

Child Labor
In
Turn of the Century America
Child Slavery versus Child Empowerment

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Overview

I cried many times. I'm still crying. I had a very hard life. – Samuel Wentovich (Bartoletti)

In the annals of history, man's inhumanity to man has only been surpassed by man's inhumanity to children. If this appears to be an overtly subjective observation, it is meant to be. The growth of industrialization and urbanization in 18th and 19th century America and Western Europe, created additional needs and opportunities for children to work. This was not the first nor the last time that our young, and sometimes, very young children, would be exploited for profit, but it was unique. The doctrines of natural selection and survival of the fittest lent credence and justification to those who abused this practice. Robber Barons, and many small-time industrialists, factory owners, and the managers who supervised them, rarely saw any harm in hiring children, or putting them in harm's way. It was good for the spirit and developed a strong work ethic at a young age. Who could argue with the ultimate goal of producing future generations of hard working Americans, who asked for nothing and depended on no one? Self-sufficiency was the goal, and these workers would be molded, preferably from a very young age, into model American citizens.

Entitlement programs did not exist. You worked, you begged or you starved. The extended family did play a greater role than it does today in assisting those family members in need, but life was harsh, and people in general, felt that everyone should do their fair share. Various churches and their followers offered assistance in the way of food and sometimes clothing, but shelter was at a premium, and it wasn't until the advent of social workers such as Jane Addams and Hull House, that the private sector began to formally provide much needed help. One of the

Progressive Movement's main thrusts was aimed at the excesses of child labor, but as we shall see in the readings, they were met with resistance.

Rampant industrialization, with resulting urbanization, immigration, and apparent societal disregard for the rights of children, particularly poor or orphaned children, created a hostile and dangerous environment for the working class young. The purpose of this lesson is to have the high school students examine how these three forces may have influenced the growth and abuses of child labor. These forces were supported by a doctrine of survival of the fittest that found a strong foothold in the American psyche of the times. In addition, some parents and guardians strongly felt that it was not in the domain of the federal or state governments to legislate or regulate their child's right to work, or the conditions under which they worked. After reading various dissertations from the period, students will write a persuasive argument and speak to their audience (classmates), either promoting the attributes or denouncing the horrors of child labor.

Rationale

Most United States History teachers do not share my passion for the units on Growth of Industrial America and the Gilded Age, but this has always been a fascinating period for me to study and a challenging one to teach. Since the Pittsburgh Public School United States History Curriculum is divided between 8th grade (Early United States History) and high school (20th Century United States History), it is mandated that we begin the course with the Progressive era, so this is the first unit presented. Since my students (high school juniors) have a two-year gap in their American History studies, it is necessary to provide an overview, including the growth of industrialization.

Social Darwinism and the Doctrine of Survival of the Fittest

I tell my students early on in the year that in most instances, greed and money are the catalysts and motivating factors that generally influence negative human behavior. This is particularly borne out in this period of our history by the robber barons, the rise of mega companies, and the resultant abuse of labor, all under the guise of natural selection and survival of the fittest. We can either praise or vilify English philosopher Herbert Spenser and his American counterpart William Sumner for adapting Darwin's *On the Origin of Species* to justify economic, political and societal transgressions, but we cannot ignore their influence.

Juniors in high school will examine the moral and ethical implications created by young children in the work force. People admired America's "pull yourself up by your own bootstraps" philosophy. Many parents and employers felt, as will be shown in the readings, that hard work, as opposed to school, was the best education a child could receive. Children must learn to be productive, hardworking citizens at an early age if they were to succeed (work ethic). Some attributed sickness, injury and death to weakness on the part of the child (natural selection), wherein the weak would be eliminated, and only the strong that could endure the rigor of hard work in the mines and the mills, survived (survival of the fittest). Industrialists frequently stated that they were performing a noble act by promoting child labor.

This topic is rife with challenging questions that are applicable today, particularly how improvements in medicine affect natural selection. We are only beginning to witness the moral dilemma that will confront future generations. Social Darwinism is alive and well.

