

# TheatreEspresso

WAKE UP TO HISTORY!



## *American Tapestry:*

*Immigrant Children of  
the Bread and Roses Strike*

*STUDY GUIDE*

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*American Tapestry* tours to schools, courthouses and museums and is in residence at the Lawrence Heritage State Park Visitors Center and at the John Adams Courthouse in Boston. This program is supported by Boston Cultural Council, C. Pringle Charitable Foundation, Edith Glick Schoolman Foundation, Foley Hoag Foundation, Massachusetts Cultural Council, Nathaniel and Elizabeth P. Stevens Foundation, The White Fund and our partners at Mass Humanities.



## About Theatre Espresso

Theatre Espresso creates, produces, and performs interactive dramas that bring history to life for students, in order to foster a generation of critical thinkers and true citizens. Since 1992, Theatre Espresso has toured its educational dramas to schools, museums, libraries, and courthouses throughout New England. Inspired by the highly successful Theatre-in-Education teams of Great Britain and by the belief that drama is a potent teaching tool, Theatre Espresso's work challenges students to make critical judgments, explore social relationships, reflect on the role of law and human rights in our society, and question accepted truths about the history of America. These plays confront students with complex situations—based on actual historical events—that provoke a variety of opinions and solutions. By asking students to consider themselves *participants in the drama*—residents of Little Rock, Arkansas in 1957; jurors in pre-Revolutionary War Boston or Supreme Court Justices—the company engages students in examining contradictory events and testimony in order to reach their decision. For more information about Theatre Espresso, visit our website at: [www.TheatreEspresso.org](http://www.TheatreEspresso.org)

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## Learning Goals

- To understand the events leading up to the Lawrence textile strike, including the underlying causes such as working conditions and low wages.
- To examine the key events of the Bread and Roses strike and evaluate their significance to the overall goal of workers' rights in America.
- To understand the effects of the strike on mill workers and their families, particularly the child strikers.
- To recognize the ways in which people from different backgrounds can unite to achieve a common goal.
- To use critical thinking skills to debate the issues presented in the story and determine possible resolutions to the conflict.

## About the Play

In January of 1912, a Massachusetts labor law reduced the workweek from fifty-six to fifty-four hours. Mill owners reduced the salaries of struggling men, women and children who lived and worked under miserable conditions. The pay reduction increased tensions between workers and mill owners, and prompted one of the most effective labor strikes in U.S. history. In an unprecedented show of unity, thousands of immigrant workers speaking 25 different languages joined forces to fight for justice. The winter strike worsened living conditions for families, and violence between strikers and local police reached a dangerous level. In February, attempts were made to relocate some of the children from Lawrence for their health and safety. During one clash, police used brutal force to prevent parents from putting their children on a train to Philadelphia. In March, a Congressional investigation into conditions at the mills was launched and a delegation of child strikers from Lawrence testified in Washington D.C.

*American Tapestry* explores the strike from the perspective of children from immigrant families who worked in the mills and were part of these historic events. Students assume the roles of members of the Congressional committee charged with investigating conditions in Lawrence. They hear testimony from two child strikers: Camella Teoli, who at age thirteen suffered a head injury when her hair was caught in a gearshift, and Samuel Goldberg, who witnessed the violence at the Lawrence train station. Two supporters of the mill owners testify that the strike was caused by outside agitators. Students observe key moments of these dramatic events, question witnesses, sift through conflicting testimony, debate their views, and offer recommendations on how to end the strike and improve conditions for working families.

## Connections to Massachusetts State Frameworks

### History and Social Science

#### Grade 3: Massachusetts and its Cities and Towns: Geography and History

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance (H, C)

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

3.13 Give examples of goods and services provided by their local businesses and industries. (E)

3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)

#### Grade 4: North American Geography

4.CS.3 Observe and describe national historic sites and describe their function and significance. (H,C)

4.CS.4 Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)

4.14/4.15C Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of: major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g. English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).

#### Grade 5: United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

5.CS.8 Define and use correctly words related to government: citizen, suffrage, rights, representation, federal, state, county, and municipal. (C)

5.CS.12 Define what an entrepreneur is (a person who has started a business seeking a profit)

5.CS.13 Define profit and describe how profit is an incentive for entrepreneurs. (E)

## Historical Timeline

**January 1, 1912:** The Massachusetts legislature passes a new labor law reducing the work week from 56 hours to 54, prompting mill owners in Lawrence and elsewhere to decrease weekly wages and increase productivity by speeding up the machines. Workers demand that weekly pay return to the rate it was before the work week was shortened.

**January 11, 1912:** The lead editorial in the *Lawrence Telegram* explains the mill owner's perspective that "the demand that the mills pay the same weekly wage for fifty-four hours' work that they paid for fifty-six hours' work is a demand for more pay" which is impossible to maintain if factories are to keep up with their competitors. On the same day, Polish workers walk out of the Lawrence mills and other workers join them.

