

Should there be child labor laws

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Grade 11: American History

Directions: The following questions are based on the accompanying documents. Some of the documents have been edited for the purposes of these exercises. These questions are designed to test your ability to work with historic documents. As you analyze these documents, take into account both the sources of the document and the author's point of view.

Historic Context

The turn of the century saw many great advances in technology and industry. Great industrialists rose up to form monopolies of many industries. Among the industrialists were John D Rockefeller and Andrew Carnegie. Each felt they had a right to the wealth they amassed and each felt it was their duty to handle their wealth responsibly. Consequently, there were those who mightily disagreed with the industrialists, maintaining that it is a danger to society for any one person to control such vast amounts of resources and wealth. Additionally, the amount of product in demand and the number of people who were consuming them were increasing, thus grew the demand for labor. Many factories, mines, etc. employed young children to work in them.

Question: You are a congressman at the turn of the century and legislation has been presented to you in reference to monopolies and child labor. You have to decide to allow monopolies to continue to exist or you must abolish them. Furthermore, you must decide for or against child labor laws which would rule in favor of abolishing child labor. You will study the following documents as a means to form your opinion.

Part A: Short Answer

Analyze the following documents and answer each question accompanying each document.

Document 1

Title: The History of the Standard Oil Company

Author: Ida M. Tarbell

Year: Copyright, 1904, by McCLURE, PHILLIPS AND CO

Type of Document: Book Preface Excerpt

This work is the outgrowth of an effort on the part of the editors of McClure's Magazine to deal concretely in their pages with the trust question. In order that their readers might have a clear and succinct notion of

the processes by which a particular industry passes from the control of the many to that of the few, they decided a few years ago to publish a detailed narrative of the history of the growth of a particular trust. The Standard Oil Trust was chosen for obvious reasons. It was the first in the field, and it has furnished the methods, the charter, and the traditions for its followers. It is the most perfectly developed trust in existence; that is, it satisfies most nearly the trust ideal of entire control of the commodity in which it deals. Its vast profits have led its officers into various allied interests, such as railroads, shipping, gas, copper, iron, steel, as well as into banks and trust companies, and to the acquiring and solidifying of these interests it has applied the methods used in building up the Oil Trust. It has led in the struggle against legislation directed against combinations. Its power in state and Federal government, in the press, in the college, in the pulpit, is generally recognised. The perfection of the organisation of the Standard, the ability and daring with which it has carried out its projects, make it the pre-eminent trust of the world-the one whose story is best fitted to illuminate the subject of combinations of capital.

Question 1: Who is the author of this excerpt?

Question 2: What is the purpose of this excerpt?

Question 3: Describe how the author feels about trusts.

Document 2

Title: The Lords of Industry

Author: Henry Demarest Lloyd:

Year: June 1884

Type of document: North American Review 331

“Every pound of rope we buy for our vessels or for our mines is bought at a price fixed by a committee of the rope manufacturers of the United States. Every keg of nails, every paper of tacks, all our screws and wrenches and hinges, the boiler flues for our locomotives, are never bought except at the price fixed by the representatives of the mills that manufacture them. Iron beams for your houses or your bridges can be had only at the prices agreed upon by a combination of those who produce them. Firebrick, gaspipe, terracotta pipe for drainage, every keg of powder we buy to blast coal, are purchased under the same arrangement. Every pane of window glass in this house was bought at a scale of prices established exactly in the same manner. White lead, galvanized sheet iron, hose and belting and files are bought and sold at a rate determined in the same way.

Question 4: Describe Lloyd's impression of monopolists. What details make you feel this way?

Document 3-6

Title: Rockefeller Family Ties "Dear Father" / "Dear Son"

Author: John D Rockefeller and his Father

Year: 1909-1919

Type of Document: Letters

Hotel Bon Air

Augusta, Georgia

January 18, 1909

Dear Son:

I thank you a thousand times for the fur coat and cap and mittens. I did not feel that I could afford such luxuries, and am grateful for a son who is able to buy them for me. Be assured that they are much appreciated. Mother unites with me in thanking you.

