

Year 8 - History Exam 2 Revision Sheet:



Topics: Slavery/Abolition/Industrial Revolution.

MEMORISE ALL INFORMATION IN THESE BOXES FOR THE FACT TEST SECTION OF THE EXAM

<p>In the 1700s, European countries like Britain realised how much money they could make from growing sugar, tobacco, cotton and coffee and shipping it back to Britain to sell. This began the slave trade triangle in which goods from Britain were sent to Africa. These goods (which included things such as guns, gin, whisky, metal pots and cotton cloth) were then exchanged for slaves.</p>	<p>The slaves were shipped across the Atlantic Ocean (in a journey known as the Middle Passage). Conditions were terrible on board. Slaves were forced to lie together in very cramped conditions. They were only allowed on deck to exercise. Because of the terrible conditions, disease could spread easily. When a slave died, they were thrown overboard to prevent the disease from spreading and infecting more people.</p>	<p>Those who survived the terrible conditions were sold into slavery in the Americas to work on plantations growing sugar, tobacco, coffee or cotton. When they arrived in America or the West Indies, they would be sold to plantation owners at a slave auction. There, owners would bid for slaves. To prepare them for auction, slaves would be washed and rubbed down with oil to highlight their muscles. If they had any wounds, black tar would be used to try and hide them.</p>
<p>Once bought, slaves would be branded. An iron branding stick would be used to burn logos and marks on slaves as a form of identification. People would now know who the slave belonged to. Plantation conditions were brutal. Slaves were treated appalling by their owners who saw them as little better than animals.</p>	<p>Field slaves would be worked from sunrise until sunset in the fields, for example picking cotton. They would be provided with a hut / shack, a little food and clothing but received no wages for their work.</p>	<p>Slaves were watched over by overseers. The overseers could hand out savage punishments if they thought a slave wasn't working hard enough - usually 'flogging' which means whipping, but slaves could be made to work in irons or even be castrated for disobedience. Runaway slaves who were captured might have part of their feet cut off or be executed.</p>
<p>In 1807, the sale of slaves was made illegal in the British Empire. Those who wanted to end slavery were called 'abolitionist'. The leader of the abolitionists in Parliament was an MP named William Wilberforce. He campaigned in Parliament for 18 years before slavery was finally abolished.</p> <p>Those who opposed him argued that Britain would become poorer as the government would lose the taxes which came from the slave trade.</p>	<p>Christian groups, such as the Methodists and the Quakers believed that everyone was 'equal in the sight of God' and that therefore slavery was immoral. They wrote books and articles supporting abolition.</p>	<p>An influential economist, Adam Smith, argued that it was better to pay wages as these could then be spent on goods and help the economy to grow. It was also argued that argued that the enslaved workers would work harder if they were freed and paid.</p>

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<p>The Industrial Revolution was a period of major changes in the way products are made. It took place more than 200 years ago and greatly affected the way people lived as well as the way they worked. New technology, in particular the invention of the steam engine, transformed Britain.</p>	<p>Conditions in a cotton mill were harsh. For example: Accidents - forcing children to crawl into dangerous, unguarded machinery led to many accidents. Up to 40 per cent of accident cases at Manchester Infirmary in 1833 were factory accidents. Health - cotton thread had to be spun in damp, warm conditions. Going straight out into the cold night air led to many cases of pneumonia. The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.</p>	<p>Working conditions in coal mines were also tough. Wages were so low that there were stories of pregnant women giving birth down the pit one day and being back at work the next. There were stories of brutal discipline measures. Miners were paid by the tub and if their tub was underweight, they were not paid. There were fierce fines, and some miners ended a week's work owing the money to the mine owner. Accidents such as roof falls, explosions, shaft accidents and drowning were frequent.</p>
<p>Railways had a major impact on farming, as perishable goods such as dairy products could now be moved long distances before they were inedible. The standard of living rose as a result. New companies formed to run railways. This created more jobs.</p>	<p>People's health improved as regular trains provided better access to fresher and cheaper food. The use of trains by Royal Mail meant people could stay in touch easily. It also allowed newspapers to sell to a national readership much more easily.</p>	<p>Trains boosted tourism and allowed people to travel to different parts of the country. It gave many city-dwellers access to the fresh air of the countryside.</p>

Revision tips:

1. Highlight the key information in each of the boxes and read over it several times.
2. Try and memorise the key information by writing it out on revision cards/in mind maps. Then cover them over and try and test yourself.
3. Once you've tried all of this, give the sheet to someone at home and ask them to test you.

IMPORTANT INFORMATION:

The second part of your exam will be TWO longer questions.

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Question 1 will be a HOW USEFUL is a SOURCE question about something you have studied this year.

To answer this type of question successfully you need to write about how the CONTENT/DETAIL in the source is useful, PLUS how what you know from your OWN KNOWLEDGE is supported by the detail in the source, PLUS how WHERE THE SOURCE IS FROM/WHEN IT WAS WRITTEN/WHY IT WAS WRITTEN makes it useful.

You will have done a practice type of this question in class before the exam. Look back in your exercise book to this task to remind yourself of how to answer this type of question.

Question 2 will ask you to WRITE A NARRATIVE ACCOUNT of an event we have studied. In this answer you need to describe the event in CHRONOLOGICAL ORDER and explain how each part of the event LINKS with the next part.

You need to memorise the following factual information to help you to answer this question:

The Montgomery Bus Boycott, 1955-56	The Greensboro Sit - In, 1960
Boycotting means to refuse to use services (eg. refuse to go to a particular business) until something is done to improve how the businesses treat people. In the 1950's in America, an unfair segregation law, in the state of Alabama, forced black people to give up their seat on a bus if a white person got on. In December 1955 a black woman called Rosa Parks refused to give up her seat. She was fed up of the racist laws and decided to protest by refusing to follow the law. The driver of the bus called the police and she was arrested, fingerprinted and jailed. As a result, a group protecting Black People called the NAACP arranged a boycott of the	In the Southern states in America black people were allowed to shop in the supermarkets but they were not allowed to sit at restaurant counters and buy food to eat. On 1 st February 1960 a group of black students decided to protest about this so they went to a diner which only served white people, sat at the lunch counter and refused to move. They waited there all day, hungry, until the restaurant closed in the evening. The next day more people joined them in their protest. More black students went to other cafes and restaurants, sat at the counters and refused to move. At first people swore at them, or poured drinks or

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buses. Martin Luther King led this. Many black people were convinced to join in. Since a lot of black people couldn't afford to own their own cars, they used the buses a lot so when they stopped doing so the bus companies lost a LOT of money. The boycott lasted for a year. People who were seen giving lifts in their cars to black people who were boycotting the buses were threatened with their driving licenses being taken off them by the police. By the end of 1956 the Supreme Court in America decided the segregation law on the buses was wrong and the boycotters had won. Black people could now sit in any seat on the bus.

ketchup on them. Then some of the white customers began violent attacks on them. When the police arrived, the black protesters were arrested. Nearly 3,600 were arrested, many were hurt but the students didn't fight back, they remained peaceful.

Next, black people started to boycott large shops which were mostly used by black people. This meant the shops started losing lots of money so they eventually changed their rules and began to serve black people both in their shops and cafes. The peaceful protest had worked.