**January 12, 1912:** The strike is officially declared. Just after 10:00 a.m. the police respond to a riot call. By 2:00 p.m. nearly 11,000 workers are on strike or are locked out of the Wood and Ayer mills.

**January 13, 1912:** Mayor Scanlon deputizes 20 firemen as police officers. Joseph Ettor of the IWW gives his first speech to strikers and strike committees are formed.

**January 20, 1912:** Four more companies of militia report for strike duty, bringing the total to about 800 men. A team of Boston and Lawrence police search three different tenement locations and find packages containing dynamite. A Syrian man is arrested as the mastermind of the dynamite plot. It is later discovered that the former mayor's son John Breen planted the dynamite to make it appear as though the strikers were using violence.

**January 26, 1912:** Mill owner William Wood agrees to meet with Joseph Ettor and discuss strikers' demands.

**January 29, 1912:** Anna LoPizzo, age 33, is killed by a stray bullet while passing a skirmish between strikers and police near her home.

**February 10, 1912:** Elizabeth Gurley Flynn organizes 150 children to be sent to live with families in other states who are sympathetic to the strikers.

**February 17, 1912:** One hundred and fifty children are sent to New York and Vermont.

**February 24, 1912:** Armed militia and police gather at the train station to prevent striking families from putting another group of children on the 7:11 train to Boston and Philadelphia. Marshall John Sullivan arrests 15 of the 46 children, along with a number of their parents.

**February 26, 1912:** As a result of press coverage of the February 24<sup>th</sup> incident, IWW leader Bill Haywood receives a telegram inviting a group of strikers to testify before the House Committee on Rules.

**March 12, 1912:** Wood and the Committee of Ten reach agreement to end the strike. Every textile worker, regardless of skill level, would receive a raise in hourly pay: those making the most before the strike would receive 5% increases while those making the least receive 20% increases. Those in between receive increases based on their rate of pay before the strike began. Those working overtime would receive their hourly pay plus 25%. No striker would be discriminated against for participating in the strike.

**March 14, 1912:** Strikers hold a large rally of 15,000 or more to celebrate their victory.

**March 19, 1912:** Strikers return to work.

**March 30, 1912:** Children who had been sent away from Lawrence begin to return home.

## Vocabulary

**American Federation of Labor (AFL):** one of the first labor unions in the United States, formed in 1886 under the leadership of Samuel Gompers. Women, former slaves, and immigrants were not allowed to join the union.

**Anarchist:** a person who believes in the elimination of government in favor of a social system based on voluntary cooperation.

**Committee of Ten:** representatives of the strikers who tried to negotiate a settlement with William Wood. Following the Congressional hearings, they succeeded in reaching an agreement with Wood and representatives of the American Woolen Company.

**Exodus:** the departure of a large number of people. This term was used to describe the movement of the Lawrence children to New York City during the Bread and Roses Strike.

**Foreman:** a person in charge of a department or group of people in a factory.

**Industrial Workers of the World (IWW):** also known as the Wobblies, this labor union was formed in 1905 by radical trade union members who opposed the policies of the American Federation of Labor. The IWW provided support and leadership to the Lawrence strikers in 1912, and particularly reached out to immigrants and their families.

**Labor Union:** an organization usually consisting of workers of the same trade that is formed for the purpose of maintaining fair wages, benefits, and good working conditions.

**Militia:** a group of volunteer citizens enrolled as soldiers who are called on in a time of emergency.

**Overtime:** work done beyond an employee's regular working hours.

**Peter Pan:** James M. Barrie wrote *Peter Pan in Kensington Gardens* about a baby living a magical life among birds and fairies in 1906. Barrie's play *Peter and Wendy*, about the boy who wouldn't grow up, opened in 1904 and was published as a novel in 1911. Camella Teoli reads *Peter Pan in Kensington Gardens* in the play.

**Picket Line:** a line of strikers or protesters outside a place of business. Used for the first time in New England during the Bread and Roses Strike.

**Scab:** a worker who refuses to join a labor union or to participate in a union strike, who takes a striking worker's place on the job.

