



AP[®] English Language and Composition 2011 Free-Response Questions

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2011 AP[®] ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 2

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Florence Kelley (1859-1932) was a United States social worker and reformer who fought successfully for child labor laws and improved conditions for working women. She delivered the following speech before the convention of the National American Woman Suffrage Association in Philadelphia on July 22, 1905. Read the speech carefully. Then write an essay in which you analyze the rhetorical strategies Kelley uses to convey her message about child labor to her audience. Support your analysis with specific references to the text.

Line We have, in this country, two million children
under the age of sixteen years who are earning their
bread. They vary in age from six and seven years
5 (in the cotton mills of Georgia) and eight, nine and
ten years (in the coal-breakers of Pennsylvania), to
fourteen, fifteen and sixteen years in more
enlightened states.

No other portion of the wage earning class
increased so rapidly from decade to decade as the
10 young girls from fourteen to twenty years. Men
increase, women increase, youth increase, boys
increase in the ranks of the breadwinners; but no
contingent so doubles from census period to census
15 period (both by percent and by count of heads), as
does the contingent of girls between twelve and
twenty years of age. They are in commerce, in offices,
in manufacturing.

Tonight while we sleep, several thousand little girls
will be working in textile mills, all the night through,
20 in the deafening noise of the spindles and the looms
spinning and weaving cotton and wool, silks and
ribbons for us to buy.

In Alabama the law provides that a child under
sixteen years of age shall not work in a cotton mill at
25 night longer than eight hours, and Alabama does
better in this respect than any other southern state.
North and South Carolina and Georgia place no
restriction upon the work of children at night; and
while we sleep little white girls will be working
30 tonight in the mills in those states, working
eleven hours at night.

In Georgia there is no restriction whatever! A girl
of six or seven years, just tall enough to reach the
bobbins, may work eleven hours by day or by night.
35 And they will do so tonight, while we sleep.

Nor is it only in the South that these things occur.
Alabama does better than New Jersey. For Alabama
limits the children's work at night to eight hours,
while New Jersey permits it all night long. Last year
40 New Jersey took a long backward step. A good law
was repealed which had required women and

[children] to stop work at six in the evening and at
noon on Friday. Now, therefore, in New Jersey, boys
and girls, after their 14th birthday, enjoy the pitiful
45 privilege of working all night long.

In Pennsylvania, until last May it was lawful for
children, 13 years of age, to work twelve hours at
night. A little girl, on her thirteenth birthday, could
start away from her home at half past five in the
50 afternoon, carrying her pail of midnight luncheon as
happier people carry their midday luncheon, and
could work in the mill from six at night until six in
the morning, without violating any law of the
Commonwealth.

55 If the mothers and the teachers in Georgia could
vote, would the Georgia Legislature have refused at
every session for the last three years to stop the work
in the mills of children under twelve years of age?

Would the New Jersey Legislature have passed that
60 shameful repeal bill enabling girls of fourteen years to
work all night, if the mothers in New Jersey were
enfranchised? Until the mothers in the great industrial
states are enfranchised, we shall none of us be able to
free our consciences from participation in this great
65 evil. No one in this room tonight can feel free from
such participation. The children make our shoes in the
shoe factories; they knit our stockings, our knitted
underwear in the knitting factories. They spin and
weave our cotton underwear in the cotton mills.
70 Children braid straw for our hats, they spin and weave
the silk and velvet wherewith we trim our hats. They
stamp buckles and metal ornaments of all kinds, as
well as pins and hat-pins. Under the sweating system,
tiny children make artificial flowers and neckwear for
75 us to buy. They carry bundles of garments from the
factories to the tenements, little beasts of burden,
robbed of school life that they may work for us.

We do not wish this. We prefer to have our work
done by men and women. But we are almost
80 powerless. Not wholly powerless, however, are
citizens who enjoy the right of petition. For myself, I

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shall use this power in every possible way until the right to the ballot is granted, and then I shall continue to use both.

- 85 What can we do to free our consciences? There is one line of action by which we can do much. We can enlist the workingmen on behalf of our enfranchisement just in proportion as we strive with them to free the children. No labor organization in
90 this country ever fails to respond to an appeal for help in the freeing of the children.

- For the sake of the children, for the Republic in which these children will vote after we are dead, and for the sake of our cause, we should enlist the
95 workingmen voters, with us, in this task of freeing the children from toil!

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2011 SCORING GUIDELINES

Question 2

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

-
- 9 Essays earning a score of 9 meet the criteria for a score of 8 and, in addition, are especially **sophisticated** in their argument, **thorough** in their development, or **impressive in their control** of language.

8 Effective

Essays earning a score of 8 **effectively** analyze* how Kelley uses rhetorical strategies to convey her message about child labor to her audience. They develop their analysis with **evidence and explanations** that are **appropriate and convincing**, referring to the passage **explicitly or implicitly**. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

- 7 Essays earning a score of 7 meet the criteria for a score of 6 but provide **more complete explanation, more thorough development, or a more mature prose style**.

6 Adequate

Essays earning a score of 6 **adequately** analyze how Kelley uses rhetorical strategies to convey her message about child labor to her audience. They develop their analysis with evidence and explanations that are **appropriate and sufficient**, referring to the passage **explicitly or implicitly**. The writing may contain **lapses in diction or syntax**, but generally the prose is clear.

- 5 Essays earning a score of 5 analyze how Kelley uses rhetorical strategies to convey her message about child labor to her audience. The evidence or explanations used may be **uneven, inconsistent, or limited**. The writing may contain **lapses in diction or syntax**, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze how Kelley uses rhetorical strategies to convey her message about child labor to her audience. These essays may **misunderstand the passage, misrepresent the strategies** Kelley uses, or may **analyze these strategies inaccurately**. The evidence or explanations used may be **inappropriate, insufficient, or less convincing**. The prose generally conveys the student's ideas but may be **less consistent** in controlling the elements of effective writing.

* For the purposes of scoring, *analysis* refers to identifying features of a text and explaining how the author uses these to develop the meaning or to achieve a particular effect or purpose.

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Question 2 (continued)

- 3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate **less success** in analyzing Kelley's use of rhetorical strategies to convey her message about child labor to her audience. They are **less perceptive** in their understanding of the passage or Kelley's strategies, or the explanation or examples may be **particularly limited or simplistic**. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing how Kelley uses rhetorical strategies to convey her message about child labor to her audience. These essays may **misunderstand the prompt**, misread the passage, fail to analyze the strategies Kelley uses, or substitute a simpler task by responding to the prompt tangentially with **unrelated, inaccurate, or inappropriate explanation**. The prose often demonstrates **consistent weaknesses in writing**, such as grammatical problems, a **lack of development** or organization, or a **lack of control**.

- 1 Essays earning a score of 1 meet the criteria for a score of 2 but are **undeveloped**, especially **simplistic** in their explanation, or **weak** in their control of language.

0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

— Indicates a blank response or one that is completely off topic.

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2011 SCORING GUIDELINES

Question 2

General Directions: This scoring guide will be useful for most of the papers you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or – without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All papers, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

9 Papers earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 Effective *beyond formulaic must be convincing; control, precision, good flow, natural transition*
Papers earning a score of 8 **effectively** analyze* how Kelley uses rhetorical strategies to convey her message about child labor to her audience. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Papers earning a score of 7 fit the description of 6 papers but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate *Consistent Strategy + Connection layering without repetition, can be plodding, lack some control*
Papers earning a score of 6 **adequately** analyze how Kelley uses rhetorical strategies to convey her message about child labor to her audience. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Papers earning a score of 5 analyze how Kelley uses rhetorical strategies to convey her message about child labor to her audience. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas. *See a mind at work*

4 Inadequate *analyze the strats inadequately perceptive - know strategies but cannot explain*
Papers earning a score of 4 **inadequately** analyze how Kelley uses rhetorical strategies to convey her message about child labor to her audience. These papers may misunderstand the passage, misrepresent the strategies Kelley uses or may analyze these strategies inaccurately. The evidence or explanations used may be inappropriate, insufficient, or less convincing. The prose generally conveys the writer's ideas but may be less consistent in controlling the elements of effective writing. *choosing incorrect strategies*

3 Papers earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing Kelley's use of rhetorical strategies to convey her message about child labor to her audience. They are less perceptive in their understanding of the passage or Kelley's strategies, or the explanation or examples may be particularly limited or simplistic. The papers may show less maturity in control of writing. *Structure, examples - are not developed analytically, vague, less controlled*

2 Little Success *can be structured and organized - summary*
Papers earning a score of 2 demonstrate **little success** in analyzing how Kelley uses rhetorical strategies to convey her message about child labor to her audience. These papers may misunderstand the prompt, misread the passage, fail to analyze the strategies Kelley uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Papers earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.


- 0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
- Indicates a blank response or one that is completely off topic.




* For the purposes of scoring, analysis refers to identifying features of a text and explaining how the author uses these to develop the meaning or to achieve a particular effect or purpose.

2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

I,

Wow! This speech was seriously really nice. I am so glad to write about it & not some convoluted Cuseba's Henry James passage. 

