**2011 Florence Kelley Student Samples**

**2C –** (1/2 page)

In the early 1900's, young womens were put to hard work in cotton & textile mills. Several reformer like Florence Kelley fought successfully to improve working conditions for woman and child labor. She did this by delivering a speech to the ~~illegible~~ 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. ~~Illegible~~ 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.

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**2B –** (2.5 pages)

In the late nineteenth century and early twentieth century, child labor was a major topic of debate. Florence Kelley, a United States social worker and reformer, fought ardently against child labor and for improved working conditions for women. In her speech before the National American Women Suffrage Association, Kelley promotes an end to child labor and increased social reform. While Kelley conveys her message through intentional forms of syntax and a call to action, she is most successful by appealing to pathos and ethos to institute a true cry for change.

Kelley makes adequate use of syntax in order to prove her argument, most notably by her use of parallelism, in describing all the difficulties and duties that child laborers must endure. Kelley maintains a constant pattern by her use of parallelism in order to emphasize the harsh realities of child labor. For instance, Kelley states "the children make our shoes in the shoe factories; they knit our stockings […]. They spin and weave […]. They carry bundles of garments from the factories to the tenements, little beasts of burden." Therefore, by outlining the countless tasks that children are called upon to do, Kelley engenders an emotional response in the audience. In short, Kelley's successfuly uses syntax and parallelism to highlight the plight of child laborers.

In addition, Kelley institutes a call to action as her central purpose in order to send her message and resolve the issues associated with child labor. For instance, Kelley states, "we […] are citizens who enjoy the right of petition." In ~~illegible~~ citing the political rights of her audience, Kelley engenders a feeling of necessity of action amongst her listeners~~s~~. For, Kelley continues by saying, "no labor organization in this country ever fails to respond to an appeal for help in the freeing of the children?" Kelley's clear purpose is to present a call for action against child labor. By motivating her peers, Kelley hopes that more and more individuals will pick up the sword and fight child labor.

Lastly, Kelley is most successful in conveying her message by appealing to both ethics and pathos. For example, in citing the ethical (ethos) issues of child labor, Kelley states "Tonight while we sleep, several thousand little girls will be working in textile mills." Kelley wants her audience to ponder the rights and wrongs of child labor. By presenting a blatantly "wrong" concept, Kelley successfully produces an uneasy feeling in her audience. This identification of injustice therefore serves Kelley's broader goals in combating child labor and instituting laws preventing the unethical treatment of children. Also, by citing specific states and legislative bodies, Kelley details how the unethical nature of child labor stems from the top of the political spectrum. Nevertheless, throughout her oration, Kelley most often turns to the ~~message~~ emotions of her audience in order to present her point. By pointing out how "two million children under the age of sixteen years are earning their bread" and buy detailing the countless duties of a child laborer, Kelley engenders an emotional and personal cry against child labor—her desired goal. Ergo, by appealing to the ethics and emotions of her audience, Kelley conveys the true horrors of child labor. Kelley calls her audience to take action against child labor ~~illegible~~ "for the sake of the children."

In attempts of garnering support for the implementation of child labor laws, Florence Kelley utilizes numerous rhetorical strategy. ~~By~~ Yet each $^{\text{different}}$ strategy comes together to form one coherent idea—a cry for the complete and total destruction of child labor.

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**2A –** (2.25 pages)

Throughout Florence Kelley's 1905 speech to the Philadelphia convention of the National American Woman Suffrage Association, she emphasizes the need to alter the existing ~~illegible~~ working condition for young children as a necessary change in society. Repeating key concepts, introducing numerous examples of horrendous conditions and state policies, and extolling the virtues of laws curtailing the workday, Kelley develops a highly effective argument that ~~illegible~~ pulls her audience into the issue and invites them to join her efforts. ~~Utilizing forceful emotional appeals to the consciences of her audience and number illegible rhetorical strategies, Kelley,~~

Utilizing forceful emotional appeals to the consciences of her audience, ~~illegible~~ Kelley ~~illegible~~ urges her audience to ~~illegible~~ empathize with the victims of the labor policies. For example, ~~for example, she~~ in the ~~illegible~~ opening sentence of her speech, Kelley gives the audience an idea of the scope of the problem: that over "two million children under the age of sixteen years" have to earn their own living. ~~Illegible two words~~ Through such a dramatic reference to the population in question, Kelley ~~illegible~~ commences her speech with a strong, ~~illegible jar~~ jarring note that forces her audience to care. Continuing in this vein, Kelley describes how "several thousand little girls" work throughout each and every night in textile mills, slaving themselves over the production of consumer goods. ~~With this she~~ By noting the scale of the issue, Kelley ~~hopes to~~ sets the stage for her main argument, ~~illegible a sympathetic audience is~~ which contrasts significantly with the existing laws of the land. By generating sympathy from her audience, Kelley prepares them for this argument, effectively linking the problem with the state laws already in place.

Kelley ~~illegible~~ also crafts her argument with literary techniques and devices, which help ~~illegible three words~~ place Kelley's suggestions in a more favorable light. ~~In~~ In the body of her speech, Kelley uses ~~repetition~~ parallel structure to start each paragraph, emphasizing the similar injustice of the laws "in Alabama," "in Georgia," and "in Pennsylvania." This notion of unfairness is furthered by her diction when she ~~deseribes the laws as~~ simultaneously praises the United States as a "great industrial" country while condemning many state laws as a "great evil." Additionally, Kelley ~~cites individual stories~~ uses the oxymoron of "pitiful privilege" to describe the hypocritical nature of New Jersey's laws. Finally, she calls ~~calling~~ her audience into action with a transition from narration into firm assertion. After describing the horrible nature of legislation "enabling girls of fourteen years to work all night" and little girls and boys of "under twelve years of age" to spend their developing years in factories, Kelley ties her ample evidence to her concrete ~~goal: giving~~ goal: women's rights. ~~Speaking to her audience~~ Including her audience into the discussion, Kelley affirms that ~~three illegible words~~ both the audience and she are in agreement together on the issue. When she asserts ~~illegible words~~ that they "do not wish this."

Throughout her persuasive speech, Kelley utilizes all the elements of effective rhetorical in her proposal for women's rights.

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