

SPECIAL REPORT OF MR. JOSEPH WHITWORTH PRESENTED TO PARLIAMENT 1854

I could not fail to be impressed, from all that I saw there, with the extraordinary energy of the people, and their peculiar aptitude in availing themselves to the utmost of the immense natural resources of the country. . .

The labouring classes are comparatively few in number . . . [because Americans] call in the aid of machinery in almost every department of industry. . . Examples [include] plough making, where eight men are able to finish thirty per day; to sewing by machinery, where one woman does the work of 20. . .

It is not for a moment denied that the natural resources of the United States are immense, that the products of the soil seem capable of being multiplied and varied to almost any extent, and that the supplies of minerals appear to be nearly unlimited.



ARTIFACT ANALYSIS

Responses can be written or discussed. Responses should be brief and targeted. Speed is an important factor in analyzing artifacts.

Begin your analysis the same way historians do: SOURCE IT!

Before they dig into an artifact's details, historians want to know a few things like the worldview of the creator, why they created it, the artifact's context, and who this artifact was really targeting. The APUSH Exam assesses 4 sourcing elements just discussed:

Point of View, Purpose, Historical Situation (Context), and Audience.

So begin your analysis here and THEN infer the main point.

MAIN POINT

What is the main point of the artifact's creator?

KEY PASSAGE

Underline what you believe to be the artifact's key passage/s.

SOURCING

Choose a sourcing element: Point of View, Purpose, Historical Situation (Context), or Audience. Explain how this sourcing element is relevant to the artifact's Main Point.

ANALYSIS

What does this artifact tell us about the period it comes from?