Growth of Industry and the Gospel of Wealth

If industry was tantamount to religion in some quarters of America, the gospel became the acquisition of wealth at any cost. Machiavelli would have been proud of most “Captains of Industry” in their pursuit of the almighty dollar. The end always justified the means, and the workers, the urban masses with little or no agency, were an endless resource of cheap expendable labor. This was buoyed by the overwhelming financial success of the industrialists, who took great pride in their accomplishments. As far as they were concerned, it was, at least in the beginning, a level playing field. Everyone had the same opportunities to utilize the capitalist system to their best advantage. If you did not achieve greatness or fortune, you had only yourself to blame.

OSHA did not exist. Precautions to prevent injury or death in the workplace were seldom taken. Families upon the death of a spouse, parent or child rarely initiated lawsuits. If a supervisor or company owner was magnanimous, he might drop by the home to offer condolences and a few dollars, but would not accept blame. How could you place blame upon an inanimate machine? Surely, the blame lies with the operator, whose lack of skill and limited ability (survival of the fittest) caused the accident or death (natural selection). We might find this cruel and unusual by today’s standards, but even now, some companies weigh the potential cost of lawsuits against the cost of eliminating a known or potential hazard, either at the work site or in a product, before determining if they will make the changes.

Children in the Work Force

Factory and mill owners gravitated to urban settings for abundant labor, hydropower, commerce and opportunities for disseminating and shipping their goods. Disenchantment with farming combined with new urban job opportunities, caused many farmers to migrate to the cities. Some Europeans, disenchanted with political, economic and social forces in their own countries, also decided to emigrate. The cities were teeming with multitudes willing to work long hours for low pay, and children were an integral part of this financial equation, for both the family and the factory owner.

Rapid industrial growth particularly affected children, because of the resultant need for cheap labor, the operative word here being cheap. “By 1980, nearly 20 percent of all workers were fifteen or younger. “The most beautiful sight we see is a child at labor,’ said the founder of the Coca-Cola Company.” (Appendix D) Historically, poor and middle class children had worked and were expected to work. School was a luxury that few could afford, either monetarily or in terms of time. A single wage from a mill laborer, coal miner, or other unskilled worker was not sufficient to support a family. Mothers contributed by taking in piece-work (cottage industry), and were often helped by their children, even the very youngest. It wasn’t as if parents wanted their children to work, but for most, it was absolutely necessary. Since school attendance was

not mandatory, it was therefore up to the parent(s) to decide if and for how long their children got a formal education.

Child labor was not confined to the city. It has a much, much longer history. The world was primarily agrarian and farming was, except for universal transgressions into the depths of slavery, a family responsibility. Children worked along side their parents who supervised them. There was no public outcry regarding the hours these children worked because they were usually working with and for their parents. Abuse, including long hours, physically hard labor, and either lack of or limited educational opportunities, were justified by parents and the farming community because their very survival depended upon the farm's success. In rural areas, education was even more inaccessible. Distance, and the extraordinary demands that a farm places on the family, limited educational opportunities, but did not necessarily negate them.

Government Regulation

Many parents strongly resented interference from outside agencies, such as social workers and the government. A child's upbringing was solely within the domain of the parents. They may have relied upon the "village," whether urban or rural, to provide additional oversight, but they resisted anything that even remotely resembled interference. For better or worse, children were totally at the mercy of their parents or guardians, and in possible worst-case scenarios, orphaned and dependent on his/her employer for shelter and wages.

Not all children who worked were abused or placed in unhealthy and dangerous environments. Many children, particularly young boys, worked after school at a variety of jobs in and around the cities where they lived. They delivered messages, sold groceries, newspapers, and did odd jobs for people in their neighborhoods. They worked as clerks, stock boys, or baggers in small grocery stores which were not open long hours, and which depended on these kids for cheap labor. Government regulation was not intended to impede this group of entrepreneurial and industrious young people, but many feared it would.

Objective

This curriculum unit will seek to directly involve students in examining the pros and cons of child labor from the perspective of migrant/immigrant parents and factory owners, and the Progressives who considered child labor tantamount to child slavery. The goal of this lesson is to have the students write a persuasive essay, either condoning child labor as necessary and negating government regulation, or prohibiting child labor and seeking government intervention.

It is important for students to understand the context of time in which this all took place. Should we criticize 18th and 19th century parents who demanded that their children work and contribute to the family, and judge them by 21st century standards? Faced with similar circumstances governing our survival, would we do the same today? Does a nation's economy and ability to provide jobs for its people ultimately determine how children are treated? Does the federal government have the right to make laws regarding child labor or should it remain within the family domain? Is selling your child for profit the only viable option in Third World

countries? Are we currently committing a disservice when parents and schools encourage employment for academically challenged high school students, and their attendance and performance decline even further?