Affectionately,

Father

Question 5: When was this letter sent?

Question 6: What did John D Rockefeller send to his parents?

Document 4

26 Broadway

New York

January 11, 1910

Dear Father:

Since you have upon previous occasions expressed an interest in the total amount of money which I spend in a year you will be interested to know that my total expenditures for the year 1909 is \$86,288.35. Subtracting from this amount \$25,000 which I gave to Brown, leaves a total of \$58,238.35. The total last

year was \$65,918.47. This excess in 1908 is accounted for by the amount which I gave away during that year as compared with the amount given away in 1909 less the \$25,000 above referred to.

Affectionately,

John

Question 7: Who authored this letter and when was it written?

Question 8: How much money did he spend in 1 year?

Document 5

Golf House

Lakewood, NJ

July 30, 1918

Dear Son:

I am this day giving you 18,800 shares of the Common stock of the American Linseed Company and 22,400 shares of the Preferred, and 500 shares of the Lakewood Engineering Company, 4,200 shares of the International Agricultural Corporation Preferred and 12,423 shares of the Atlantic Refining Company and 37,269 shares of the Vacuum Oil Company and 13,000 shares of the Standard Oil Company of New Jersey, and I have requested Mr. Houston to have the same transferred to you.

Affectionately,

Father

Question 9: What is Mr. Houston supposed to transfer to John D. Rockefeller?

Question 10: What do you think these amounts will allow Rockefeller to form?

Document 6

26 Broadway

New York

February 11, 1919

Dear Father:

Once more my breath is taken by the receipt of your letter of February 5th announcing the stupendous gift of New Jersey stock which you are making to me. I need not tell you how deeply I realize the great responsibility which each of these gifts bring, for every day of my life I realize more fully the peculiar obligations which rest upon those of large means. A sense of the burden of the responsibility which, through your great generosity has come so rapidly to me during the passing years, would be almost crushing were it not off-set by the vision of the wonderful opportunity for useful service which comes with responsibility.....

Question 11: What does Rockefeller maintain he will do with his vast amounts of wealth?

Question 12: Do you think Rockefeller feels this wealth is more of a burden or more of a gift? Explain.