Ms. Kelley does an amazing job of effectively articulating her cause to the audience & in fact making it their cause also.  By the end of the speech I was getting goosebumps. ~~was~~ This speech was sort of to enlighten her readers to the atrocities that happen "while we" (the audience) sleep". She used this phrase in parallel structure & repetitively in several of her early paragraphs. For me it elicited a sense of unknowing or ignorance that the audience has as to what goes on ~~when~~ in the conscience world ~~and~~ while they are in their ~~fitful~~, fitful & resting unconscious slumber. There is a lot of emotional appeal in this speech, ~~is~~ talking about little girls less than 10 years of age "working in textile mills, all night through, in the deafening noise & the spindles..."  This emotional appeal although abundant is not overdone or superficial at all which is why it  has a great effect on the reader.

One of the ways the author elicits emotional appeal of the audience is through phrases like "silks & ribbons for us to buy", "while we sleep", "none of us shall be able to free



our consciousness... from participation in this great evil", "they knit our stocking". All these phrases ~~in a~~ clearly imply that the audience is somewhat complicit for the misery & pitiful conditions of the children by their usage of the manufactured goods which support the terrible system in place. ~~For~~ No one in the audience probably originally thought that they were so responsible for the children's fate, but this accusatory rhetoric of author probably would jogged their emotions & ~~i~~ would spur them to take action. This strategy of exhorting the audience to her cause was nicely & effectively executed by the sincere author.

Other rhetorical devices in the speech include a sort of sarcasm or irony when the author describes the gift on the 14th birthday to be to "enjoy the pitiful privilege of working all night long." The phrase "all night long" also comes up a lot throughout the passage. All of this emphasis on nighttime & sleeping v.s. working is important in my opinion because 99% of the people would go by the logic that day is for work & night for rest. The speech makes it clear that the ~~the~~ young children are tortuously forced to work. But what makes the matter worse ~~it~~ is the fact that they have to



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

I3

work at night, a time traditionally set aside even for adults for rest.

The author effectively employs the use of ~~the~~ rhetorical questions to basically stress the importance of the suffrage movement.

Question on lines 55-65 like "If the mothers & teachers in Georgia ... 12 years of age?" are only questions in their syntax but in effect they are statements. Everyone knows ~~that~~ & understands that mothers & teachers would be against the abject conditions, but the main statement the author is trying to convey is that mothers & teachers (in general women) should be allowed to vote for the benefit of our (the children) & for the fate of our nation which rests in the hands of our children.

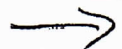
This speech ~~can~~ effectively employed rhetorical strategies like emotional appeal, rhetorical questions & repetition/parallelism to memorably convey to the audience the author's ~~thesis~~ thesis & message.

#

Obviously this student has a personality, which we adore. However, when it overpowers the work of analysis, it becomes distracting and detracts from the message the student is attempting to convey.

In short, this essay is a classic mid-range essay. There are moments of **adequate** analysis, but the **lapses in diction and in initial control** (he smooths out and writes more seriously) wreak havoc with this essay's readers.

Florence Kelley uses multiple rhetorical strategies to convey her message about child labor in ^{the} ~~the~~ speech she gave to the National American Woman Suffrage Association in Philadelphia in 1905. The first she uses is exaggeration: Kelley says, "they are in commerce, in offices, in manufacturing," ~~Basic~~ ~~or~~ implying that the young female workers are everywhere. This is effective because it gets her audience members thinking about the child laborers and everything they are doing for society. Another strategy Kelley uses is creating a picture in the minds of everyone listening of young girls "working in textile mills, all the night through, in the deafening noise of the spindles and the looms spinning and weaving cotton and wool, silks and ribbons for us to buy." This picture ~~pro~~ and the fact that the children are making goods "for us to buy" is effective because it probably ~~made~~ ^{makes} many women listening to the speech uncomfortable and ~~want to~~ also makes them want to do something to change the current circumstances. Kelley also uses questioning as a rhetorical technique. After ~~telling the~~ explaining the labor



laws in many states, both northern and southern, she asks the audience if the legislatures would have been able to pass the labor laws allowing to children to work long hours at night and into the early morning had women, mothers, and teachers been allowed to vote. Kelley places some of the blame on the women themselves, saying "until the mothers in the great industrial states be enfranchised, we shall none of us be able to free our consciences from participation in this great evil." ~~Finally, to Kelley~~ Florence Kelley ~~was~~ is obviously very dedicated to decreasing the child labor that is used in almost every part of the industrial sector. In her speech, she uses ~~the~~ rhetorical strategies to convey her message about child labor to the audience and does an excellent job.

#

This essay provides rhetorical strategies but is **less successful** in analyzing them to convey her message about child labor. It is **less perceptive**, and the explanations and examples are **limited and simplistic**.

Overall, the essay fails to identify a message, remains vague and simplistic, and lack organization and division of paragraphs.

In this speech by Florence Kelley, she utilizes emotional appeal, personal connections through the use of first person point of view, and repetition in order to affect change in her country's policies about child labor and women suffrage. She uses these techniques to rally strong support for child labor restrictions and enfranchisement of women.

First, Kelley used a certain shock value that tugged at the heartstrings of her audience. Because her audience was largely a crowd of women, these emotional appeals quite possibly strengthened support for her causes. She states that little girls are working "in the mills in those states, working eleven hours at night." (line 30-31). This implies that young girls are being forced to work long hours without rest. Kelley invokes a sense of guilt when she says, "The children make our shoes in the shoe factories; they knit our stockings, our knitted underwear in the knitting factories." This implies that while these women



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

X2

are idly standing by without rights to vote, young girls are forced to do all the strenuous work. Kelley uses several examples to both shock and guilt the audience into campaigning harder for the right to vote and the right to save their daughters.

Secondly, Kelley uses first person point of view to show her personal connections and emotions on the issues. She does not address the audience without placing herself in the reference as well. She says, "we do not wish this.... But we are almost powerless." (lines 78-80). This quote shows her desire to connect herself to the ~~crowd~~ crowd and provide a more personal touch to the speech. Also, this use of first person eliminates any accusations of the audience. In essence, she is saying that the reason these poor girls are stuck working in factories is because of the women's inability to vote, which easily could have sounded accusatory. However, her use of first



person and referring to the crowd as "we" eliminates this negative possibility.

Finally, Kelley utilizes repetition to provide special emphasis in her speech. When she refers to the young girls' forced labor, she says, "And they will do so tonight, while we sleep." (lines 35)

This quote shows that women are basically doing nothing to help the poor factory children. While women are neglecting to fight for the right to vote, their daughters must suffer.

In Kelley's speech, she says that the women are sleeping while the children work three times. This repetition provides ~~repetit~~ emphasis and consistency in rhetoric, improving the quality and rallying nature of the speech.

In conclusion, Florence Kelley utilizes a strong emotional appeal, first person connections, and repetition in order to affect these women's emotions. She used emotional appeal to strengthen support; she used personal connections to ensure unity and prevent accusations; she used

2

Write in the box the number of the question you are answering
on this page as it is designated in the exam.

X4

repetition for emphasis and consistent
flow of the speech. Kelley used these
rhetorical strategies in order to ensure
a comradery and unity that would
eventually lead to a change major
forward advance in both women's
rights and labor laws. in the United
States.

#

This essay is long, and, while organized by strategy, is ultimately **inadequate** as analysis. Some points are **inaccurate** and others are merely **summary** of Kelley's speech. Overall, the essays identifies appropriate items but does not take those items and make connections. Quotes are followed by restatement, and the essay defines rather than analyzes. It is vague, summary, and lacks in specificity. CB Readers stated that this essay had "an enticing shell but limited substance."

Write in the box the number of the question you are answering on this page as it is designated in the exam.

PP

Question 2

Kelley Florence usage of ^{informing} Nation wide child labor conveys her her message that action must be taken to clear the self consciences of every American by Freeing every child From the shackles we chain them with and the saddle we ride with their cheap labor. She references the common American who sleeps through the night, unaware of the millions children working strenuous hours on preparing or creating the products sold at local stores. Giving a consistent amount of examples that include every place imaginable and inhumanable to child labor. Referring to her and people moral views to help gain support to free the children from toil. Showing that Child hood experiences such as birth days and ^{freedom} ~~free~~ of mind are changed by the pitiful privilege of working as adults on dangerous and unfitting machines. To capture, yet again, the severity of the problem she points to common items that everyone owns, has, or wears as a constant reminder of the overworked children. Also referring to the Industries that accept and appoint the children to manufacture products in an unsafe industry as evil. As if the Industry had no concern or moral values to ^{attempt to} even restrict child labor. The Question said, are ~~the~~ ^{the} children slaves to our demands, or are we slaves to constant demand of cheap labor and affordable products.

##

This student clearly has a mind for analysis and the potential to write a great essay. However, perhaps he ran out of time and simply wrote a summary of the passage. No text references are offered, no strategies are paraded about (although if there were either of these, this essay may have earned a point higher). Without strategies, text references, development, or control of syntax and mechanics, this essay demonstrates little success in analyzing Kelley's speech.

uuu,

In Florence Kelley's speech, she laments the injustices of child labor in the United States. She uses logos, or logical appeal, and pathos, or appeal to the ^{audience's} ~~readers'~~ emotions, in order to convince them of her point of view and make a strong argument. In her logical argument, Kelley uses facts such as state laws and statistics. For her emotional appeal, she uses repetition, and also ~~draws on~~ works to make the reader feel guilty and ^{bring} ~~incite~~ them to action.

