**History 112: Industrial Revolution**

**Outcome 2.1.3:** *Students will understand and be able to explain how governments and workers responded to issues of industrialization*.

**Background:**  Industrialization gave rise to many issues for governments, workers and society as a whole. Among the most prominent of these issues were working conditions, urbanization, and the exploitation of children. Governments and workers eventually responded to these issues in various ways. One such way was the so-called “Chartist Movement” of the 1830s and 1840s.

**Assignment:** Students will examine the history of Chartism in Britain in the 1800s and consider the reasons for and analysis of the Chartists’ demands, actions and the successes and failures of the movement. Please refer to the rubric (reverse) for details of what is expected. *Your analysis should be approximately 700-1000 words, typed and double spaced, include a bibliography and footnotes*.

Some questions that may aid you to help structure your response include: What were the Chartists trying to achieve? How did they promote their cause? What were the perspectives of the various social classes and political actors of the period? Why? Was Chartism a success or failure, or both? What does studying Chartism reveal for us about the period? Why does Chartism matter - to the citizens of the UK then, and for us today? **Suggestions for Research:**  Students may find it useful to use the following websites when conducting their literature search:

* The Victorian Web
* The Web of English History
* The British Library - [*http://www.bl.uk/learning/histcitizen/21cc/struggle/chartists1/summary/chartism.html*](http://www.bl.uk/learning/histcitizen/21cc/struggle/chartists1/summary/chartism.html)
* The National Archives (UK) *-* [*http://www.nationalarchives.gov.uk/education/politics/g7/default.htm*](http://www.nationalarchives.gov.uk/education/politics/g7/default.htm)
* *Please avoid Wikipedia and online encyclopedias and all non-academic sites. They will not lead you to a sophisticated understanding of Chartism.*

***Please keep this sheet and hand it in with your paper***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand** | **Weak** | **Acceptable** | **Proficient** | **Strong** | **Weight** |
| **Quality of** **Written** **Expression** | Uses language that significantly impedes meaning (e.g., repeated errors, poor editing, lack of clarity). | Uses language that sometimes impedes meaning because of errors in usage. | Uses straightforward language that generally conveys meaning to readers. There are few language errors. | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | **5** |
| **Recognizes evidence and draws conclusions** | Does not show an understanding of how to use evidence to support and inference | Locates very obvious examples of evidence to support simple inferences | Uses evidence to support inferences that are somewhat insightful but lack complexity | Demonstrates a sophisticated ability to use evidence to support insightful inferences | **5** |
| **Plausibility** | Does not show an accurate understanding of the Chartism movement | Occasionally describes events that reflect the Chartism movement | Describes some events that accurately reflect the Chartism movement | Describes multiple events that accurately reflect the Charism movement | **5** |
| **Realism** | Does not show an understanding of historical perspectives - may include presentist ideas and judgments | Reflects a simplistic understanding of the perspectives of the Chartism period - Elements of presentism are included. | Contains elements that show an understanding of the perspectives of people during the Chartism period.  | Clearly reflects a complex understanding of the perspectives of people during the Chartism period.  | **5** |
| **Informative** | Does not provide information that shows knowledge of the Chartism movement. | Occasionally presents information that shows a limited understanding of some aspects of the history of Chartism.  | Presents information that shows an understanding of the aspects of this history of Chartism | Accurately presents significant information that details the aspects of the history of Chartism.  | **5** |
| **Use of historical sources** | Non-academic sites are primarily used with limited effectiveness.  | Academic sites are used for research but their use is limited. | Academic sites are used exclusively and quotations are included. | Academic sites are used exclusively and quotations are included with student analysis.  | **5** |
| **Use of** **Bibliography** | Not all sources are correctly cited in a separate bibliography.  | An obvious attempt to use a bibliography is made which includes a list of all sources used.  | The use of a bibliography is used, but formatting may need work | All sources are correctly cited using Chicago style | **4** |
| **Use of** **Footnotes** | Footnotes are not used | An obvious attempt to use footnotes is made. | The use of footnotes is used , but formatting needs work.  | Footnotes/Internal Citation are used correctly using Chicago formatting | **3** |
| **Use of academic formatting** | Hand-written and/or illegible, and/or lacking in care and attention.  | Typed | Typed and double spaced | Typed, double spaced and in Chicago, format for written academic work | **3** |

*Comments: Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 *Grade: /*

 *\_\_\_\_\_\_\_\_\_\_/* ***40***

 */*