Strategies

I am bound to images. I agree that “the pen is mightier than the sword,” but that was written before the advent of photographs and documentary film. Even before these inventions, paintings and sculpture had profound effects on one’s ability to convey and perceive events. A picture truly often can be “worth a thousand words.” As a baby boomer, I grew up with the Hollywood view of history we were all subjected to. In fact, I owe my love of history to those great swashbuckler films of the 1930’s. This was supported in no small part by my parents, who loved historical drama. How many six year olds are taken to see “The Brothers Karamazov,” and enjoy it? History became my first love, and film was a close second. Fortunately, unlike most of the populace, I realized at a relatively young age that Hollywood and history were not synonymous. Period photographs were added to the mix in high school, and became another source of wonder and information.

I integrate and utilize documentary film and period photographs into my lesson plans whenever I can. After the Civil War was documented on film, the next major opportunity presented itself to the muckrakers and other social activists of the Progressive era. Lewis Hine was at first content to expose the excesses of child labor as a journalist. While teaching, he decided to use photographs to augment his lesson plans. He soon realized the power generated by the images he took, and decided to pursue exposing society’s problems on film as a career.

“I have followed the procession of child workers
Winding through a thousand industrial communities , from the canneries of Maine to the fields of Texas. I have heard their tragic stories, watched their cramped lives and seen their fruitless struggles in the industrial game where the odds are all against them.”

Lewis Hine – 1913 (Greene)

This lesson plan affords a number of different strategies that should be available to most teachers. There are numerous web sites devoted to the photographs of Lewis Hine. Choose six to ten images, and either copy them onto transparencies for overhead projection, copy them for student distribution, or if you are fortunate to have Power Point, you can project the images directly. There is also an excellent film documentary, “America and Lewis Hine.” I plan to use a 30 minute segment of the film that discusses the National Child Labor Committee, in which Hine was hired to document the working children, one of the regions being Pittsburgh. I would highly recommend purchasing this film to supplement your Progressive Library. His work is incomparable in both scope and quality. These powerful images of young children, aged far beyond their years, have made Hine the leading photo journalist/muckraker of his day.

Coincidentally, the National Child Labor Committee did not back a 1906 child labor bill that went before Congress. It did not pass. (Holland). Not all problems have easy solutions.

Students will be asked to react to these images/film as a group and individually, all the while encouraging students to begin to identify their cause (for or against child labor reform). Next, the lesson will incorporate primary document readings, six of which are included herein, but you may choose others.

Students will read actual accounts describing children's experiences in the workplace. Students will view various images of children at work. and read accounts on the effects, both the negative, and the perceived positive, of child labor on business, society, and ultimately on children. Among these were the obvious financial benefits to both the employer and the child, and a sense at this time in our history, that instilling a strong work ethic in children was paramount to the success of the individual and American society at large.

Classroom Activities

- **Readings** – Primary Source Material
- **Photographs and Film** - possibly including excerpts from “America and Lewis Hine.
- **Group Activity** – Brainstorming session on pros and cons of child labor.
- **Persuasive Argument Essay** in the form of an impassioned speech promoting the benefits or condemning the evils of child labor. Students will be asked to role-play as a mill owner, a widowed mother, a social worker, an orphaned child, or another turn-of-the-century character the student feels exemplifies the thinking of the time.

Activity

Students will read the primary source material included herein (Appendices A, B & D) including the accounts of Rose Cohen, Joseph Miliauskas, and excerpts from one of their workbooks, “Great Debates in American History.” I do not have access to Power Point, so I usually print out a transparency of each reading, and read it together with the class. Students will then be asked to complete the Questionnaires, (Appendices C & E). Upon completion of the assignment, ask students to respond to the readings, initially using the Questionnaires as a guide, but then leading the class towards a more profound reaction to the readings. How do they morally and ethically respond to these personal accounts and society's view of child labor?

Activity

Students will view photographs from the Lewis Hine Collection, and or other period photos you may choose to use by either downloading off of the Internet, or books from your school library. You may then copy them onto transparencies or Power Point. There is an abundance of readily

available material for this lesson. The documentary film, “America and Lewis Hine,” would greatly enhance the impact of this lesson, and should be used if available.