The first rhetorical strategy Kelley uses is logos, or an appeal to her audience's logical side. She does this by presenting facts that support her argument. In the first paragraph, Kelley states that "two million children under the age of sixteen years" work to earn money. This statistic is meant to shock the audience and provide a factual foundation for her claim. Throughout the entire speech, Kelley mentions the laws in various states and regions of the United States that allow child labor. Logically, Society requires that citizens follow these laws, but Kelley's denouncing them makes them appear illogical and makes the audience desire laws that ^{are} actually ~~human~~ and ~~logical~~ logical, as well as humane.

Kelley appeals to her audience's sense of humanity by using



UUU2

pathos, or emotional appeal. In her speech, she repeatedly uses phrases about little girls working while everybody else sleeps. This repetition engraves the image in the audience's mind and makes everyone feel guilty for letting this happen. Kelley draws on this sense of shame and states, "No one in this room can feel free from such participation" (line 65-66), calling all the guilty passive people to action. Kelley also uses hypothetical situations to create an image in the audience's mind that is pitiful and ~~pathos~~ horrifying. She mentions that a child will begin working on their birthday. The contrast between the happiness of a birthday and the harshness and severity of work shocks the audience. Kelley especially appeals to those in the ~~are~~ crowd that have children of their own, making them think, "What if that was my child?"

Kelley's speech seeks to awaken the audience to the widespread horrors of child labor. She uses logos in the form of factual statistics and state laws in order to appeal to people's logical sides. She also uses pathos in the form of repetition and hypothetical situations to instill a sense of guilt in the audience and call them to action.

#

This essay is **adequate** but not particularly effective. It offers strategies and some discussion of function, although most remains very **limited** and **basic**. There are some quotes, although there are more **implicit text references** than specific quotes. None of the essay is inaccurate. It does the job it states it will do.

7



Write in the box the number of the question you are answering on this page as it is designated in the exam.






D1.

working women and children ~~have~~ ~~four~~ fought for ~~the~~ equal rights throughout most of the nineteenth and twentieth centuries. Ironically, women and children were the ones subject to heinous, unimaginable working conditions from ~~an~~ an early age. Reformers, such as Florence Kelley, campaigned for equal conditions for all people in the workplace. While her crusade obtained the support of many, the opposition to equal conditions was immense and difficult to overcome. Speeches became a tool used to rally support for the common cause, especially among women. Kelley's speech at the National American Woman Suffrage Association's convention appeals to the sentiments of the listeners and utilizes emotional examples in order to elicit a positive, as well as revolutionary response from the listeners.

The speech begins with a strong appeal to sentiment, urging an emotional response from the reader after hearing heinous horror stories of young children trapped in horrid working conditions with no way to escape. By making it nearly impossible for the listeners to disagree, Kelley captivates her audience from the beginning. In addition, many listeners may experience a feeling of guilt after hearing "tonight while we sleep, several thousand little girls will be working in ~~the~~ textile mills." ~~By~~ After attempting to cause a feeling of guilt, Kelley hopes



The listeners will want to make a change or join the cause.  Creating such a rigid separation between the women and child laborers and the listeners results in feelings of sorrow and the need to help or make a difference. 

The vivid language and imagery employed by Kelley dramatizes the horror of the working conditions without sounding overly ~~flowery~~ descriptive.  This imagery ~~provides~~ describes the working conditions as well as simple objects, such as the hats made by the child laborers. Phrases such as "they spin and weave the silk and velvet... stamp buckles and metal ornaments of all kinds, as well as pins and hat pins."  The vivid imagery and descriptions allow the ^{listener} ~~reader~~ to imagine the children working, causing increased feelings of sorrow. ~~Consequently~~ consequently, the listeners can also imagine the poor  conditions of a result of the imagery and diction.  Kelley may as employ a slight hyperbole, which is highly effective because it is not overly dramatic and appeals to the emotions of the readers. The speech gives the impression that equally horrid working conditions exist for all women and child laborers.  While this may be a slight exaggeration, it is effective considering this hyperbole makes the cause



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

D3

seem almost increasingly worthy to the listeners.

Within the body of the speech, Kelley uses specific anecdotes of poor children and women working under poor conditions. The use of specific examples makes the story more relatable as opposed to hypothetical. Statements such as "New Jersey permits it all night long" and "In Pennsylvania, until last May it was lawful for children, 13 years of age, to work twelve hours at night," make the experiences seem common everywhere allowing the listeners to comprehend the importance of the issue at hand. ~~After~~ After utilizing several effective examples, Kelley begins a slight use of the dogged question. Throughout the entire speech, Kelley assumes she is right with no room for error about the conditions of the children and women working. By refusing to let readers disagree with her, Kelley becomes even more revolutionary and effective in increasing the appeal of her cause. As a result, Kelley gives off the impression that she is speaking for the people through lines such as "for the sake of the children, for the Republic." Therefore, the listeners almost have to believe her cause because she leaves no options for the listeners. Something must be done because the horrors of poor working conditions have occurred for too long.

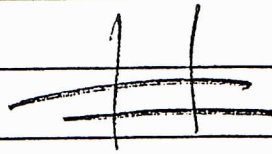
Overall, Kelley uses rhetorical devices heavily and impressively in order to appeal to the sentiments of her



Write in the box the number of the question you are answering on this page as it is designated in the exam.

2 D4

listeners and ~~call out for a need~~ evince the need for change in her ~~own~~ society. From the beginning, Kelley does not leave any room for doubt as she employs specific examples to illustrate the heinous working conditions. By leaving no room for questions and making ~~at~~ her listeners feel guilty without appearing overly forceful, Kelley delivers a powerful message that ~~obviously~~ succeeded in evoking positive and emotional responses from even an ill-informed listener.



This essay clearly and adroitly **develops its analysis with evidence and explanations that are appropriate and convincing.** The student talks about how Kelley uses strategies to further her message (emotions, imagery, anecdotal evidence, and shaming). The essay occasionally lapses in diction that is vague, but the essay overall is full, effective, confident in terms, and carries a good sense of the overall strategies and message Kelley conveys.

Q 2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

PPP

As with most social reformers, Kelley's first purpose is to shock the audience into response. She rages against an injustice, and in order to do so she must provoke the audience. To do so, she manages a tricky task: to turn cold statistics into the fuel for the fires of rage in her audience. Her goal is to arouse the audience to indignation by simply laying bare the horrors of her cause, before exhorting them on to what, at that point, is in their minds, the only, inexorable conclusion.

When riding against laws such as these, it is sometimes important to ~~state~~ explain why they are unjust. This Kelley does, and does without hesitation. But just as important is the layering of her protests. When in lines 23-5, she slams Alabama for ~~the~~ allowing children to work night shifts she does not leave it in isolation. Rather, she characterizes it as "better in this respect than any other southern state" (26) before detailing the lack of even that meagre limit in Georgia or the Carolinas (27-8). In introducing her speech she lays out the ~~great~~ ~~varied~~ specific laws of the

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2 PPP

several states, where child labor may be legal at the age of 6 or 16 (lines 3-6), illustrating the scope of the cruelty.

But in doing so, she is not merely explaining; she uses irony to mould her audience to her cause. For line 76 she refers to children as "little beasts of burden" not out of scorn, for she obviously cares for their welfare, but to call attention to their status as barely human. Her juxtaposition of her audience (presumably well-to-do suffragettes, by her background) asleep in all the comforts of home against the eternal clatter of "several thousand girls... working in ~~the~~ textile mills, all the night through" (lines 17-19) is very carefully honed to shock the audience by exposing them, by proxy, to ~~all~~ the torment of "the deafening noise of the spindles" (line 20), before deftly turning the rapt audience to the injustice by reminding them that these children make goods "for us to buy" (line 22). She mocks Alabama as "better in this respect" than its peers for only making children work 8 hours a night and New Jersey for affording its sons and daughters the "pitiful privilege" of toil (line 45). Kelley's speech is carefully calibrated, first to

arouse that sense of horror among her audience, and then to inculcate in them a sense of responsibility. She speaks of ~~the~~ ^{the} ~~the~~ need to "free our consciences" from this burden of guilt (line 85). What guilt? Most will have not actively supported child labor, but Kelley reminds them that "no one in this room can feel free ~~of this~~ from such participation," because they all wear the fruits of this labor (lines 65-66). This gives her ^{rhetorical} question of whether Georgia or New Jersey would have been so cruel had women been allowed to vote against such laws (lines 55-62). And in doing so, she ties the "shameful" laws to the injustice of women not voting (line 60).

And then, so subtly and craftily, she has the solution. Having assured her audience that "we do not wish this" (line 78) the ~~only~~ ^{only} ~~course of action is~~ "one line of action" open to her troops is the fight for suffrage (line 86). The only present course of action, then, is to liberate women to liberate the children. And just like that, her audience, one might imagine, appalled by the horrors of puerile labor, is won over. By judiciously

Write in the box the number of the question you are answering
on this page as it is designated in the exam.

PPP4

2

outlining the callous cruelty and wrongful nature
of the system, and making her listeners feel
interested in ending such a system, Kelley
has succeeded in her aims.

#

In the skillfull hands of this student, this essay soars. It is sophisticated in its
analysis of Kelley's strategies--and uses them against us, as well. It is
thorough in its development, and impressive in its control.

Overall, after Readers dried their happy tears of joy, they concluded this essay
is insightful, carries a full sense of the speech and strategies, and patterns his
own argument after Kelley's abrupt shift at the end.

Write in the box the number of the question you are answering
on this page as it is designated in the exam.

RR

2

Child labor back in the 1800's was
unlawful and cruel to children. Children
worked more than most people in today's society work.
Children could be killed doing their job, and they
would be replaced. There was no affect for what
was going on.

#

Not much needs to be said about this essay. It only asserts a clumsy thesis and lacks
development, clarity, and control.

BBBBB,

Florence Kelley fought all her life for women and children all across America. In this speech given before the National ~~the~~ American Women Suffrage Association, Kelley uses several rhetorical strategies to convince her audience such as logos, pathos, rhetorical questions, and the use of "we." In this speech, this great woman argues for the improved treatment of children in the workplace.

Florence Kelley starts off this speech ^{a seemingly} ~~and~~ insignificant, yet incredibly powerful word: we. This two letter word immediately couples her with everyone in her audience. She gives the listeners the sense that she herself is one of them. They all share an immediate bond, forming a connection that lasts through the entire speech. And Florence continues to use this strategy. "We can enlist the working men on behalf of our enfranchisement just in proportion as we strive with them to free the children." The use of "we" throughout her speech connects Florence Kelley to her audience.

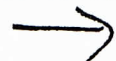
Kelley uses a multitude of facts and laws that convey how real this situation is. "A good law was repealed which had required women and [children] stop working at six in the evening and at noon on Friday." She

BBBB2

uses a mixture of logos and ethos in this context as a way to open the eyes of her audience to the issues facing society. She cites several laws in different states as examples to the problem that she strives to fix.

Florence Kelley then takes aim at people's sensibilities and emotions. She employs pathos to great effect in convincing her audience to act immediately. "Bright white ~~we~~ steep, several thousand little girls will be working ^{in textile} ~~through~~ mills, all the night through, in the deafening noise of the spindles and the looms spinning and weaving cotton and wool, silks and ribbons for us to buy." This tear-provoking image would ~~also~~ cause anyone but the mill owner himself to rise up in arms against this horrid oppression of innocent little children. Emotion is what drives most human action, and Kelley's emotional manipulation is what makes her speech so successful in its goal to save the child workers.

Kelley then asks ^{her audience a} ~~as a rhetorical question~~ ~~very~~ simple, yet effective question. "Would the New Jersey Legislature have passed that shameful repeal bill enabling girls of fourteen years to work all night, if the mothers in New Jersey were enfranchised?" This use of a



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

BBBBB₃

rhetoical question gets an immediate emotional response and is even a subliminal push for women's suffrage as well. This evokes such an obvious response in the audience by begging the question.

Florence Kelley's relentless drive to change the child labor laws all across America was made clear in this speech delivered on July 22, 1905 in Philadelphia. Kelley's use of pathos, ethos, logos, and various other rhetorical devices make this speech easily one of the most influential aspects of the child labor movement. Florence Kelley ^{forever} changed ~~the~~ our nation, and it all started with this speech.

#

This essay begins somewhat formulaic. It does, however, provide an **adequate** analysis of strategies and Kelley's message, providing **evidence and explanations appropriate** to the task.

Readers commented that it is a **more fully developed analysis** with moments of brilliant **clarity**, especially in the strategies of pathos.

NNNN

~~Speaking to an audience of female suffragists, Florence Kelly~~

Speaking at a suffrage convention, social worker Florence Kelly calls upon her audience to combine child labor and women's suffrage issues in order to make advances in both areas. Basing her argument on factual evidence, Kelly further uses emotional and ethical appeal, supported by strong diction and subtle syntax structures to convey the necessity of reform to her audience.

Kelly introduces the majority of her paragraphs with a numerical statistic such as giving the ages, numbers, and ^{have} ~~had~~ worked of child laborers. ~~By basing her argument on factual evidence, Kelly gives~~ ~~more~~ Kelly gives more authority to her argument by basing it on factual evidence. The statistics are typically followed by an emotional appeal to her audience ~~and~~ ~~the~~ sentence to emphasize the immoral aspects of child labor and to get them to sympathize with the children. The sentence, "what can ~~we~~ we do to free our consciences?" (line 85) transforms a political ~~of~~ crusade to ~~a~~ a moral and ethical dilemma.

~~Syntax~~ Subtle syntax strategies such as repetition reinforce Kelly's point that child labor must be reformed. She enumerates the duties of the child laborers, juxtaposing them with ^{repeated} statements of "while we sleep" (lines 18, 29, 35), intended to make the listener feel guilty about and sympathetic to the plight of the workers. In addition, collective personal pronouns and ~~or~~ adjectives such as ~~the~~ ~~us~~ the "us" in "for us to ~~be~~ buy" (line 22) and ~~the~~ ~~our~~ the ~~our~~ in the repetition of "our shoes," "our underwear" (lines 66-68) makes the audience feel personally responsible for the poor conditions of the workers. The repetition of "little" (line 18, 29, 76) ~~and~~ serves as further emotional



appeal, making the audience pity the young girls spending their nights in the factory. In addition, polysyndeton in lines 20-22 ~~emphasizes~~ emphasizes the frantic and burdensome work the girls are responsible for and the parallelism in lines 16-17 ^{emphasizes how widespread child labor is.} Strong diction further strengthens Kelly's argument by making her opinion on the matter clear and unambiguous. She refers to the repeal of labor regulation laws as "backward" (line 40) and calls child labor a "great evil" (line 64-65). The children are described as "little beasts of burden" ^{who were "robbed"} (line 70), an animalistic depiction that draws attention to them being treated no better than livestock. Kelly additionally adopts a slightly sardonic tone on occasion. She ^{sarcastically} refers to states with teenage rather than child workers as "more enlightened" (lines 67) and oxymoronicallly calls ~~the~~ working all night a "pitiful privilege" (line 44-45), two ~~strong~~ rhetorical strategies that draw attention to the absurdity of minors working long uncomfortable hours.

Structuring her speech around labor statistics from numerous states, thus making the issue universal, Florence Kelly emphasizes the moral wrongness of placing such a heavy burden on such young children and places the blame on herself and ~~her listeners~~ any listener through strategies of ethos and pathos, ~~the~~ repetition, and ~~strong diction~~ powerful diction. Not only does she advocate reform in child labor laws, she furthers a second agenda ~~and~~ by using rhetorical overtones (lines 55-62) to place additional blame for the ^{unfortunate} plight of child laborers on lack of female suffrage. Ending with the anaphora of "for the..." she calls upon her audience to join her on a moral and political crusade.

##

There are many rooms in the house of 8, and in this case, this essay is in an anteroom. It is a low 8 compared to D. In the end, the sophistication, clarity, and succinct analysis provided the extra push beyond a 7 but not quite comfortably a solid 8. Reward students for what they do well.

Florence Kelley begins her speech by stunning her audience with the sheer numbers of children under the age of 16 who work every day to support their families. She establishes herself by pointing out that each decade no group of employees increases more quickly than girls from age 14 to 20, announcing that the percentage of girls from age 12 to 20 ~~is~~ doubles with each census. She places her audience in the factories with these "little girls" by ^{illustrating} ~~describing~~ the noise and mention of a textile factory with her words.

Kelley then launches into the legality of these jobs, speaking of the restrictions, or lack thereof, in Alabama, New Jersey, Georgia, and Pennsylvania. She highlights the progress, as in Pennsylvania, and the regress, as in New Jersey. Kelley ponders if the mothers of these children could vote, would it still be legal for them to work? She knows her audience, the National American Woman Suffrage Association, and by asking this question she ~~is~~ unites her goal with theirs, only she cannot afford to wait for their success to incite change.

Kelley ~~also~~ changes her audience with a simple task. Because women do not have the right to vote at the time this speech is given, they must employ the workmen to gain it. And ~~so~~ knowing this Kelley ~~is~~ overears her audience to not only employ the workmen's vote to gain women suffrage but also to free children from toil.

01

In her 1905 speech to the National American Woman Suffrage Association in Philadelphia, social reformer Florence Kelley successfully implemented rhetorical strategies to convey her plea against child labor to the audience. In her speech, Kelley uses imagery; ^{the ad hominem argument} parallel structure, repetition, and rhetorical questions ~~the~~ to strengthen her argument against child labor.

Florence Kelley effectively implemented the rhetorical strategies of imagery and the ad hominem argument to convey her message about child labor to the audience of the National American Woman Suffrage Association. Kelley related the two devices to one another by using imagery to supplement her emotional appeal. Because of this relationship, the two devices were commonly found together in the passage, such as in lines 18-22 where Kelley describes thousands of children working through the night to the "deafening noise of the spindles." This descriptive language gives rise to terrible images of small girls ~~the~~ performing forced labor and invokes deep emotions of anger, injustice, and pity. The descriptions of the unsatisfactory working conditions the girls are



made to endure continue throughout the essay and provoke ever-increasing emotional responses from the audience. These devices allow Kelley to attack the audience from a weakened emotional position until they capitulate^{to} her position on child labor.

Parallel structure and repetition are used by social worker Florence Kelley to reinforce her argument in a 1905 speech about child labor. Parallel structure can be found multiple times in this speech, each time reinforcing the horrors of child labor. In the second paragraph, Kelley repeatedly uses the word "increase" in a single sentence. The repetition of the word "increase" within a sentence that contains parallel structure contributes to the feeling of pressure that Kelley places on her audience during this speech. ~~There~~ Parallel structure is a prominent rhetorical strategy implemented in this speech. Kelley speaks of children "in commerce, in offices, [and] in manufacturing." The combination of repetition and parallelism in this example portray the large extent of occupations that children are being forced to fulfill. Instances of repetition and parallel structure in Kelley's speech serve to strengthen her overall argument and



reassert her negative view of child labor.

Kelley also uses rhetorical questions to make a point about the terrible impact of child labor. She invokes these questions to appeal to the women at the convention who are mothers, asking what they would decide if they were permitted to vote. These rhetorical questions strengthen her argument by appealing to the mothers at the convention and adding an element of pride and indignation to her speech.

The combination of all the previously mentioned rhetorical strategies, such as imagery and parallel structure, serve to support Florence Kelley's position on child labor and contribute to her ultimate purpose of a call to action for women's suffrage.

#

This essay is adequate as it provides strategies and plods through examples and, rarely, some explanation and elaboration. It is, however, uneven, inconsistent, and simplistic. Quintessential 5.

In the early 1900's, young women were put to hard work in cotton & textile mills. Several reformer like Florence Kelley fought successfully to improve working conditions for women and child labor. She did this by delivering a speech to the ~~the~~ National American Woman Suffrage Association (NAWSA). Through-out this speech, Kelley uses several rhetorical strategies to convey her message to her audience.

Florence Kelley uses her point of view to distinguish on how women are being put to do more work then they deserve rather that keep them working all night. She states on how when people sleep, young women are being put to work all night in textile mills and cotton mills. This message shows the harsh treatment that womans get. ~~It~~ It also shows how they are being cut from there rights by not being able to choose what they do. Instead, there forced to work under harsh treatment.

##

This essay struggles in many ways, not the least of which is in controlling the elements of effective writing. It summarizes part of the passage, but overall, it is undeveloped, especially simplistic, and weak.

W/

Florence Kelley was a United States social worker who fought successfully for child labor laws. In a speech she delivered on July 22, 1905 in Philadelphia, she used rhetorical strategies such as comparing and contrasting, sentimental facts and argument to give us many details on the types of child labor that was going around and about in the 1900's.

Kelley used Compare and contrasting when speaking of different states in the country about their child labor laws. In one of her quotes she states, "In Alabama the law provides that a child under sixteen years of age shall not work in a cotton mill at night longer than eight hours." Then she says, "North and South Carolina and Georgia place no restriction upon the work of children at night." She compares Alabama and both North and South Carolina and Georgia for the laws they have on children working at night. She also compares yet again Alabama with New Jersey. She states, "For Alabama limits the children's work at night to eight hours, while New Jersey permits

→

it all night long." ~~all day~~

Kelley also uses sentimental facts to not only get the audience's full attention but for the audience to ~~feel~~ feel something for these children that are working hard.

She says, "children braid straw for our hats, they spin and weave.... neckwear for us to buy." This could really get a person's full attention once ~~see~~ listening to those words and knowing it's happening in reality.

Lastly, she uses argument. She states, "In Georgia..... while we sleep." She argues that the child could be just tall enough to reach bobbins and that child will still have to work in that field. She also argues that the state of Alabama has better respect for child labor than any other state in the South. Many people maybe agreed with her, maybe many disagreed with her. But she directly points at Georgia and North and South Carolina for not having any restriction for working at night kids.

In conclusion, Florence Kelley was a strong woman who fought for rights for children. In this speech she used compare



Write in the box the number of the question you are answering on this page as it is designated in the exam.

W₃ Quest. 2

and Contrasting, Sentimental facts and argument to convey her message about child labor to her audience.

#

This essay is a perfect example of how length doesn't necessarily correlate to score. It is long, but in the end, it is all summary with no analysis. The student lacks a vocabulary for analysis and has difficulty controlling language, syntax, and structure.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

FF 2

~~Kelley~~ Florence Kelley fought successfully for child labor laws and improved conditions for working women. I believe she ~~got this from~~ accomplished these things because of the rhetorical strategies she uses.

~~Through out~~ ^{Through out} her speech, ~~Flower~~ Kelly used the rhetorical element of repetition to convey her message. She often used "while we sleep..." because it ^{portrays to} ~~shows~~ the reader that while one could rest, others were being abused and mistreated at work.

~~Kelley~~ Kelly also poses questions to the readers, ~~to~~ which causes the reader to evaluate the situation and imply his/her own thoughts. This draws the reader in and allows for a ~~sp~~ stronger speech.

##

Overall, vague and merely repeats the one quote it provides. Lack of analysis, development, control, along with painful brevity.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

JJ Question 2

Kelley establishes pathos in her speech to the National American Women Suffrage Association. When she speaks of the little girls slaving away in the textile mills creating our shoes and underclothes as we sleep, it sparks an emotion. You may begin to feel sad and very bad for not speaking up earlier to get rid of this monstrosity and change it.

She also establishes ethos by mentioning the Alabama law and the repealed New Jersey law. If the people would have spoken up and pushed for that New Jersey law, many women and children would not have to suffer so profusely.

Kelley's choice of diction makes her message even stronger. The words she uses are straight forward. They never beat around the bush or leave space for question and doubt.

#

This essay provides strategies (pathos, ethos, and diction), and while it does so in a juvenile manner, provides at least a statement of how that pathos may have made a person feel. The essay overall lacks depth, development, and control, but that first paragraph is enough to warrant its score.

Question 2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

LL1

Florence Kelley's speech provides examples of how young girls and women were treated and how it wasn't fair for women, young girls in particular, to have to work the long hours they did. As young as six, children have been subjected to work or, "... earn their own bread." (line 2) Her use of parallel structure for, "While we sleep", attacks the readers emotions. In three separate paragraphs she explains what little white girls are forced to do "While we sleep." Her multiple use of the phrase allows the reader to think about the struggles children especially had and realize that the whole child-labor was wrong.

The authors use of diction provides the speech with a sense of sorrow for the children. Her descriptions of a young girl travelling to work on the afternoon of her birthday tugs on the readers emotions. The whole speech has an emotional appeal that would make any reader or supporter want to stand up and do what's right.

The rhetorical question in the passage asks if the, "New Jersey Legislature would have passed the shameful repeal bill enabling girls of fourteen



years to work all night, if the mothers in New Jersey were enfranchised?" Without giving an answer the reader knows what the probable one was. No. During this time lawmakers and legislature did not care about the working conditions of their workers. They were completely focused on the amount of money received from the products.

Kelley makes it clear that the work children did was massive amounts for the age that most were. She again uses parallel structure to name the jobs children had. "They make our shoes... they knit our stockings... they spin and weave our cotton underwear... they stamp buckles..." (line 68-72) The list continues and the long list allows the reader to see the tough jobs they encountered. She believed, "...we should enlist the workingmen voters, with us, in this task of freeing the children from toil" (line 94-96) To males during this time this probably wasn't considered right but to today's readers, they see it as fair. After all a child's place to work is in school, not a sweatshop.

#

This essay provides strategies and nascent understanding of how those strategies work to convey Kelley's message, but overall the analysis remains inadequate, unconvincing, and undeveloped. The student also shows a lack of analytical vocabulary that results in inconsistencies and weakness.

Through her clever use of pathos, to appeal to the emotions of her listeners, her powerful diction and extremely vivid imagery, Florence Kelley was able to successfully advocate ~~for~~ against Child labour during the adolescence of the Industrial age.

Line after line of Florence Kelley's eloquent speech depicts, in detail, children, ~~set~~ of a very young age, suffering. Such depictions are employed by Kelley in order to derive some form of emotional ~~and~~ sympathy from her audience, who ~~is~~ ~~are~~ were just made aware of the cruelties of Child labour through Kelley's speech, and empathy from those who have witnessed those cruelties and even lived through them. Kelley brilliantly utilizes pathos throughout her speech, from the opening line, to the closing line. "Tonight while we sleep, several thousand little girls will be working in textile mills, all the night through... Spinning and weaving cotton and wool, silks and ribbons for us to buy." Not only do passages like this break the ~~hearts of~~ hearts of those listening to Kelley's speech, but they cause the audience members to feel



II

Write in the box the number of the question you are answering on this page as it is designated in the exam.

NN2

a certain degree of guilt, to feel somewhat responsible, for living in a society that employs children to mass produce products, simply for the consumer's joy. Kelley uses pathos brilliantly, to advocate change, through involving her audience emotionally.

