

Use the image below to answer all parts of the question that follows.

Thomas Benjamin Kennington, English artist, *The Pinch of Poverty*, 1891



Coram in the care of the Foundling Museum, London/Bridgeman Images

2. a) Describe the attitude toward poverty expressed in the painting.
- b) Describe a broader context in which the painting was produced.
- c) Explain one way in which reformers during the late 1800s and early 1900s attempted to address the problems of poverty in Europe.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

Answer (a), (b), and (c).

3. a) Describe one significant cultural or intellectual change during the Renaissance.
- b) Explain one cause of cultural or intellectual change during the Renaissance.
- c) Describe a significant difference between the art of the Italian Renaissance and the art of the Protestant Reformation.

Answer (a), (b), and (c).

4. a) Describe one significant change in the relationship between Western Europe and other parts of the world after 1945.
- b) Explain one cause for a change in the relationship between Western Europe and other parts of the world after 1945.
- c) Describe one continuity in the economic relationship between Western Europe and other parts of the world in the period from the late 1800s through the late 1900s.

Question 2: Short Answer Primary Source Image**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

(A) Describe the attitude toward poverty expressed in the painting. **1 point**

Examples that earn this point include the following:

- The artist is sympathetic to people experiencing poverty.
- The painting expresses the tragedy and sorrow of poverty.
- The middle class should notice the poor.
- People in poverty do not lose their dignity.
- Poverty need not result in child neglect or a lack of familial love.

(B) Describe a broader context in which the painting was produced. **1 point**

Examples that earn this point include the following:

- Industrialization attracted many people to cities, impoverishing those who could not find stable employment and income.
 - Cities were unprepared for the rapid urban growth, causing the poor to live in overcrowded and squalid conditions.
 - The Industrial Revolution forced women and children to work in factories and mines for insufficient wages.
 - Despite economic improvements during the Second Industrial Revolution, poverty persisted.
 - Realism and Naturalism portrayed life accurately and sought to expose social problems, breaking with the idealized style of Romanticism.
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| (C) | Explain one way in which reformers during the late 1800s and early 1900s attempted to address the problems of poverty in Europe. | 1 point |
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Examples that earn this point include the following:

- Social welfare systems, such as pensions and worker’s insurance, were gradually set up to protect some people from economic instability.
- Laws like the factory acts, mines acts, and public health acts sought to shield the poor from the exploitation of industrialization.
- Improvements in housing regulations, sanitation, and air quality gradually lifted the living standards of the poor.
- Unionization led to better wages and labor conditions for the working class.
- Marxism, Chartism, and the rise of Socialist parties empowered the poor and accelerated welfare legislation.
- Reformers attempted to distinguish between the “deserving poor” (who were seen as victims, such as the family in the image) and the “undeserving poor” (who were seen as responsible for their own problems).
- Religious foundations, such as the Salvation Army, attempted to meet the material as well as the moral needs of those living in poverty.
- Urban police forces were created to maintain order and protect property.
- Social workers, philanthropists, and urban organizations such as Settlement Houses attempted to address the living conditions, lack of education, or lack of social mobility faced by the poor.

Total for question 2 3 points