Students will not need a formal questionnaire for this lesson. Depending upon the images you choose, the impact should be dramatic, and should generate a plethora of questions, including but not limited to the kind of work depicted, how old the kids might be, how much they got paid, how many hours they worked per day, what their home life and neighborhood were like, etc.

The child’s or children’s appearance and demeanor should be paramount to this discussion. Do these children appear to be well cared for and happy? Record the students’ responses on the board. Continue to interject that it was absolutely necessary for many of these children to work and contribute to their family, and that not all children were forced into labor by their parents, then garner the students’ reactions, not just to the images, but to the institution of child labor in general. This is all in preparation for their Persuasive Argument Essay.

Activity

Appendix F

This Lesson Plan culminates in the student’s Persuasive Argument Essay. Students will be asked to write a three minute speech, some of which will be chosen for classroom presentation. The purpose of this assignment is to have the students respond to the historic background in their textbooks, the readings, the visuals, and classroom discussion. Students will be able to determine if child labor, at that particular time and place in urban turn of the century America, was a crime perpetrated upon children, a necessary way of life, or actually a positive influence and character builder.

Students will select a period character, and write their speech as if from that person’s perspective. Characters who might promote child labor and resist Government Regulation:

Factory Owner

Politician

Parent

Child Laborer

Characters who might condemn child labor and insist upon Government Regulation:

Social Worker

Parent

Child Laborer

Progressive Reformer

Politician

Review individual questionnaires, and assist students in determining which path they would like to pursue and defend. Inform the students that their character's speech will be delivered to an audience with opposing views. For instance, the Social Worker would be speaking to a group of local mill owners, or a mill owner would be addressing a group of Social Workers. The purpose of their speech is to change the opposing group's point of view. Since photographs and film might not have been available in this type of forum, the students will be instructed to rely solely on their persuasive abilities, and defend their position with quotes or examples contained in this lessons readings.

APPENDIX A

A YOUNG WOMANS FIRST DAYS IN A SWEATSHOP

Rose Cohen, age 12, talks about her first two days on the job in a New York City sweatshop, 1892

“About the same time that the bitter cold came, father tale me one night that he had found work for me in a shop where he knew the presser. I lay awake long that night. I was eager to begin life on my own responsibility but was also afraid. We rose earlier than usual that morning for father had to take me to the shop and not be late for his own work. I wrapped my thimble and scissors, with a piece of bread for breakfast, in a bit of newspaper, carefully stuck two needles into the lapel of my coat and we started.

The shop was on Pelem Street, a shop district one block long and just wide enough for two ordinary sized wagons to pass each other...Father said, ‘good-bye over his shoulder and went away quickly. I watched him until he turned onto Monroe Street.

I found a door, and pushed it open and went in. A tall, dark, beardless man stood folding coats at a table...”Yes,” he said crossly. “What do you want?”

I said, ‘I am the new feller hand.’ He looked at me from head to foot. My face felt so burning hot I could scarcely see. ‘It is more likely,’ he said, ‘that you can pull bastings than fell sleeve lining.’ Then turning from me he shouted over the noise of the machine. ‘Presser, is this the girl?’ The presser put down the iron and looked at me. ‘I suppose so,’ he said. ‘I only know the father.’

The cross man said, ‘Let’s see what you can do.’ He kicked a chair, threw a coat upon it and said, ‘Make room for the new feller hand.’ One girl tittered, two men glanced at me over their shoulders and pushed their chairs apart a little...All at once the thought came, ‘If I don’t [sew] this coat quickly and well he will send me sway at once.’ I picked up the coat, threaded my needle and bean hastily, repeating the lesson father impressed upon me. ‘Be careful not to twist the sleeve lining, take small false stitches.’...From this hour, a hard life began for e. [The boss] refused to employ me except by the week. He paid me three dollars, and for this he hurried me from early until late...He was never satisfied. By looks and manner he made me feel that I was not doing enough. Late at night when the people would stand up and begin to fold their work away...he would come over with still another coat. ‘I need it first thing in the morning,’ he would give as an excuse. I understood that he was taking advantage of me because I was a child. And now that it was dark in the shop, except for the low single gas jet over my table and the one over his at the other end of the room, and there was no one to see, more tears fell on the sleeve lining than there were stitches in it.