Document 7

Title: Wealth

Author: Andrew Carnegie

Year: 1889

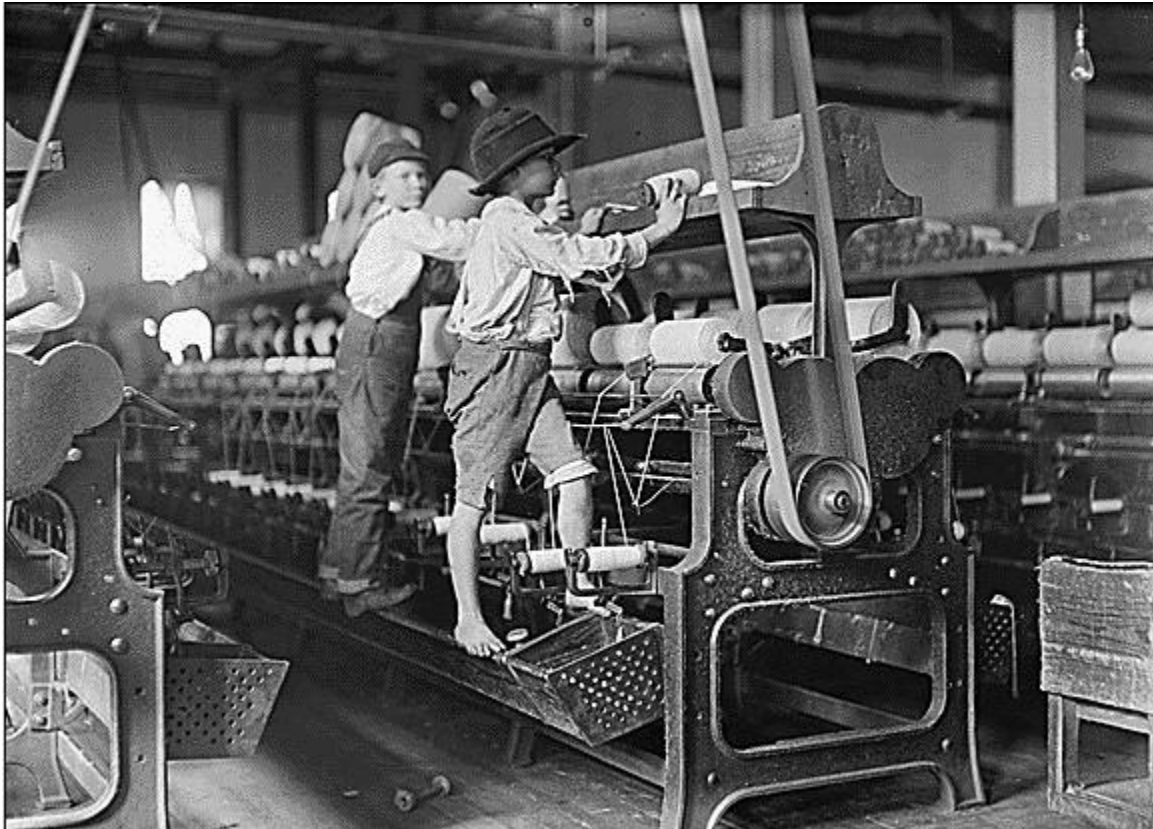
Type of Document: North American Review, CXLVIII (June 1889), 653-64.

...The Socialist or Anarchist who seeks to overturn present conditions is to be regarded as attacking the foundation upon which civilization itself rests, for civilization took its start from the day when the capable, industrious workman said to his incompetent and lazy fellow, "If thou dost not sow, thou shalt not reap," and thus ended primitive Communism by separating the drones from the bees. One who studies this subject will soon be brought face to face with the conclusion that upon the sacredness of property civilization itself depends the right of the laborer to his hundred dollars in the savings bank, and equally the legal right of the millionaire to his millions. To those who propose to substitute Communism for this intense Individualism, the answer therefore is: The race has tried that. All progress from that barbarous day to the present time has resulted from its displacement. Not evil, but good, has come to the race from the accumulation of wealth by those who have had the ability and energy to produce it..... Under its sway we shall have an ideal state, in which the surplus wealth of the few will become, in the best sense, the property of the many, because administered for the common good; and this wealth, passing through the hands of the few, can be made a much more potent force for the elevation of our race than if it had been distributed in small sums to the people themselves. Even the poorest can be made to see this, and to agree that great sums gathered by some of their fellow-citizens and spent for public purposes, from which the masses reap the principal benefit, are more valuable to them than if scattered among them through the course of many years in trifling amounts.

Question 13: Describe Carnegie's justification for the rich being rich and the poor being poor.

Document 8

original photo captions by Lewis W. Hine.



Some boys and girls were so small they had to climb up on to the spinning frame to mend broken threads and to put back the empty bobbins. Bibb Mill No. 1. Macon, Ga.

Question 14: What is the picture depicting?

Question 15: What might be the danger of children working in an environment as this?

Document 9

original photo captions by Lewis W. Hine.



Manuel the young shrimp picker, age 5, and a mountain of child labor oyster shells behind him. He worked last year. Understands not a word of English. Biloxi, Miss.

Question 16: How old is the child in this picture?

Question 17: Describe 5 details of interest to you.

Document 10

The Story of My Cotton Dress

Scanned from The Child Labor Bulletin, August, 1914.

Mr. Coal's Story and The Story of My Cotton Dress are taken from the Child Labor Bulletin (7 volumes published between June, 1912 to Feb., 1919 by the National Child Labor Committee). Part of The Ohio State University Library collections.