In order to ~~support~~ support her use of pathos throughout her speech, and to give her claims credibility, Kelley employs powerful diction. Throughout her ~~speech~~ speech, Kelley's strong word choice helps the passage flow, while supporting her argument. Her most obvious usage of strong diction is Kelley's use of the word "young" throughout her speech, this reminds the audience of the innocence of children, that is being corrupted by child labor. Kelley constantly ~~rem~~ reminds the audience of the wrong that is being committed by child labour by addressing it as, "this great evil." Kelley exposes the barbarity of child labour by calling the children, "little beast of burden." Through her moving diction, Kelley is able to support her use of pathos in her argument.

Kelley is able to support her use of pathos in her argument even more,

by her use of extremely vivid imagery. Kelley is able to paint vivid pictures in the minds of her audiences, depicting the raw ~~and~~ cruelty of child labor. Through phrases like, "They carry bundles of garments from the factories to the tenements, little ~~hand~~ of burden, robbed of school life, [so] that they may work for us." It is Kelley's descriptiveness that enables her to evoke such strong emotions out of her audience. She depicts ~~these~~ thirteen year old girls, working late into the early hours of the morning, while providing factual evidence to support her claims.

Through her use of powerful diction, and vivid imagery, Florence Kelley is able to continue her usage of Pathos ~~throughout~~ throughout her speech, in order to advocate for change.

#

If there were ever a perfect score, this essay is it. Quintessential 6: controlled, adequate, and perhaps too long for what it actually ended up saying. It does the job it is supposed to do without frills, bells, or whistles.

In her speech to the National American Woman Suffrage Association, Kelley uses an emotional tone supplemented with repetition, parallelism and plentiful imagery to convey a sense of outrage over the widespread dependence on child labor throughout the ^{workplaces} ~~factories~~ of the United States.

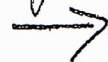
Kelley begins not with a thesis but with a statistic: "two million children under the age of sixteen years" are working in factories, offices and businesses, she pronounces, implying that this fact needs no analysis or contextualization to invoke a sense of righteous indignation in the listener. She continues to establish facts throughout the first and second paragraphs, using parallelism to emphasize that child labor is not just continuing, but increasing: "Men increase, women increase, youth increase, boys increase in the ranks of the ~~great~~ breadwinners but no contingent so doubles -- as does the contingent of girls between twelve and twenty years of age."

The first part of this sentence suggests the endless droves of people applying for jobs paid by wage: asyndeton creates a mental picture of endless lines of workers, equally men,

women and unfortunate children. The latter half of the sentence stands out, as Kelley breaks her use of parallelism to emphasize the high number of young girls among these workers to her audience of female suffragists. The outraged and reform-minded tone evident through Kelley's introduction of unpleasant, core factual evidence and parallelism-based syntax foreshadows her determined approach as she expands upon her base throughout the speech.

Once having sufficiently impressed upon her ~~listeners~~^{audience} the grave inescapability of child labor facts, Kelley relies on repetition and imagery to reiterate her point, escalating the degree to which her speech resonates with listeners' emotions more than its established core of factual information. At the beginning of the ~~3~~ third paragraph, Kelley proclaims, "Tonight, while we sleep, several thousand little girls will be working in textile mills," a fact unsettling enough before its opening three words are repeated to describe the work more in detail on line 35.

The girls are spinning fabrics "for us to buy," Kelley ~~emphasizes~~ both in paragraphs



three and more, using the pronoun "us" to make a sense of responsibility, shared guilt and desire for action in her audience. After using a similar array of pronouns - "we shall none of us be able to free our consciences from participation in this great evil" - and elevated, emotional language, Kelley offers an image of what such "great evil" may be: a young child "spin and weave our cotton underwear in the cotton mills... braid straw for our hats, ~~that~~ spin and weave the silk and velvet wherewith we trim our hats... stamp ~~buckle~~ buckles and metal ornaments of all kinds, as well as pens and half-pens." This emotional delivery, including the audience as party to the "evil" being propagated against children, then offering an overload of examples of the injustice occurring, overwhelms the audience emotionally, cementing Kelley's point. → Kelley ends with an ~~emo~~ enthusiastic, righteous call to arms, using parallelism a final time as she urges her audience to act "For the sake of the children, for the Republic in which these children will vote after we are dead, and for the sake of our cause", eliciting their loyalties as protectors



Write in the box the number of the question you are answering on this page as it is designated in the exam.

004 2

of children, women's suffragists and members of their nation to move them towards establishing justice for ~~the~~ underrepresented, mistreated, vitally important children whose work is visible in any shop yet whose voices are tragically silent.

#

It's a clear 9, as it poses its argument with insight and purpose. It's impressive in language, control, and use of evidence and explanation is fully developed.

Throughout her piece, Kelley make a sound and compelling argument against the conditions faced by many children in the South. Kelley strengthens her argument by employing effective use of imagery, syntax, and diction.

Kelley's ~~text~~^{speech} is rife with descriptions of the miserable plight of children in the workforce. These images resonate with the reader and elicit sympathy for Kelley's cause. As she describes the wretched conditions and "deafening noise" endured by young girls "while we sleep" ~~the passage~~ Kelley not only illustrates the plight of girls in the workforce, but juxtapositions it with the peaceful thought of sleeping through the night. This stark comparison shows how truly miserable are the conditions for some children (ln 18-22). Kelly also uses imagery to illustrate just how young these girls are who toil through the night. She describes girls "just tall enough to reach the bobbins" working at the mills (ln 33-34). This pitiful image must resonate with the reader, imagining a girl so young given such a difficult lot in life. Kelly again juxtapositions images of miserable children with happy adults as she describes a girl "on her thirteenth birthday" leaving for work as "happier" people walk with their lunches (48-51). Once again



ZZ₂

The stark comparison between the happy folk of the south and miserable children elicits great pathos from the reader. By describing bleak images of child labor especially in comparison to more peaceful, happy images, Kelley makes a strong emotional appeal to her audience.

Kelley also utilizes syntax to make her point about the viles of child labor. She compounds and repeats herself describing "little will be working tonight in ~~these~~ ^{the} mills... working eleven hours at night" (ln 29-31). In repeating herself Kelley reemphasizes her point, but in making both statements in the same sentence she forces the reader to be overrun by thoughts of these poor children. In essence the reader has no time to pause before being struck twice by the pitiful plight of these children. Kelley also utilizes ~~long, parallel~~ ^{short, parallel} sentences with many ^{parallel} clauses when describing the conditions and duties of working children (ln 66-75). This style makes each point stand out to the reader, but with so many similar points being made rapidly, Kelley creates a sense of confusion. This confusion parallels the confusion which child-laborers must feel when facing such challenging tasks at a young age. In her final statement the use of commas



draws the reader from one point to the next in the succession of phrases. This tactic allows Kelley to build intensity for her argument and for her final address to the audience. By utilizing syntax effectively Kelley is able to strengthen her hold on the audience and make her points more clearly.

Kelley also employs diction effectively in her appeal to the reader and thus elicits much sympathy for her cause. In repeating the word "little" over and over again when describing these workers, Kelley forces the audience to consider the young age of these children. A "little" child must be cared for and protected, not sent to toil in factories. Kelley also repeats the word "free" and "freedom" when appealing to the reader, giving a sense of liberation and moral superiority of her cause. Kelley effectively utilizes diction when making her case and eliciting sympathy from the reader.

Kelley's appeal is both heart-wrenching and compelling. Through deft use of rhetorical devices she makes her point resonate with her audience. In this manner she effectively conveys her message and incites the reader to action.

With minor lapses in vocabulary and syntax, this student carefully controls his argument, offering strategies, evidence, and explanation. Some points are left weakly developed as the student when the student fails to fully develop the function or purpose of the strategy or remains vague about how Kelley uses it to her purpose.

2

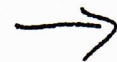
Write in the box the number of the question you are answering on this page as it is designated in the exam.

BBB

In the late 19th to early 20th centuries,¹ social workers and reformers everywhere waged wars against the government, ~~the~~ pushing for child labor laws to be passed. One such reformer, Florence Kelley, ~~was~~ appeals emotionally in her call for help through the use of shocking statistics, poignant imagery, and compelling diction.

In paragraph 1, Kelley shares that millions of ~~child~~ pre-teen children are forced to work long hours to earn money for their families. Again in paragraph 2, she stresses the ~~young~~ youthful ages of the girls who work in factories. ~~For~~ In line 18, Kelley's statistics come alive as she describes what the 7,000 working girls will be doing all night while everyone sleeps. By sharing concrete numbers with her audience, the child labor problems at hand become more real.

Her use of imagery also brings life to the ~~text~~ child labor issue. In paragraph 5, Kelley describes a ~~was~~ six or seven year old girl who is "just tall enough to reach the bobbins" working up ~~to~~ eleven straight hours. In paragraph 7, Kelley discusses a 13 year old girl "carrying her pail of midnight luncheon as happier people carry their midday



"Luncheon." In both examples, Kelley's choice to describe specific instances rather than making generalizations adds power to her argument. The mental images of these poor children working so hard makes Kelley's argument ~~see~~ carry a moral burden as well. In lines 65-77, Kelley ~~also~~ paints a picture of the children at work. She uses anaphora and parallelism to strengthen her point. In lines 29-31, Kelley ~~conveys~~ ^{conveys} an image of "little ~~white~~ white girls working through the night while everyone else sleeps. Overall, Kelley's use of heart-breaking imagery evokes a strong emotional response from her audience.

