

## Assessing with Primary Sources

**Grade Level:** Grade 6

**Standard(s) or Objectives:** CCSS. RI.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Library of Congress Resources:



Government care versus government neglect, 1872-1956

Specific pages used:

<https://www.loc.gov/resource/ppmsca.27917/>

### Topic Background:

During the turn of the last century, advocates for stricter child labor laws to protect children often used irony to illustrate young workers' limited rights under government law. According to this cartoon, "The government protects young fish, young oysters, young terrapin, young lobsters, young beef, and young trees. Is it not about time the same solicitude was shown for young human beings? They are more important than trout, or lobsters, or even forests."

Excerpted from: <https://www.loc.gov/item/2011649426/>

### Source(s) Used:

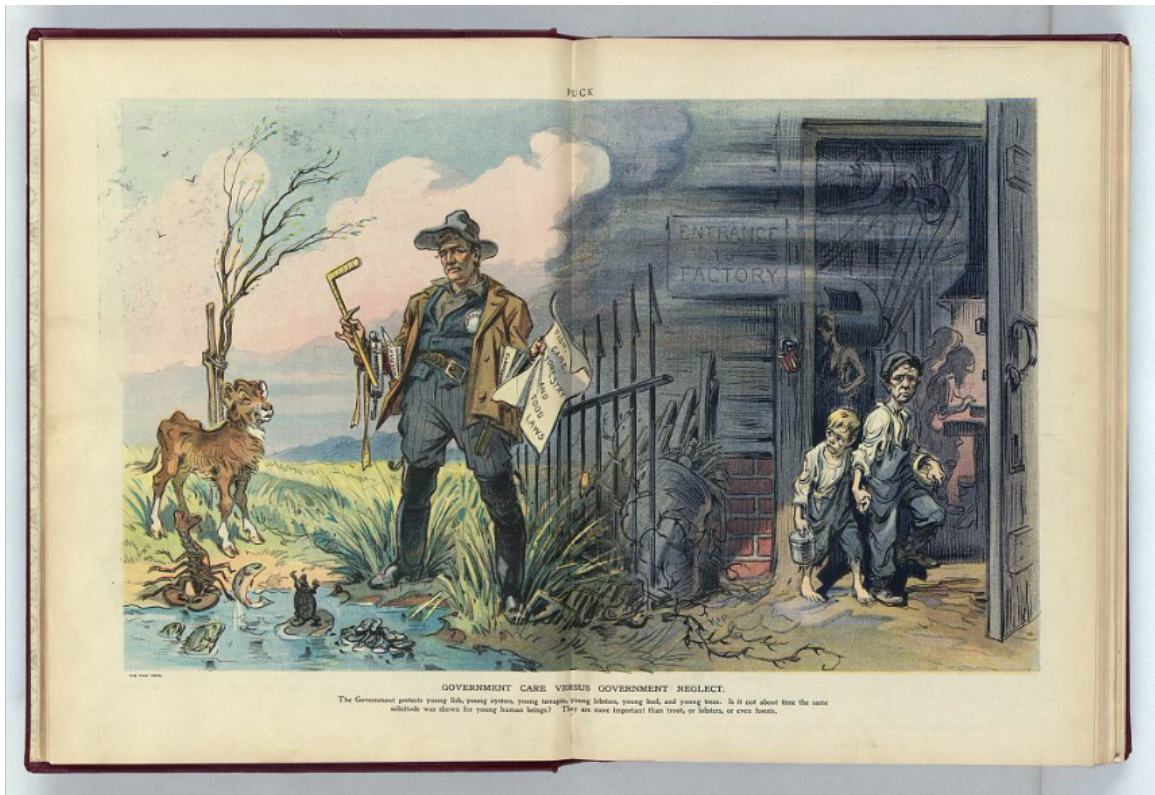
Illustration shows a man labeled "Warden," armed with "Warrants," carrying measuring devices and a sheet of paper that states "Fish, Game, Forestry and Food Laws," and standing next to a young tree, a calf, and a pond with fish and a lobster. On the right are two young, poorly dressed and underfed, children passing through a doorway into a building labeled "Entrance to Factory"; inside are other children working with machinery.

### Answer Key:

Students should be able to identify two parts from the source that support the claim. They should also be able to justify their answers in order to support the given statement.

**Directions:** Circle **two** (2) specific parts of the image that could be used as evidence to support the claim. For each part of the image you circle, explain how it supports the claim. (CCSS 6.1)

### Government Care Versus Government Neglect, 1913



**Claim: According to this cartoonist, the government cares more about the conditions of the environment than young human beings.**

1) \_\_\_\_\_  
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2) \_\_\_\_\_  
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