The Story of My Cotton Dress pages originally created by Patrick J. Hall.

I HAVE HAD another accident! A big tear in my pretty new dress. This time I want to mend it. When we went to Atlanta Georgia, a few weeks ago, and saw the beautiful white cotton fields, mother told me how

little boys and girls must help make most of the stuff used for our dresses. I used to think all other children had good times, and that going to school was very hard. Now I know better.

I appreciate my dresses more since I know that from the very beginning when the cotton is ripe in the hot sun, little boys and girls must pick it for my dresses, while their backs grow tired and their heads ache.

Mother also took me to a cotton mill, on that trip...

Some people say it is good for the girls and boys to work—that all children should be industrious. But they do not stop to think that there is a right and a wrong kind of work for little girls and boys. Spinning for a little while a day could be made the right kind, but work in a spinning room from 7 o'clock in the morning until 6 o'clock at night is the wrong kind. It keeps the children out of school, it gives them no chance to play, and they cannot grow strong.

Many spinning rooms have their windows closed all day because the rooms must be kept damp or the threads will break. Now, like growing plants, growing girls and boys need fresh air as well as light and sunshine. But there are more than a million children in this country who do not have fresh air, or play, or school because they are working. And of these there are enough in the cotton mills to make a big city full. "If only everybody cared, and would not buy things that children make, the factory men would give the work to the fathers and not to the children."

Question 18: What does she mean when she says, "I appreciate my dresses more"?

Question 19: How many hours a day are the children working spinning?

Question 20: Describe the working conditions.

Part B: Essay Response

Directions: You are a congressman at the turn of the century and legislation has been presented to you in reference to monopolies and child labor. You have to decide to allow monopolies to continue to exist or you must abolish them. Furthermore, you must decide for or against child labor laws which would rule in favor of abolishing child labor.

Question: Should there be child labor laws to abolish child labor?
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You will write a 5 paragraph essay which should be well organized with an introductory paragraph that states your position on the questions. Develop your positions in the next paragraphs and write a conclusion. Your essay should include specific historical details and refer to the specific documents you analyzed in Part A. Your essay needs to also consist of a significant amount of outside information

Document Based Question Scoring Rubric

Directions: Use the scoring rubric below to evaluate a DBQ essay.

Criteria	5	4	3	2	1	0	Score
thesis / answers question	Strong thesis-responds directly to the question	Thesis stated-answers the question	Addresses the question but has weak structure and focus.	Poor focus; fails to answer the question adequately.	Fails to address the question; confusing and unfocused.	No thesis; no attempt to address the question.	
use of documents / evidence	Uses documents completely and accurately; weighs the importance and validity of evidence	Uses documents correctly; recognizes that all evidence is not equally valid	Uses most documents correctly-simplistic analysis; does not always weigh the importance and validity of evidence.	Some documents used correctly; some only paraphrased or misunderstood; fails to recognize any difference in the validity of evidence.	Fails to use documents correctly; simply paraphrased or misunderstood.	Ignores or misuses the documents.	
outside information	Cites considerable relevant information from outside learning	Cites some relevant information from outside learning	Includes little relevant information from outside learning.	Includes little information from outside learning- what is included is irrelevant.	Includes no relevant information from beyond the documents.	Includes no information from beyond the documents.	
understanding of topic	Displays a thorough understanding of the topic and related issues	Shows an understanding of the topic and related issues.	Shows basic, though simplistic, understanding of the topic and related issues.	Show little understanding of the topic and related issues.	Shows almost no understanding of the topic or related issues.	Shows no understanding of the topic or related issues.	
use of language	Well structured, well written; proper spelling, grammar, mechanics	Clearly written and coherent; some minor errors in writing	Weaker organization; some errors in writing detract from essay's meaning.	Poorly organized; many errors in standard English	Disorganized; littered with errors in standard English.	Lacks any organization; little attempt made; blank paper.	
TOTAL SCORE							

Student who wrote essay:

Student scoring essay:

Signature: