

DBQ Lowell Girls
American History High School or Advanced Middle School
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Directions: The following question is based on documents (A-F). Some of these documents have been edited for this exercise. This question is designed to test your ability to work with historic documents. As you analyze these documents and answer the questions; take into account the sources of the document and the author's point of view.

Assignment:

- Analyze documents
- Answer questions for each document
- Write a well-organized essay (introduction, supporting paragraphs and a Conclusion).
- Use evidence from the documents and your knowledge of American History to answer the essay question
- Answer every part of the essay question

Question: Compare and contrast the opinions of women known as the Lowell Girls working in factories during the Industrial Revolution. Were these views valid? Why or why not?

Document A

Regulations to be observed by persons occupying the Boarding-houses belonging to the Merrimack Manufacturing company.

They must not board any persons not employed by the company, unless by special permission.

No disorderly or improper conduct must be allowed in the houses.

The doors must be closed at 10 o'clock in the evening; and no person admitted after that time, unless a sufficient excuse can be given.

Those who keep the houses, when required, must give an account of the number, names, and employment of their boarders; also with regard to their general conduct and whether they are in the habit of attending public worship....

No one will be allowed to keep swine.

No tenant is admitted who has not hitherto borne a good character, and who does not continue to sustain it. ...In many cases the tenant has long been keeper of the house, for six, eight, or twelve years, and is well known to hundreds of her girls as their adviser and friend and second mother. . . .

To obtain this constant importation of female hands from the country, it is necessary to secure the moral protection of their characters while they are resident in Lowell. This, therefore, is the chief object of that moral police referred to, some details of which will now be given.

It should be stated, in the outset, that no persons are employed on the Corporations who are addicted to intemperance, or who are known to be guilty of any immoralities of conduct. ...any person known to be addicted to their use is at once dismissed. . . .

In relation to other immoralities, it may be stated, that the suspicion of criminal conduct, association with suspected persons, and general and habitual light behavior and conversation, are regarded as sufficient reasons for dismissions, and for which delinquent operatives are discharge This system, which has been in operation in Lowell from the beginning, is of great and important effect in driving unworthy persons from our city, and in preserving the high character of our operatives."

Source from Reverend A. Mills, *Lowell, As It was, and As It Is* (Lowell, Mass.: Powers, Bagley, and Dayton, 1845).

1. In your own word describe the Reverend's negative or positive opinions on women working the Lowell factories? _____

2. Is the Reverend's portrayal of his arguments realistic or based on fact? Why or why not? _____

3. Timetable of the Lowell Mills, 1853.

TIME TABLE OF THE LOWELL MILLS,

Arranged to make the working time throughout the year average 11 hours per day.
TO TAKE EFFECT SEPTEMBER 21st., 1853.
 The Standard time being that of the meridian of Lowell, as shown by the Regulator
 Clock of AMOS SANBORN, Post Office Corner, Central Street.

From March 20th to September 19th, inclusive.

COMMENCE WORK, at 6.30 A. M. LEAVE OFF WORK, at 6.30 P. M., except on Saturday Evenings.
 BREAKFAST at 6 A. M. DINNER, at 12 M. Commence Work, after dinner, 12.45 P. M.

From September 20th to March 19th, inclusive.

COMMENCE WORK at 7.00 A. M. LEAVE OFF WORK, at 7.00 P. M., except on Saturday Evenings.
 BREAKFAST at 6.30 A. M. DINNER, at 12.30 P. M. Commence Work, after dinner, 1.15 P. M.

BELLS.

From March 20th to September 19th, inclusive.

<i>Morning Bells.</i>	<i>Dinner Bells.</i>	<i>Evening Bells.</i>
First bell, 4.30 A. M.	Ring out, 12.00 M.	Ring out, 6.30 P. M.
Second, 5.30 A. M. ; Third, 6.20.	Ring in, 12.35 P. M.	Except on Saturday Evenings.

From September 20th to March 19th, inclusive.

<i>Morning Bells.</i>	<i>Dinner Bells.</i>	<i>Evening Bells.</i>
First bell, 5.00 A. M.	Ring out, 12.30 P. M.	Ring out at, 7.00 P. M.
Second, 6.00 A. M. ; Third, 6.50.	Ring in, 1.05 P. M.	Except on Saturday Evenings.

SATURDAY EVENING BELLS.

During APRIL, MAY, JUNE, JULY, and AUGUST, Ring Out, at 6.00 P. M.
 The remaining Saturday Evenings in the year, ring out as follows :

SEPTEMBER.	NOVEMBER.	JANUARY.
First Saturday, ring out 6.00 P. M.	Third Saturday ring out 4.00 P. M.	Third Saturday, ring out 4.25 P. M.
Second " " 5.45 "	Fourth " " 3.55 "	Fourth " " 4.35 "
Third " " 5.30 "		
Fourth " " 5.20 "		
	DECEMBER.	FEBRUARY.
	First Saturday, ring out 3.50 P. M.	First Saturday, ring out 4.45 P. M.
	Second " " 3.55 "	Second " " 4.55 "
	Third " " 3.55 "	Third " " 5.00 "
	Fourth " " 4.00 "	Fourth " " 5.10 "
	Fifth " " 4.00 "	
	MARCH.	
	First Saturday, ring out 5.25 P. M.	
	Second " " 5.30 "	
	Third " " 5.35 "	
	Fourth " " 5.45 "	
NOVEMBER.	JANUARY.	
First Saturday, ring out 4.15 P. M.	First Saturday, ring out 4.10 P. M.	
Second " " 4.05 "	Second " " 4.15 "	

YARD GATES will be opened at the first stroke of the bells for entering or leaving the Mills.

* * * *SPEED GATES commence hoisting three minutes before commencing work.*

Penhallow, Printer, Wyman's Exchange, 28 Merrimack St.

3. What information does this image tell you about the typical workday of a Lowell girl?

Document C

"Slaver" Wagons, 1846

We were not aware, until within a few days, of the *modus operandi* of the factory powers in this village of forcing poor girls from their quiet homes to become their tools and, like the Southern slaves, to give up their life and liberty to the heartless tyrants and taskmasters.

Observing a singular-looking "long, low, black" wagon passing along the street, we made inquiries respecting it, and were informed that it was what we term a "slaver." She makes regular trips to the north of the state [Massachusetts], cruising around in Vermont and New Hampshire, with a "commander" whose heart must be as black as his craft, who is paid a dollar a head for all he brings to the market, and more in proportion to the distance-if they bring them from such a distance that they cannot easily get back.

This is done by "hoisting false colors," and representing to the girls that they can tend more machinery than is possible, and that the work is so very neat, and the wages such that they can dress in silks and spend half their time in reading. Now, is this true? Let those girls who have been thus deceived, answer.

Let us say a word in regard to the manner in which they are stowed in the wagon, which may find a similarity only in the manner in which slaves are fastened in the hold of a vessel. It is long, and the seats so close that it must be very inconvenient.

Is there any humanity in this? Philanthropists may talk of [African] slavery, but it would be well first to endeavor to emancipate the slaves at home. Let us not stretch our ears to catch the sound of the lash on the flesh of the oppressed black while the oppressed in our very midst are crying out in thunder tones, and calling upon us for assistance.

Source from *Voice of Industry*, January 2, 1846, in H.R. Warfel ET. al., ed., *The American Mind* (New York: American Book Company, 1937), p 392.

4. In your own words what is the author's opinion on women working in the Lowell

factories? _____

5. How realistic or factual are the author's arguments ? Why or why not? _____

Document D

Dignity of Labor

From whence originated the idea, that it was derogatory to a lady's dignity, or a blot upon the female character, to labor? and who was the first to say, sneeringly, "Oh, she *works* for a living"? Surely, such ideas and expressions ought not to grow on republican soil. The time has been, when ladies of the first rank were accustomed to busy themselves in domestic employment.

Homer tells us of princesses who used to draw water from the springs, and wash with their own hands the finest of the linen of their respective families. The famous Lucretia used to spin in the midst of her attendants; and the wife of Ulysses, after the siege of Troy, employed herself in weaving, until her husband returned to Ithaca. And in later times, the wife of George the Third of England, has been represented as spending a whole evening in hemming pocket-handkerchiefs, while her daughter Mary sat in the corner, darning stockings.

Few American fortunes will support a woman who is above the calls of her family; and a man of sense, in choosing a companion to jog with him through all the up-hills and down-hills of life, would sooner choose one who *had* to work for a living, than one who thought it beneath her to soil her pretty hands with manual labor, although she possessed her thousands. To be able to earn one's own living by laboring with the hands, should be reckoned among female accomplishments; and I hope the time is not far distant when none of my countrywomen will be ashamed to have it known that they are better versed in useful, than they are in ornamental accomplishments.

Source from *Lowell Offerings*, Series II, Vol. II (1842) p. 192

6. What is the author's opinion's about other people's opinions of women working a in the Lowell Factories? _____

7. How rational or factual are her arguments and why? _____

Document E

Editor's Valedictory. & Editorial: The Ten-Hour Movement.

It has been the object of the editor to encourage the cultivation of talent, and thus open and enlarge the sources of enjoyment in the midst of a toilsome life. . . .We hoped ere this to have seen a spacious room, with a Library, &c., established on each Corporation, for the accommodation of the female operatives in the evenings. The example, we trust,

will shortly be set by the Merrimack. And why should not bathing-rooms be fitted up in the basement of each Mill? The expense would not be felt by the Company, and the means of health and comfort thus provided, would be gratefully acknowledged. We suggest, in addition, a better ventilation- of the boarding-houses. Diminution of the hours of mill-labor, and the entire abrogation of premiums to Overseers, should also be included in the list of improvements.

It seems to have been generally conceded, that the time allotted to meals is very short-where the operatives have tolerable appetites: and this is usually the case with persons who *work so regularly* and indefatigably. Why not have compromised then with the petitioners, and allowed them one hour for dinner through the year, and three-quarters of an hour for breakfast? The dinner *hour* is given in some manufacturing places, therefore the plea with regard to competition is not unanswerable. We believe also that Lowell is expected to take the lead in all improvements of this nature, and, should she amend her present system, it is more probable that she would be imitated than successfully contended against. . . .

Source from *Lowell Offerings*, Series II, Vol. II (1842) p. 380; Series II, Vol. V (1842) p. 96.

8. What are the author's opinions of the working conditions in the Lowell Factory and are they reliable or realistic?

9. What is the author's goal of this document and why?

Document F

Letter from Mary Paul

Lowell Dec 21st 1845

Dear Father

I received your letter on Thursday the 14th with much pleasure. I am well which is one comfort. My life and health are spared while others are cut off. Last Thursday one girl fell down and broke her neck which caused instant death. She was going in or coming out of the mill and slipped down it being very icy. The same day a man was killed by the cars. Another had nearly all of his ribs broken. Another was nearly killed by falling down and having a bale of cotton fall on him. Last Tuesday we were paid. In all I had six dollars and sixty cents paid four dollars and sixty-eight cents for board. With the rest I got me a pair of rubbers and a pair of 50.cts shoes. . . . I get along very well with my work. I can doff as fast as any girl in our room. I think I shall have frames before long. The usual time allowed for learning is six months but I think I shall have frames before I have been in three as I get along so fast. I think that the factory is the best place for me and if any girl wants employment I advise them to come to Lowell. Tell Harriet that though she does not hear from me she is not forgotten. I have little time to devote to writing that I cannot write all I want to. . . .

This from

Mary S. Paul

Bela Paul

Henry S. Paul [recipients]

Source from Thomas Dublin, ed., *Farm to Factory: Women's Letters, 1830-1860*(New York: Columbia University Press, 1981), pp.100-104.

10. How does the author feel about working in the Lowell Factory and what insight dose she provide about working in the factories?

11. Do you feel her opinions about the working in the factory or rational and factual why or why not?

Question: Compare and contrast the opinions of women known as the Lowell Girls working in factories during the Industrial Revolution. Were these views valid? Why or why not?

Directions: The question above is based on documents (A-F). Some of these documents have been edited for this exercise. This question is designed to test your ability to work with historic documents. As you analyze these documents and answer the questions; take into account the sources of the document and the author's point of view.

- Analyze documents
- Answer questions for each document
- Write a well-organized essay (introduction, supporting paragraphs and a Conclusion).
- Use evidence from the documents and your knowledge of American History to answer the essay question
- Answer every part of the essay question

Rubric

- A. A comprehensive, well-organized essay focused on the question. Well-developed thesis. Confronts conflicting nature of the evidence. Provides In depth analysis of documents and substantial relevant outside information. Generally error free.
- B. Well-developed essay which addresses the question. Clear thesis. Analyzes documents and includes considerable outside information. May contain minor errors.
- C. Addresses question generally. Limited thesis supported by evidence. More descriptive than analytical, use of Some relevant outside Information. May contain errors, usually not major documents.
- D. Essay is a partial restatement of question. Unsupported thesis. Paraphrases documents with little or no analysis. Little or no outside Information. May contain serious errors.
- F. Essay is poorly developed, reflects inadequate understanding of the question. May have no thesis. Incomplete listing of documents. Erroneous and/or Irrelevant outside Information.

STUDENT NAME: _____

DBQ ESSAY RUBRIC GRADE SHEET

AP ESSAY RAW SCORE: (0-9)	AP GRADE: (1-5)	CLASS GRADE: (% of 100)
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<p><u>Superior Essay "5": AP Score of 8-9</u></p> <p>___ Superior thesis</p> <p>___ Excellent use of documents (at least two more than half)</p> <p>___ Excellent use of outside information</p> <p>___ Excellent analysis of key issues</p> <p>___ Excellent use of concrete facts</p> <p>___ Extremely well-organized essay</p> <p>___ Addresses <u>all</u> areas of the prompt</p> <p>___ Extremely well-written essay</p>	<p><u>Strong Essay "4": AP Score of 6-7</u></p> <p>___ Strong thesis (contains general analysis)</p> <p>___ Good use of documents (at least 1 more than half)</p> <p>___ Good use of outside info. (needs more)</p> <p>___ Good analysis of key issues (needs more)</p> <p>___ Well-organized essay</p> <p>___ Addresses <u>all</u> areas of the prompt; may lack some balance between major areas</p> <p>___ Well-written essay</p>
<p><u>Adequate Essay "3": AP Score of 5</u></p> <p>___ Clear thesis – needs general analysis</p> <p>___ Adequate use of documents</p> <p>___ Fairly well-organized essay</p> <p>___ Addresses all areas of the prompt but essay may lack balance.</p> <p>___ Includes some outside information (but clearly needs more)</p> <p>___ Needs more analysis of key issues</p> <p>___ Contains some evidence; more needed</p> <p>___ May contain some historical errors</p> <p>___ Contains facts irrelevant to the time period</p>	<p><u>"2" Essay: AP Score of 2-4</u></p> <p>___ Undeveloped thesis (simple thesis)</p> <p>___ Thesis does not fully address question</p> <p>___ Poor use of documents</p> <p>___ Documents <i>control</i> the essay</p> <p>___ Weak organization</p> <p>___ Lacks outside information</p> <p>___ Essay does not address one or more aspects of the question: _____</p> <p>___ Lacks analysis of key issues</p> <p>___ Lacks evidence to support main ideas.</p> <p>___ Contains major historical errors</p> <p>___ Much irrelevant information to time period</p>
<p><u>"1" Essay: AP Score of 1</u></p> <p>___ No documents used ___ No thesis</p> <p>___ Facts not specific, accurate & relevant.</p> <p>___ Poor or no analysis of key issues</p>	<p><u>"0" Essay: Did not do the question</u></p>

General Comments:

Thesis/intro: complex-split ___; complex-simple ___; split-simple ___; simple ___; too much info ___

___ Contains vague statements or generalizations not supported by facts.

___ - Cite all documents ___ Use more documents ___ Document quotes are too long ___

Document(s) misused: # _____ ___ Laundry list ___ Don't explain documents

___ Strong conclusion ___ Weak conclusion ___ No conclusion

___ Strong topic sentences ___ Weak topic sentences ___ Strong linking sentences

___ Don't use "I," "you," "our," "us," "we" ___ Don't connect issues to "today" (unless asked)

___ Poor spelling and grammar ___ Poor penmanship: essay difficult to read

References

Lowell Offerings, Series II, Vol. II (1842) p. 380; Series II, Vol. V (1842) p. 96.

Lowell Offerings, Series II, Vol. II (1842) p. 192

Mercado, Steven: http://www.historysaga.com/DBQ_Rubric_Grade_Sheet.htm

Reverend A. Mills, *Lowell, As It was, and As It Is* (Lowell, Mass.: Powers, Bagley, and Dayton, 1845).

Thomas Dublin, ed., *Farm to Factory: Women's Letters, 1830-1860* (New York: Columbia University Press, 1981), pp.100-104.

Time Table of Lowell Mills 1853, American Textile History Museum

Voice of Industry, January 2, 1846, in H.R. Warfel ET. al., ed., *The American Mind* (New York: American Book Company, 1937), p 392.

Wheeler, William; Becker, Susan, *Discovering the American Past A Look at the Evidence*, (Houghton Mifflin Company) 6th ed., Vol. I to (1877) pp. 152-173.