

## Global II Regents Prep CRQ Practice #1

### Document 1

The excerpt of the letter below was written by the Cloth Merchants of Leeds, England in 1791. The letter was published in two local newspapers.

In the Manufacture of Woollens, the Scribbling Mill, the Spinning Frame, and the Fly Shuttle, have reduced manual Labour nearly One third, and each of them at its – first Introduction carried an Alarm to the Work People, yet each has contributed to advance the Wages and to increase the Trade, so that if an Attempt was now made to deprive us of the Use of them, there is no Doubt, but every Person engaged in the Business, would exert himself to defend them.

From these Premises, we the undersigned Merchants, think it a Duty we owe to ourselves, to the Town of Leeds, and to the Nation at large, to declare that we will protect and support the free Use of the proposed Improvements in Cloth-Dressing, by every legal Means in our Power; and if after all, contrary to our Expectations, the Introduction of Machinery should for a Time occasion a Scarcity of Work in the Cloth Dressing Trade, we have unanimously agreed to give a Preference to such Workmen as are now settled Inhabitants of this Parish, and who give no Opposition to the present Scheme.

Appleby & Sawyer  
Bernard Bischoff & Sons  
[and 59 other names]

Source: Letter from Leeds Cloth Merchants, 1791. From J. F. C. Harrison, *Society and Politics in England, 1780-1960* (New York: Harper & Row, 1965), pp. 72-74 and the Fordham Modern History Sourcebook.  
<https://sourcebooks.fordham.edu/mod/1791machines.asp>

**Historical Context-** refers to the historical circumstances that led to this event/idea/historical development

1. Explain the historical circumstances that led to the use of the use of machines described in the letter. [1]

## Document 2

The petition below was written by the Leeds Woollen Workers. It was published in a local newspaper in 1786.

...The number of Scribbling-Machines extending about seventeen miles south-west of LEEDS, exceed all belief, being no less than *one hundred and seventy!* and as each machine will do as much work in twelve hours, as ten men can in that time do by hand, (speaking within bounds) and they working night-and day, one machine will do as much work in one day as would otherwise employ twenty men....twelve men are thrown out of employ for every single machine used in scribbling...[as a result] eight thousand hands are deprived of the opportunity of getting a livelihood.

We therefore hope, that the feelings of humanity will lead those who I, have it in their power to prevent the use of those machines, to give every discouragement they can to what has a tendency so prejudicial to their fellow-creatures...

Men of common sense must know, that so many machines in use, take the work from the hands employed in Scribbling, - and who did that business before machines were invented...

...How are those men, thus thrown out of employ to provide for their families; - and what are they to put their children apprentice to, that the rising generation may have something to keep them at work, in order that they may not be like vagabonds strolling about in idleness? Some say, Begin and learn some other business. - Suppose we do; who will maintain our families, whilst we undertake the arduous task [?]

But what are our children to do; are they to be brought up in idleness? Indeed as things are, it is no wonder to hear of so many executions;...bringing children up to industry, and keeping them employed, is the way to keep them from falling into those crimes, which an idle habit naturally leads to.

Signed, in behalf of THOUSANDS, by  
Joseph Hepworth Thomas Lobley  
Robert Wood Thos. Blackburn

From Leeds Woollen Workers Petition, 1786. From J. F. C. Harrison, *Society and Politics in England, 1780-1960* (New York: Harper & Row, 1965), pp. 71-72 and the Fordham Modern History Sourcebook.

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2. Using document 2, explain how audience affects the way the Leeds Woollen Workers presents their ideas. [1]

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**Similarity-** tells how something is alike or the same as something else.

**Difference-** tells how something is not alike or not the same as something else.

3a. Identify a similarity **or** a difference between the events, ideas, or historical developments presented in documents 1 and 2. [1]

3b. Explain a similarity **or** a difference in the events, ideas, or historical developments presented in these documents. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]