[When I got home], my father explained, 'It pays him better to employ you by the week. Don't you see if you did piece work [and got paid for each coat] he would have to pay you as much as he pays a woman piece worker? But this way he gets almost as much work out of you for half the amount a woman is paid.' (Hoose)

p.s. What happened to Rose Cohen?

“ She kept working in shops and helped make enough money to send for the rest of her family. She became a union leader and organizer. She refused to marry a man her father had picked for her and later married Joseph Cohen. When their daughter Evelyn was born, Rose stopped working in sweatshops. She took writing classes and followed her passion, writing. She wrote five short articles and a book about her life. All were praised. She died in 1925[at the age of 45].(Hoose)

APPENDIX B

A BREAKER BOY TALKS ABOUT HIS EXPERIENCES IN THE COAL MINES

Joseph Miliauskas, age 10, begins work as a slate picker in Scranton, Pennsylvania at 70 cents per day.

“There were five slate pickers on our chute. The last one was the cleaner. He got one cent more than the boys in front of him. It was up to us to watch and pick the slate [rock that couldn't be burned] out. We had to throw it to the side and let the clean coal go down.

The boss was behind us with a broom and if he caught you slipping up and letting some slate come down, boy, you'd get it in the back with a broom. Oh, he'd sock you. If you were the first one, and if you don't throw [out] much slate, he'd come back up on you and let you have it... Sometimes when the boss wasn't looking we let more of it go through. Usually he was there though watching you and he'd slam you with the broom.

[My] second [day on the job] my fingers were all cut up and bleeding. I asked the boss if I could go home and he hit me with the broom and said, 'Stay there.' Twelve o'clock came and the whistle blew. I took my dinner pail out and went home. I come home and said to my mother, "Mom, I'm not going back tomorrow to work anymore. My fingers are all bloody." 'Oh yes you are,' she said. 'We didn't tell you to get this job. You got it on your own. You started it; you're going to stay with it.' So I stayed home that afternoon and then went back. [After] you're there two or three weeks, your fingers get hardened up. No more blood. You get used to it.”

The breaker boys looked for chances to get back at the bosses who beat them. Sometimes they fired pieces of coal at a boss who turned his back. When they really got mad, they jammed the machinery with pieces of board or rock, bringing the whole factory to a standstill. But getting caught meant big trouble at home, since no one got paid when the machines were down. For Joseph, the best part about being a breaker boy was lunch.

“[We] worked from seven to noon, then a half hour to eat, then back to work till 5:30. [When the noon whistle blew for lunch] we ate our sandwiches in no time, then started playing tag. We knew every hole in that breaker, and we'd hide and go through in complete darkness. We'd go over the machinery and around it. You get to know it because everything stops during lunch hour. We got to know it like a bunch of rats.”

When he turned twelve, Joseph became a “nipper” in the underground mines. All he had to do was sit on a bench outside the door and open it when he heard a train or a mule coming with a coal car from another part of the mine, and then close it again. At last he was free of noise, dust, and bosses. He fed crumbs of bread to the rats that kept him company and made friends with the mules that hauled coal cars along the underground railroad tracks. It was warm and peaceful deep inside the earth. But Joseph soon found out how important it was to stay alert.

“Once I got up a little late and missed the cage that took us down the shaft to work...I got there late, but thank God, there were no empty cars and nothing had come through [my door]. I was all wet with perspiration. I stretched out on my bench, put my lamp along side of me, and fell asleep. First thing I knew I heard a bang and I jumped up. The bib to my overalls was on fire [from the lamp] and there was my door on top of a loaded car...A short time later, [the boss] came through. I told him the whole story of how I got up late. All he said was, ‘Well, Joe, be a little more careful.’ ”

p.s. What happened to Joseph Miliauskus?

“Unlike most of his friends, Joseph left the mines after being a nipper. He went to school and became a Roman Catholic priest in a Pennsylvania coal town. He lived into his seventies.”
(Hoose)

APPENDIX C

CLASSROOM ACTIVITIES

Student Questionnaire

(to be used with primary document readings, Appendices 1 and 2)

Name _____

Class _____

Period _____

Date _____

1. Document Title _____

2. Why is this considered a primary source document? _____

3. Who wrote the story? _____

4. How old was he/she when they started work? _____

5. Who decided that they should go to work? _____

6. Every experience has its good points, as evidenced from this reading. List four positive and four negative experiences reported by the writer.