Finally, Kelley's factual use of compelling diction skillfully bolsters her argument. She describes the sounds in the factories as "deafening," which makes the audience practically feel the poor factory conditions. She uses irony ~~and~~ as well when she describes the "pitiful privilege of working all night long" after children turn 14. This ~~twist of the~~ word choice is ironic b/c working in a factory is not a privilege at all. She discusses the "long backward step" taken by New Jersey when it repealed a women & children's labor law, ~~which~~ eliciting a negative response ~~from~~ to New Jersey especially when she describes

→

2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

BBB₃

tiny children

the repeal as "shameful." Perhaps Kelley's most compelling use of diction is her choice to constantly refer to the children as ~~"children"~~ and "little boys and girls" rather than simply as "they." This tactic constantly reminds the audience of who Kelley is fighting for and keeps the image of the kids fresh in the audience's mind.

Kelley's use of diction, imagery, and statistics successfully appeal emotionally to the audience b/c she won't let ~~you~~ the audience forget the subject matter of her speech since ~~she~~ she relentlessly ~~paints~~ paints pitiful and poignant images. Her use of these rhetorical strategies provides the strength her argument needs to pass such legislation. ~~she~~

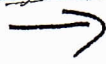
#

This essay strengthens as it goes and it appears the student writes herself into understanding. A lack of vocabulary limits this essay and causes lapses in language and analysis. It is adequate to the task of identifying strategies and using evidence and explanation to examine Kelley's message, but overall it lacks the fullness of explanation that characterized Sample ZZ.

III,

In order to influence the minds of the people listening to her speech, Kelley had to make them feel a mutual feeling of despair followed by hope. She is successfully able to do this in her talk by employing a multitude of rhetorical factors. She masterfully translates her ideals and sentiments into ^{spoken words} language. She begins the speech by mentioning striking statistics to grab her audience's attention. She follows this up by slightly mocking the state of the ^{happenings} government in a few states with the word "enlightened." Continuing, Kelley uses her parallel sentence structure to mention and to appeal to all people (men, women, youth...). Next, she ends the second paragraph of her speech after mentioning all groups of people and their increasing work contingent, but lacking increasing population contingent, she finishes her second paragraph with an anecdote talking about the places in which the young girls work. Continuing her focus on the girls, Kelley uses more striking language, "deafening noise," to get to ^{her} the audience.

Next, Kelley gets into specific laws and lacks thereof in a few states. By doing so, she gives a concrete example to ^{us} the audience to focus on. Throughout this part of her speech, she reiterates how ^{unpleasant} the children work during the night, "while we sleep." Mixed in to the middle of this section is a splice of sarcasm when she talks about a 14-year-old girl finally getting to "enjoy the



III₂

pitiful privilege of working all night long." This one again effectively pulls her audience onto her side. Shortly thereafter, she uses a simile to assert the same point when she talks about the 13-year-old "carrying her part of midnight luncheon as happier people carry their midday luncheon."

After the laws and specifics, Kelley changes her approach and begins to focus on solutions to the problem. She turns her attention to politics and asks the rhetorical question about what would happen ^{to the labor laws} if mothers in New Jersey were enfranchised. ^{She asks her case for women's rights as well.} In this part of her speech she also turns her attention to emotional appeal, as she uses parallel sentence structure to give the audience examples of what children do for them ^{during} the grueling factory work hours. The "little beasts of burden" get "robbed of school life that they may work for us." With these phrases she makes her fellow adults feel guilty.

Concluding the piece, Kelley focuses on urging her audience to petition and to "enlist [more] workmen" to speak up and vote against the unfair labor laws. By giving a solution and by once again using parallel sentence structure, Kelley terminates her speech with an ^{effective} exclamatory call to action.

#

This essay begins slowly and trudgingly, a trait found among 6/7 essays. I am told the Reading Room was split on this essay between the two scores. Ultimately, scoring leaders gave it a 7 (low 7, certainly) because the essay grows in maturity and development by the last paragraph. Compare to BBBB.

In her speech about child labor, given on July 22, 1905 in ~~San~~ Philadelphia, Florence Kelley used several rhetorical devices to convey her message in the best way possible. Her speech was given before the convention of the National American Woman Suffrage Association.

Kelley argues that child labor in the United States of America ~~has~~ reached indispensable extremes. ~~For~~ In many states, while we sleep and take rest of a day of work, children in North and South Carolina, Georgia, and other ~~southern~~ states are working all night long.

To increase her credibility, Kelley uses statistics and specific examples of the United States. For example, "In Alabama, the law provides that a child under sixteen years of age shall not work in a cotton mill at night longer than eight hours, and Alabama does better in this respect than any other southern state." In ~~her~~ explaining that, it was evident that she had done much research and had ~~the~~ enough information to make her claims.

One rhetorical device that she uses is one of the most common—metaphor. In the first ^{→ Sentence} ~~part~~ of the speech, she says "who are earning their bread".



Question 2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

SSS₂

In this context, "bread" does not literally mean a loaf of ~~whole-wheat~~ ^{whole-wheat} bread. She means that the children work to earn ^{the} money, that ~~exactly~~ they provide for themselves (and probably their family) with, in which they potentially buy bread with.

Another complementary rhetorical device is polysyndeton. By using this in her last sentence of the second paragraph, Kelley emphasized the importance of her examples, ^{by} repeating the ~~same word~~ same word. She says "They are in commerce, in offices, in manufacturing." ^{of the word "in"} Because of such repetition, I understood the meaning of the sentence — the many different ~~areas~~ ^{of the word "in"} areas that young teenagers work at.

In paragraph 7, Kelley describes a hypothetical situation of a thirteen-year-old girl. By doing ^{so} ~~making~~, her audience better understands the reality of the whole tragedy. And maybe a solution could come out of ^{such} ~~the~~ emotions.

Florence Kelley's speech in 1905 was a powerful one that sent a message loud and clear to the American government. ~~The~~ ^{The} rhetorical devices and fallacies, including appeal to the audience, was very beneficial in the ~~delivery~~ ^{delivery} of the message itself.

This essay is typical of its score range for its introduction of strategy, use of evidence, and flat-footed statement following the quote that provides inadequate development. Lapses in diction, syntax, and control also characterize this essay as a 4.

Yyy
Florence Kelley delivered a speech before the convention of the National American Woman Suffrage Association in Philadelphia on July 22, 1905. Kelley conveys her message about child labor laws to her audience. Kelley believes the child labor laws are unjust and need to be changed.

Children across the United States are forced to work in factories and textile mills at a young age. "In Georgia, children work in the cotton mills by the age of six or seven." Age isn't the only concern in the factories, but hours are also a major concern. "In Georgia there is no restriction whatever!" The young children working these endless hours are for the most part white girls.

Different states have come up with laws to control some of the outrageous labor. "In Alabama the law provides that a child under sixteen years of age shall not work in a cotton mill at night longer than eight hours." "North and South Carolina, Georgia, and New Jersey place no restriction upon the work of children at night."

Florence Kelley fought for child labor laws and succeeded. The age allowed to work in factories and the hours allotted were changed, thanks to Kelley. ~~that~~ Labor organizations are willing to help children; they



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

YYY2

just need to have an understanding of the circumstances.
Most people don't want to hear of young children worked
to death.

#

This essay provides no analysis of the passage, only brief summary of the speech and the information provided in the speech. The student concludes with a didactic call that weakens an already insufficient and unsuccessful discussion of Kelley's strategies and message.

Question 2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

5

AAAA,

In the early twentieth century, child labor was a major problem America faced. Florence Kelley was a very vocal speaker who spoke out against the injustices of child labor. In her speech she addressed the National American Woman Suffrage Association. She hoped to be heard by the workingmen, politicians, and government. Her purpose was to make people aware of the despicable situation in child labor as well as try to ~~get others~~ ^{get others} to try to stop it.

In Kelley's speech, she employs Pathos. She appeals to the reader's emotions by describing the plight of children in factories. She often refers to them as having to earn the bread for their families. She describes how that while they are asleep, the children are forced to work to make the products that the sleeping will buy. Kelley employs this to evoke sympathy from the ~~reader~~ ^{audience}. If the audience feels bad for the children they are more likely to do something about it. Kelley also employs ethos. Her speech has authority by her reading out facts and laws for example, she ~~reads~~ gives ages and where they work. She also uses biting words and ~~exclamation~~ ^{exclamation} to develop more authority. This makes the audience respect her claims and give her more credibility.

Kelley uses ^{of} tone remains very strong throughout. ~~And~~ Throughout the piece, her tone is firm. She is very honest and lays out the facts. In some places she even uses a mocking sarcastic tone. For example, "boys and girls, after their 14th birthday, enjoy the pitiful privilege of working all night long". This sarcasm is used to display her distaste for the



labor laws and evoke a sense of guilt from the audience. At one point, Kelley uses a softer more sympathetic tone. She tells the audience "We do not wish this". She employs this tone to make the audience know that she knows their intentions. Instead of the entire speech being a biting indictment, this makes it more persuasive and makes the audience feel better.