**Slum:** a run-down, often overcrowded, section of a city, populated by the poor.

**Soup Kitchen:** a place where food is served to those in need.

**Strike:** to suspend work until employees' demands are met.

**Wage:** the amount of money an employee is paid, usually per hour.

## Foreign words/phrases used in script

### Russian (also spelled out phonetically)

<i>Я не понимаю</i> (Ya nee pahneemayoo)	I don't understand.
Галубчик (galoopchik)	little dove
Нет (nyet)	no
Кофе (kofyeh )	coffee
Это все (Etta vsyaw!)	That's it!
Тоже (Toezheh)	too
Милый (mealy)	dear

### Italian

<i>Dio mio! Che giornata!</i>	My God! What a day!
<i>Ah, miei piedi!</i>	Ah, my feet!
<i>Che cazzo!</i>	What the heck!
<i>Solo questo?</i>	Just this?
<i>Ai. é 'na disgraziata.</i>	That's a shame!
<i>E che m'importa?!</i>	And what does it matter to me?!
<i>Fa 'nu cazzo d'caldo!</i>	It's so hot!
<i>Cosa?</i>	What?
<i>Ch'ai detto?</i>	What did she say?
<i>In casa mia?</i>	In my home?
<i>Che cos'a successo?</i>	What happened?
<i>Tutt'azzur'!</i>	Everything's blue!
<i>Mo ch'pozzu fare?</i>	What am I supposed to do?
<i>tesora</i>	darling
<i>Ay so' chiachiarone!</i>	They're chatterboxes

*na brava ragazza*  
*mi dispiace*  
*Sogni d'oro, Tesora!*  
*Buonna notte.*  
*Si, certo.*  
*Un po' di aqua?*  
*Piacere*  
*bella ragazza*  
*e niente*  
*tanti soldi*  
*aspetta.*  
*polizia*  
*Buona notte, I miei amici.*  
*grazie*  
*sciopero*  
*Capisci?*  
*Va bene?*  
*Sarà bene. Non ti preoccupare.*  
*Tutto sarà bene!*  
*Assolutamente, tutti gli italiani insieme.*  
*nonna*  
*Si*  
*Perfetto*  
*ciao*  
*carina*  
*Lasciate le macchine!*  
*Più pane!*  
*sorella*  
*fratelli*  
*molto simpatico*  
*Alora*  
*Padre*  
*Basta*  
*Mi dispiace*

### **Polish**

*Za niskie wypłaty!*  
*Przestajmy pracować!*  
*Strajk!*  
*Więcej chleba!*  
*Witaj moja droga.*  
*Tak*  
*Kocham cie!*  
*Po co?*

a nice girl  
 I'm sorry  
 Sweet dreams, sweetheart!  
 Goodnight  
 yes of course  
 Can I get you some water?  
 Good evening (polite)  
 pretty girl  
 it's nothing  
 a lot of money  
 wait  
 police  
 Goodnight, my friends.  
 thank you  
 strike  
 Do you understand?  
 Okay?  
 Will be good. Don't worry.  
 Everything's going to be fine.  
 Absolutely, all the Italians.  
 grandmamma  
 yes  
 Perfect  
 goodbye  
 dear  
 Leave the machines!  
 More bread!  
 sisters  
 brothers  
 very nice  
 And so  
 Father  
 Enough  
 I'm sorry

Short pay!  
 Stop working!  
 Strike!  
 More bread!  
 Hello my dear.  
 Yes.  
 I love you!  
 Why?

## Key Players

### Union Leaders

**JOSEPH ETTOR**, known as “Smiling Joe,” began leading the IWW Local 20 strikers in Lawrence after receiving a telegram from young Italian striker Angelo Rocco. Ettor urged peace, but violence seemed to follow his speeches, and he often paid the price. He spent nearly a year in prison with fellow strike leader Arturo Giovannitti after being falsely accused of accessory to murder for the death of Anna LoPizzo. Ettor eventually resigned from the IWW and retired to Southern California where he continued to write for labor publications.

**ARTURO GIOVANNITTI** was an Italian-born radical who helped lead the Lawrence strike. He published several books of poetry, including *The Walker*, which was written during his time in a jail cell with Ettor after they were arrested for the death of Anna LoPizzo.

**WILLIAM “BIG BILL” HAYWOOD** founded the Industrial Workers of the World or “one big union” in 1905. In the fifth week of the Lawrence mill strike, Haywood introduced a new strike tactic: the endless picket line.

**ELIZABETH GURLEY FLYNN** began her political career with the IWW at age sixteen. Flynn fought for the rights of women and children after seeing many girls and young women abused by the mill system. She led the children’s exodus from Lawrence in January of 1912 and traveled tirelessly collecting money for the strike fund. She was often called “the spirit of the strike” and was the inspiration for Joe Hill’s song “The Rebel Girl.” Flynn became a Communist Party leader in the 1930s and spent her final years traveling and speaking across the United States and the Soviet Union.

### Representatives of the Mills

**AUSTIN P. WADE**, cashier of the Ayer Mill, which was owned by the American Woolen Company. Wade testified on behalf of the mills at the Congressional Hearings. In the play, Wade is played by a woman as “Mrs. Austin P. Wade.”