Positive

Negative

APPENDIX D

Great Debates in American History – American Odyssey Textbook: Unit 3 Supplemental Materials

Robert Hunter – Social Worker

The nation is engaged in a traffic for the labor of children. By the introduction of the little ones into mines, factories and mills, we do a direct evil for which we are definitely responsible... At this Moment...over 1,700,000 children under fifteen years of age are toiling in fields, factories, mines and workshops. Child labor is synonymous with child slavery...the prison-like factory of today, with great chimneys...the maze of pulleys, cogs, the humid, artificial air...the working children, rushing from one machine to another, from lever to roll, back and forth, hour after hour for ten or twelve hours. Day after day from year's end to year's end. These injuries which child labor inflicts upon the children are terrible; but they are, perhaps, no more important than the injuries child labor inflicts on society. As a matter of fact, child labor often retards industrial progress.

Asa G. Caulder – Founder of the Coca-Cola Company

The most beautiful sight that we see is the child at labor. As early as he may get at labor the more beautiful, the more useful does his life get to be.

I say it is a tragic thing to contemplate if the Federal Government closes the doors of the factories and you send that little child back, empty-handed; that brave little boy that was looking forward to get money for his mother for something to eat.

The work of the world has to be done; and the children have their share...why should we...place the emphasis on...prohibitions...We don't want to rear up a generation of nonworkers, what we want is workers and more workers.

If a child is not trained to useful work before the age of eighteen, we shall have a nation of paupers and thieves.

Editorial in the "New Republic," 1924.

If liberty and the home are destroyed when a government is in a position to step in between parent and child, they were destroyed upon the adoption of the Constitution... We think that everyone who knows anything about actual industry will agree that it is child labor, not any law restricting it, that is destructive of liberty; destructive of the liberty of the child, and of that of the child's parents, who are thrust into a position where they have to choose between starvation and the enslavement of their children. Ultimately it is destructive of the liberty of the community that tolerates it. We think it will also be generally agreed that wherever child labor is common the home tends to disintegrate.

Nicholas Murray Butler – president of Columbia University.

No American mother would favor the adoption of a constitutional amendment which would empower Congress to invade the rights of parents and to shape family life to its liking.

They have taken our women away from us by constitutional amendments; they have taken our liquor from us; and now they want to take our children.

[The Illinois child labor law is a] curse instead of a blessing to those compelled to earn their bread by the sweat of their brow. He [a child] must not attempt to work; he must not dare to earn his living honestly because in his case...that is against the law.

Lincoln's character could [never] have been developed under a system that forced him to do nothing more of drudgery than is necessitated by playing on a ball team after school hours.

APPENDIX E

CLASSROOM ACTIVITIES

Student Questionnaire
(to be used with primary document readings, Appendix 3)

Name _____

Class _____

Period _____

Date _____

1. Document Title _____

2. Why is this considered a primary source document? _____

3. Who authored your selections? _____

In preparation for your Persuasive Argument Essay, please write a description of your reaction to two of these readings. Make sure that the two readings you pick offer opposing views. Defend your position.

Against Child Labor Reform...

In favor of Child Labor Reform

APPENDIX F

Persuasive Argument Essay Worksheet
on
Government Regulation of Child Labor

Name _____

Class _____

Period _____

Date _____

Do you believe that child labor in turn of the century America was detrimental to a child's health and well being, and needed to be regulated by the Government? Yes _____ No _____

Do you believe that child labor in turn of the century America was necessary for the success of business, family support, and instilled a strong work ethic, and that the Government had no right to interfere in family matters? Yes _____ No _____

Character and Audience -

I choose to be a (circle one)

- Factory Owner
- Politician
- Child Laborer
- Progressive Reformer
- Parent
- Social Worker
- Journalist

Speaking to (circle one)

- Factory Owners
- Politicians
- Progressive Reformers
- Social Workers
- Children
- Parents
- Journalists

APPENDIX G

Scoring Rubric

Persuasive Essay

Name _____

Class _____

Period _____

Date _____

The essay will be graded according to the following guidelines – a score of 5 meaning it satisfies all requirements, or contains no errors, to a 0, which indicates requirements not met or errors in excess of 5. Total Score with corresponding letter grade is as follows:

A = 35-40, B = 30-34, C = 25-29, D = 20-24, E = 0-19.

