has a thorough explanation and/or description, · is accurate, and · indicates a thorough understanding of the situation being explained.	The response ·has only a partial explanation and/or description which may ·have some inaccuracies, and · indicates only a partial understanding of the situation being explained.	The response ·has little or no explanation and/or description which ·is inaccurate, and · indicates no understanding of the situation being explained.

**Explain how the invention contributed to Industrial Revolution.**

21.	<b>Spinning Jenny</b>	<b>Contribution:</b>
22.	<b>Steam Engine</b>	<b>Contribution:</b>
23.	<b>Steel making</b>	<b>Contribution:</b>
24.	<b>Assembly Line</b>	<b>Contribution:</b>

Describe the social problem and explain its solution.

25.	<b>Children Working in mines</b>	<b>Social problem:</b> <b>Solution:</b>
26.	<b>Working conditions in factories</b>	<b>Social problem:</b> <b>Solution:</b>
27.	<b>Living conditions in tenements</b>	<b>Social problem:</b> <b>Solution:</b>
28.	<b>Striking workers</b>	<b>Social problem:</b> <b>Solution:</b>

**29. (10 points) Which of the following historical themes, 1) ECONOMICS AND HISTORY, 2) TECHNOLOGY AND HISTORY, 3) SOCIETY and SOCIAL INSTITUTIONS, or 4) IMPACT OF IDEAS, do you think would be the one that BEST sums up the Industrial Revolution period of history? Identify the theme and provide a SHORT explanation of why you chose the theme. Use the back of this sheet to write your answer. Your answer will be graded with the following rubric.**

<b>Full Credit</b>	<b>Half Credit</b>	<b>No Credit</b>
The response · identifies the historical theme and · has a thorough and well thought-out explanation of why the theme was chosen.	The response · identifies the theme but · has only a partial explanation of why the theme was chosen or it was not well thought out.	The response · doesn't identify the theme and/or · has little or no explanation of why the theme was chosen

**30. (10 points) Identify five things that you do now as a result of the Industrial Revolution. Provide a short explanation for each. Write your answers on the back of this sheet. Your answers will be graded with the following rubric.**

<b>Full Credit</b>	<b>Half Credit</b>	<b>No Credit</b>
The response · identifies five things and · has a thorough and well thought-out explanation for each thing.	The response · identifies five things but · has only a partial explanation for each of the five things.	The response · doesn't identify five things, and/or · has little or no explanation for the identified things.

**Essay (100 points):**

- **The Industrial Revolution brought about many changes in the way people in the industrialized countries lived. Compare the conditions in Pre-Industrial Revolution society with the resulting conditions after the Industrial Revolution occurred. Focus the essay on TWO of the following areas: the means of production, the availability of products, the family, or the class structure.**
- **Use the following rubric to ensure a correct answer for the essay.**

	Arrived 10	Close 8	Getting there 6	Barely passing 4	Little or no effort 2	
Part I: Effective Communicators	♦Has an interesting introductory paragraph that tells the topics' organization.	♦Has an adequate introductory paragraph that tells the topics' organization.	♦ Has an introductory paragraph that attempts to tell of the topics' organization.	♦ Has an introductory paragraph that doesn't tell the topic's organization.	♦ Doesn't have an introductory paragraph.	Points for Part I
	♦Has a thesis statement, in the introductory paragraph, that sums up the whole essay well.	♦Has a thesis statement, in the introductory paragraph, that attempts to sum up the whole essay, but falls short.	♦Has a thesis statement, in the introductory paragraph, but it fails to sum up the whole essay.	♦Has a thesis statement, in the introductory paragraph, but it doesn't relate to the whole essay.	♦Doesn't have a thesis statement, in the introductory paragraph.	
	♦Has paragraphs that are focused on individual topics, have a topic sentence, and have an adequate amount of sentences to convey information.	♦Has paragraphs that are focused on individual topics, but may lack in some instances a topic sentence or enough sentences to convey information.	♦Has paragraphs that are somewhat focused on individual topics, but often lack topic sentences or don't have enough sentences to convey information.	♦Has paragraphs but they are basically unfocused, lack most of the topic sentences and/or have an inadequate amount of sentences to convey information.	♦May or may not have paragraphs. If they exist they are unfocused, lack topics sentences and have an inadequate amount of sentences to convey information.	
	♦Has a reasoned and interesting ending paragraph that forms a conclusion.	♦Has a reasoned and somewhat interesting ending paragraph that forms a conclusion	♦Has an ending paragraph that is more of a summary than a conclusion.	♦Has an ending sentence or two that is a summary only.	♦Doesn't have an ending for the essay.	
Part II: Essay Content (SS.A.3.4.8)	45 points	35 points	25 points	15 points	5 points	
	♦Has a complete explanation of the means of production before and after the Industrial Revolution and how it changed.	♦Has an adequate explanation of the means of production before and after the Industrial Revolution and how it changed.	♦Has an incomplete explanation of the means of production before and after the Industrial Revolution and how it changed.	♦Has an explanation that inadequately explains the means of production before and after the Industrial Revolution or how it changed.	♦Has little or no explanation of the means of production before and after the Industrial Revolution or how it changed.	Points for this area of Part II
	<b>OR</b>					
	♦Has a complete explanation of the availability of products before and after the Industrial Revolution and how it changed.	♦Has an adequate explanation of the availability of products before and after the Industrial Revolution and how it changed.	♦Has an incomplete explanation of the availability of products before and after the Industrial Revolution and how it changed.	♦Has an explanation that inadequately explains the availability of products before and after the Industrial Revolution and how it changed.	♦Has little or no explanation of the availability of products before and after the Industrial Revolution and how it changed.	Points for this area of Part II
	<b>OR</b>					
♦Has a complete explanation of what the family was like before and after the Industrial Revolution and how it changed.	♦Has an adequate explanation of what the family was like before and after the Industrial Revolution and how it changed.	♦Has an incomplete explanation of what the family was like before and after the Industrial Revolution and how it changed.	♦Has an explanation that inadequately explains what the family was like before and after the Industrial Revolution and how it changed.	♦Has little or no explanation of what the family was like before and after the Industrial Revolution and how it changed.	Points for this area of Part II	
<b>OR</b>						
♦Has a thorough explanation of what the class structure was like before and after the Industrial Revolution and how it changed.	♦Has an adequate explanation of what the class structure was like before and after the Industrial Revolution and how it changed.	♦Has an incomplete explanation of what the class structure was like before and after the Industrial Revolution and how it changed.	♦Has an explanation that inadequately explains what the class structure was like before and after the Industrial Revolution and how it changed.	♦Has little or no explanation of what the class structure was like before and after the Industrial Revolution and how it changed.	Points for this area of Part II	
<b>Total =</b>						

## Answer Sheet for Summative Assessment 2

1. d
2. d
3. d
4. d
5. c
6. a
7. d
8. b
9. a
10. c
11. a
12. b
13. a
14. d
15. b
16. c
17. a
18. c
19. a
20. c

21-30 Explanations and descriptions graded based on the rubric

21. Spinning Jenny
22. Steam Engine
23. Steel making
24. Assembly Line
25. Child labor
26. Women in the work force
27. Working conditions
28. Living conditions
29. Labor organizations
30. Various answers based on rubric
31. Various answers based on rubric

Essay: Answers based on the rubric