ONTARIO WORLD HISTORY SINCE THE FIFTEENTH CENTURY, GRADE 12, UNIVERSITY PREPARATION (CHY4U) · UNIT B · 5 QUESTIONS

Revolutions and Nation-Building — Practice Test

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Source I - A British Mill Worker in 1830

Use this reading for questions 1 to 5.

I work twelve hours at the loom, and my children work beside me, for wages that barely buy bread and rent. The mill owner says machines bring progress, and in one sense he is right: cloth is cheaper than ever. But progress has not shortened our day, and it has not given us a vote.

Men in our town speak of unions, though the law forbids combinations, and of petitions to Parliament. We do not ask for charity. We ask for shorter hours, safer work, and a voice in laws that govern our lives.

- An invented account in the voice of a British mill worker

1 **The mill worker worked twelve hours at the loom. The mill worker account shows industrial work involved**



A long hours, child labour, and low wages

B short days and high wages

C voting rights for workers

D safe work at all times

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2 **The worker view of cheaper cloth is that progress**

A benefited workers equally

B ended all poverty

C gave workers political power

D lowered prices without shortening hours or giving votes

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3 **Unions are mentioned as forbidden by law because**

A owners supported unions

B Parliament required unions

C combinations of workers were restricted in this period

D workers disliked unions

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4 **The worker demands include**

- **A** higher bread prices
- **B** shorter hours, safer work, and political voice
- **C** charity from mill owners
- **D** an end to all machines

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5 **A historian would use this account to show industrialization created**

- **A** both economic growth and new social and political demands
- **B** only economic benefits
- **C** no political change
- **D** an end to child labour at once

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ANSWER KEY

1. A
2. D
3. C
4. B
5. A

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