Kelley also uses the strategy of repetition in her piece. One of these repetitions occurs in the second paragraph "Men increase, women increase, youth increase, boys increase". This repetition gives her speech a staccato accent to it. It is used to make her point more clear and potent. She uses the repetition in describing the children's work, making it sound strenuous and extensive. This conveys again to the audience how unfair and inhumane the child labor laws were.

Kelley's use of rhetoric in her speech against child labor is very successful. It conveys her point fully and effectively. Her use of pathos, ethos, tone, and repetition stress her point on the topic of child labor and persuade the audience to her cause.

#

This student's second body paragraph is its greatest strength and most thoughtful analysis. It is, in fact, the bright spot that keeps this essay from earning a 4. The composition is, as a result, uneven and limited in discussion and analysis. However, it does provide strategies and often mentions there is a purpose (even if it is ineffectively examined). The lapses in diction and syntax also contribute to this essay's score.

Florence Kelley sought to convey the harsh conditions children in the workforce endured in her July 22, 1905 speech and call the public to action because of these conditions. Her speech employs rhetorical strategies to create a pathetic image of suffering among working children before calling the public to respond. Kelley uses ^{figurative language and description} ~~description~~, repetition, and ~~emotional moral appeal~~ rhetorical questions to create an emotional and moral appeal and call for action.

Kelley uses description and figurative language to ~~be~~ visualize for audience members the conditions of working children and to elicit an emotional response. ~~She~~ In particular, she calls the task of working in a factory all night long a "pitiful privilege," using alliteration along with irony to highlight that the children's jobs are not privileged. She later ^{employs metaphor and} compares children to "beasts of burden" in the way they are treated ~~by~~ in factories, planting the idea that children are treated inhumanely while at work so as to create pity among audience members. Finally, Kelley also ~~describes~~ describes hypothetical situations of innocent young children, such as the girl working on her thirteenth birthday, sent off into the horrors of the factory. These descriptions ~~are~~ enhanced by some use of figurative language, ~~which~~ paint a pitiful image that stirs up emotion in Kelley's audience members, pushing them toward her call to action.

~~The images~~ The emotional images are further emphasized with a continued use of repetition, further driving in the idea that the factories are horrible and children should not work there. Kelley employs both repetition in the structure of her presentation of facts to the audience, such as in paragraph one with the age ranges of working children, and in her more descriptive, hypothetical anecdote-driven paragraphs ~~about poor~~. These statistics and stories, such as the ~~specific~~ ^{the} situation of a girl barely tall enough to work in ~~the~~ factories, further the

66662

audience's pity, as they emphasize the specific conditions under which children work and repeat this emphasis ^{Also} so audiences are focused on it. ~~Emphasizing~~, Kelley repeats the phrase "while we sleep" as a precursor or ending to each pathetic tale ~~about~~ regarding child workers. This phrase elicits a different sort of emotional response: guilt. This phrase implies that ~~audience~~ the public remains comfortable and inactive while children suffer, and coupled with the repeated tales of pity, drive the audience toward Kelley's plan of action.

Finally, rhetorical questions also stir up emotion among Kelley's audience members while also leading up to her proposal for action. Specifically, Kelley's rhetorical questions ignite "what if?" thinking ~~among~~ that for others the guilt already ~~is~~ stirred up by repetition. The audience Kelley prompts her audience to think what they could have done to prevent these atrocities and thus makes them more ~~susceptible to her plan~~ willing to support her plan, as they seek to ~~make up for their lack~~ guilt causes them to seek to make up for their past inaction. In particular, these questions call for women's suffrage, which Kelley claims would prevent legislations from passing laws in favor of child labor. These questions then lead to Kelley's ~~plan~~ explanation of her plan: gaining the vote in order to end child labor. Rhetorical questions thus furthers the audience's emotional response to Kelley's speech while setting up for the speech's proposed.

Description and figurative language, repetition, and rhetorical questions allow Kelley to convey her message by appealing to the audience's emotions, in particular guilt and pity, in order to predispose them to supporting her plans.

#

Succinct, straightforward, and clear, this essay effectively analyzes how Kelley uses strategies and then develops his argument about those strategies with evidence and explanation. It isn't as sophisticated in vocabulary and development as a 9 but it is still an excellent response given the 40 minute limitation.

emb

Question 2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

JJJJ,
In American History, both Women and factory workers have been marginalized and disenfranchised. To be a female factory worker was to be doubly condemned with the curse of what was seen as the inferior sex and inferior profession. Social worker and reformer Florence Kelley, however, fought for the improved livelihoods for working women and children. She countered their exploitation by using their abject situations to recruit other women to her greater cause, gathering support for Women's suffrage. Kelley passionately uses her rhetoric techniques such as parallelism, ~~repetition~~ tone, and pathos to convince her audience of women to fight for enfranchisement.

Kelley, a virtuoso of rhetoric, craftily uses parallelism to place emphasis on the injustices against young female workers. For example, she emphasizes the young age of female workers, repeating their ages. This draws attention to the youth and inexperience of the exploited workers. Pairing her parallelism with a shift in syntax further emphasizes the injustice. She asserts "Men increase, women increase, youth increases, boys increase in the rank of breadwinners; but no contingent so doubles from census period to census period as does the contingent of girls between twelve and twenty." Kelley



emb

JJJJ2

lulls the audience into a sense of comfortable normalcy by repeating the phrases with a type of person and the word "increase", then abruptly changes the flow from short, terse sentences to a long sentence describing the ever greater increase in the number of women. She does this to de-emphasize the first groups of people, then shock her audience with the sudden change of flow to induce the same vehement, passionate desire for change in her audience as she experiences. She once again employs parallelism to reveal the tedious, repetitive nature of the factory workers, saying "They knit our stockings... they spin and weave our cotton underwear... they spin and weave the silk and velvet... they stamp brooches of gold and metal ornaments of all kinds... They carry bundles of garments." Through this use of parallelism, she points out the many ways women use the products these young girls slave over, winning over her audience through extracting their empathy for the girls and also revealing their culpability in purchasing products tainted by human exploitation.

Kelly also assumes a bitter, almost sarcastic tone to instill a sense of resentment for the mistreatment of factory workers. For example, she criticizes the policy of working hours in the states not by initially criticising them outrightly, but by sarcastically calling the states who had slightly higher ages of workers "enlightened".



Kelley hardly believes the states with workers at the age of sixteen to be enlightened and calls them that to indirectly mock them. She does this again when she claims that "Alabama does better in this respect than any other state." Kelley does not view Alabama's 8 hour work night as particularly good in any respect, and employs her sarcastic wit to reveal that even the best of states operate under deplorable conditions. She once again employs sarcasm to mock the states by saying exactly the opposite of what she means when she claims that "girls, after their 14th birthday, enjoy the pitiful privilege of working all night long." Kelley knows that the workers loathe and do not enjoy their work, and that it is more a forced obligation to their families to work than it is a privilege. She uses this bitter, sarcastic tone to point out the horrors of the factories and to cause her audience to ~~feel the same~~ abhor the system as she does.

Kelley also uses pathos, an appeal to the emotions, through images and ~~repetitive~~ rhetorical questions. For example, she enhances the naive, defenseless image of the young working girl when she describes a worker "age 12 or six or seven, just tall enough to reach the bobbins,



JJJJ4

very work eleven hours by day or by night." This pitiful image appeals to the protective, nurturing, motherly instincts of her ~~audience~~ female audience, eliciting an intense emotional response. She takes it one step further by describing a girl heading to work on her birthday, enhancing the tragic nature of the story by making a day meant to celebrate an individual's birth one when that very individual is forced to slave over inhaling machines. Furthermore, she makes an appeal to the emotions by asking women "If the mothers and teachers of Georgia could vote, would the Georgia legislature have retired its next session for the past three years to stop the work of children under the age of twelve?" and "What can we do to free our consciences?" By asking her audience these questions, she forces them to answer the questions for themselves and look inward upon their own potential. By asking about the conscience, she implies that the women's consciences should be burdened and causes the women to be more susceptible to taking action. This appeal to emotion further convinces her audience in joining her cause of fighting child labor by joining the vote.

Florence Kelley circumlocutes ~~over~~ her true intention, to invite women into fighting to be able to vote, by employing these rhetorical devices. She gains sympathy for her audience by utilizing the rhetoric with her sarcasm.



2

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JJJJ5

placing emphasis on the involvement of women in the
process and demand for such labor, and calling her
audience to action. She successfully triggers an emotional
response in her audience and leads the way to
fighting for women's enfranchisement, following in the
tradition of integrity before her such as
Susan B. Anthony and others present at the
Seneca Falls Convention.

#

There is no question about this student's score. From the opening sentence to the final conclusion, this student negotiates strategy, purpose, and message skillfully. The student provides historical context for analysis, and then with deft control of language and syntax provides a thoroughly developed argument impressive for its maturity and insight.