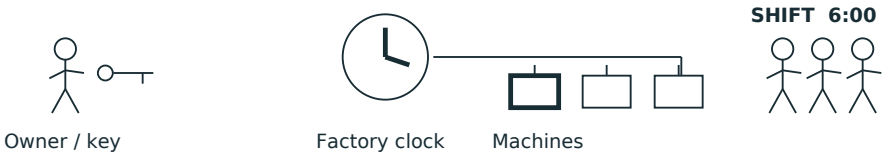
Document 1 • the factory clock

Suggested time for the entire exam: 75–100 min; divide across two periods if needed.

Name _____ **Date** _____

Original editorial cartoon for this practice exam. A large clock runs a row of factory machines. On one side an owner holds the clock key; on the other side workers stand beneath a sign announcing the shift. The caption reads “Who owns the hours?” Interpret it as a constructed view of industrialization in nineteenth-century Britain.



1. Which relationship is the cartoonist emphasizing?

- ○ A Workers generally set factory hours through direct votes.
- ○ B Machines made timekeeping unnecessary.
- ○ C Control of production can also give employers power over workers’ time.
- ○ D Factory owners opposed all scheduled shifts.

2. Which source would best test how closely schedules were followed at one mill?

- ○ A A later drawing of a steam engine
- ○ B A map showing coal deposits alone
- ○ C Dated time books and worker testimony from that mill
- ○ D A national list of factory names

3. Explain the cartoonist’s point of view using two visual details. Identify one limit of this cartoon as evidence about actual workers’ experiences.

Document 2 • law and enforcement

Use the stimulus and your course knowledge.

Name _____ **Date** _____

Historical summary of the British Factory Act of 1833. Parliament placed limits on child labor in covered factories and provided inspectors to enforce the law. Document 1 offers a critical interpretation of power inside a mill; Document 2 describes a government response.

4. Which change does the law most clearly illustrate?

- ○ A Government assumed a larger role in conditions within covered factories.
- ○ B Parliament replaced factory owners as operators of all mills.
- ○ C Workers acquired direct control of every inspection.
- ○ D Industrial production shifted back to homes.

5. What further evidence would most directly measure implementation?

- ○ A A factory owner’s portrait
- ○ B Comparisons of inspection findings and hours actually worked over time
- ○ C The number of pages in the statute
- ○ D The date the law was printed

6. Explain a historical circumstance that helps account for Document 2. Then explain how the issue in Document 1 and the policy in Document 2 are related.

Documents 3 and 4 • a commodity and a campaign

Use the stimulus and your course knowledge.

Name _____ **Date** _____

Document 3 / Historical summary: British colonial authorities in India controlled salt production and imposed a salt tax. In 1930 Gandhi and other marchers traveled to the coast and challenged those rules. Document 4 / Original interpretive sketch: a packet of salt sits on one pan of a scale. The other pan is labeled “authority to make the rules.” The pans balance. The sketch comments on the campaign’s political meaning.



7. Why was salt a useful focus for mobilization?

- ○ A Its political significance depended on the absence of a tax.
- ○ B It linked an ordinary necessity to colonial authority.
- ○ C It was produced exclusively in Europe.
- ○ D Only officials were permitted to consume it.

8. Which interpretation best fits the balanced pans?

- ○ A Colonial taxation had no effect on ordinary life.
- ○ B Salt and government had equal market prices.
- ○ C The march immediately transferred all state power.
- ○ D A dispute over salt could also be a dispute over political authority.

9. Explain the difference between evidence that a rule was challenged and evidence that political power changed. Use Document 3, then identify evidence needed for the second claim.

Document 5 • formal independence

Use the stimulus and your course knowledge.

Name _____ **Date** _____

Historical summary: India became independent in 1947 and Ghana in 1957. Former colonies faced continuing choices about political institutions and economic relationships after independence. Use Documents 1–5 across the four pages for the essay.

10. Which statement is directly supported by Document 5?

- ○ A The timeline of formal independence varied across places.
- ○ B All colonial institutions disappeared immediately.
- ○ C All economic ties ended on the date of independence.
- ○ D The two states used identical political settlements.

11. Which comparison would best investigate economic continuity after independence?

- ○ A A flag design from each country
- ○ B The geographic distance between the capitals
- ○ C Only one year of election results
- ○ D Export destinations before and after independence in the same country

12. Write an enduring-issues essay. Identify and define an issue raised by these documents. Explain its significance, its effect on people, and how it persisted or changed across time or place. Use evidence from at least three documents and relevant outside historical knowledge.

Use this space to plan. Continue your response on the next page.

Written response

Question 12 • Document 5 • formal independence. Use additional paper as needed.

Name _____ **Date** _____