<u>Construction</u>	<u>Score</u>					
Assignment completed on time	5	4	3	2	1	0 _____
Format	5	4	3	2	1	0 _____
Grammar	5	4	3	2	1	0 _____
Spelling	5	4	3	2	1	0 _____

<u>Content</u>	<u>Score</u>					
Sited 3 or more supportive arguments	5	4	3	2	1	0 _____
Introduction	5	4	3	2	1	0 _____
Character Development	5	4	3	2	1	0 _____
Persuasive value	5	4	3	2	1	0 _____

Total Score/Corresponding Letter Grade _____ / _____

Annotated Bibliography/Resources

The following texts, articles and web sites will be helpful to educators in implementing this lesson.

American Odyssey: Great Debates in American History. (Workbook). Glencoe/Mcgraw-Hill, New York, 1997. Provided primary source readings in Appendix D. Generated desire to explore this topic more deeply.

Bartoletti, Susan Campbell. Growing Up in Coal Country. Houghton Mifflin Company, Boston, 1996. Historical narrative focusing on young coal miner's experiences in Pennsylvania, replete with quotes from and photographs of the children. Great book.

Daniels, Roger. Coming to America. Harper-Perennial, New York, 1991. A must have for any study of America's immigrant experience, from the earliest colonies to the present.

Gourley, Catherine. Good Girl Work. The Millbrook Press, Brookfield, Connecticut, 1999. (Factories, Sweatshops, and How Women Changed Their Role in the American Workforce) Historical narrative focusing on young girl's experiences in the mills and factories of the American North and South, replete with quotes from and photographs of the children.

Greene, Laura Offenhartz. Child Labor: Then and Now. An Impact Book, New York, 1992. I loved this book. It not only discussed the children's plight, but local and regional attempts to establish guidelines and solutions; then and now, nationally and internationally.

Holland, Ruth. Mill Child – The Story of Child Labor in America. Crowell-Collier Press, London, 1970. This book isn't just about children working in the Mills. Well researched, with political defense as well as social disgust revolving around children in the work force.

Hoose, Philip. We Were There, Too!. Melanie Kroupa Books, New York, 2001. This was the best narrative resource I found. It contains 67 mostly first hand accounts of children's experiences, from Diego Bermudez on the Santa Maria to Kory Johnson a current champion for the environment.

Takaki, Ronald. A Larger Memory. Little, Brown and Company, New York, 1998.

Websites

<http://www.historyplace.com/unitedstates/childlabor> Lewis Hine – photographs. In 1909, he published the first of many photo essays depicting working children at risk. In these photographs, the essence of wasted youth is apparent in the sorrowful and even angry faces of his subjects. Some of his images, such as the young girl in the mill glimpsing out the window, are among the most famous photographs ever taken.

Standards

Pittsburgh Public Schools has adopted a series of Standards that support the curriculum in each subject area. The following Standards will be met as part of this lesson:
Citizenship Standards – 1, 4, 5, 7 and 8.

1. All students demonstrate an understanding of major events, cultures, groups, and individuals in the historical development of Pennsylvania, the United States and other nations.
2. All students demonstrate an understanding of themes and patterns of geography, know the location of major bodies of water, landmasses, and nations, and describe the relationships between geography and historical, economic, and cultural development.
3. All students describe the development and operations of economic, political, legal, and governmental systems in the United States, assess their own relationships to those systems, and compare them to those of other nations.
4. All students examine and evaluate problems facing citizens in their communities, state, nation, and the world by incorporation concepts and methods of inquiry of the various social sciences.
5. All students develop and defend a position on current issues, confronting the United States and other nations by conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.
6. All students explain basic economic concepts and the development and operation of economic systems in the United States and other nations and make informed decisions about economic issues.
7. All students demonstrate their skill of communicating, negotiating, and cooperating with others.
8. All students demonstrate the ability to work effectively with others.
9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing citizens in the United States and other nations.
10. All students demonstrate an understanding of the various roles they can play as citizens through participation in a community service project.

11. All students demonstrate the ability to resolve conflicts in peaceful ways, including but not limited to peer mediation, anger management, interpersonal skills and problem solving.