**WILLIAM WOOD**, president of the American Woolen Company, owned the Ayer and Wood Mills in Lawrence. Because the Wood Mill was the largest in the country, he became a primary target for strikers. After refusing to meet their demands for two months, he finally reached an agreement with strikers. With the influence of his son, Wood continued to earn his workers’ loyalty by providing them group and accident insurance, maternity benefits, and sick pay.

## Strikers

**ANGELO ROCCO**, a 28-year-old mill worker, sent a telegram to Joseph Ettor after encouraging the Italians to lead the **walkout** on January **12**. Rocco worked days and spent his nights at Lawrence High School earning his diploma. He eventually became a lawyer and remained politically active all his life.

**ANNA LOPIZZO**, age 33, became the martyr of the strike when she was killed by a stray bullet as she passed a skirmish with police near her home. Multiple funeral parades were held in her honor in which thousands of strikers marched past her grave. Ettor, Giovannitti, and Enrico Caruso were accused of causing her death even though they were nowhere near the site of the killing. The bullet that killed LoPizzo was identified as one from a .38 caliber revolver, a police officer's weapon.

**CONSIGLIA & GRANDMAMMA ROCCO**, Angelo's fourteen-year-old sister and mother, planned and organized within the Italian quarter of Lawrence. Their home was always open to hungry children for a homemade slice of bread or pizza.

## Child Strikers

**SAMUEL GOLDBERG** began working for the American Woolen Company at age 14. At age 15 he testified at the Congressional hearings about the conditions of the mills, including wages and long hours. He witnessed violence against strikers at the mills and at the train station during the children's' exodus.

**VICTORIA WENNARYZK**, was of Polish descent. She began working at the American Woolen Mill five months before the strike began. At age 14 she testified before Congress about terrible working conditions in the mills and violence against strikers.

**CAMELLA\* TEOLI** began working for American Woolen Mill at age 13. An unidentified man **sold** her family false papers stating that she was 14 years old. Teoli let her hair down near the end of a workday. As she tossed her hair back, it was sucked into the gears of a machine, which ripped two pieces of her scalp off. The American Woolen Company paid her hospital expenses, likely because she was under the legal age limit to work. She was the twelfth child to testify before Congress, and her testimony made an impact on the Representatives on the Committee.

\*Teoli's first name was recorded as "Camella" in the 1912 Congressional hearing transcripts and repeated in numerous publications about the strike. In 2010 Teoli's daughter stated that her mother's first name was actually "Carmella.")

## Community Leaders

**REVEREND CLARK CARTER** of the Lawrence City Mission testified in DC to the House Rules Committee as a member of the “Citizens' Alliance,” a group that was strongly opposed to the strike. The reverend saw nothing wrong with child labor and thought that the mill’s wages provided workers with enough money to live comfortably. Reverend Carter is not portrayed in the drama, but his testimony is represented in the play by the character of Father Milanese.

**FATHER MILANESE**, acting head of the Catholic Church in Lawrence, tried to bring about a peaceful resolution to the strike. In Church he preached against the strike. He even went door to door trying to convince strikers that they were asking for too much. He was particularly opposed to the children’s exodus. Father Milanese did not actually appear at the Congressional hearings as depicted in the play, but he shared many of the sentiments of Reverend Clark Carter who did testify at the hearings

**MARGARET SANGER** nursed many of the children suffering because of the poor living and working conditions in Lawrence. She helped escort children out of the city during the exodus, and testified at the congressional hearings in reference to the children's terrible health under the mill management.

***Pre-Show Student Handout***  
***American Tapestry: Immigrant Children of the Bread and Roses Strike***

Directions: Read the play description below and answer the questions that follow.

**About the Play**

In January of 1912, a Massachusetts labor law reduced the workweek from fifty-six to fifty-four hours. Mill owners reduced the salaries of struggling men, women and children who lived and worked under miserable conditions. The pay cut increased tensions between workers and mill owners, and led to one of the most effective labor strikes in U.S. history. In a first-time show of unity, thousands of immigrant workers speaking 25 different languages joined forces to fight for justice. The winter strike worsened living conditions for families, and violence between strikers and local police reached a dangerous level. In February, attempts were made to relocate some of the children from Lawrence for their health and safety. During one clash, police used brutal force to prevent parents from putting their children on a train to Philadelphia. In March, a Congressional investigation into conditions at the mills was launched and a delegation of child strikers from Lawrence testified in Washington D.C.

*American Tapestry* explores the strike from the perspective of children from immigrant families who worked in the mills and were part of these historic events. Students assume the roles of members of the Congressional committee charged with investigating conditions in Lawrence. They hear testimony from two child strikers: Camella Teoli, who at age thirteen suffered a head injury when her hair was caught in a gearshift, and Samuel Goldberg, who witnessed the violence at the Lawrence train station. Two supporters of the mill owners testify that the strike was caused by outside agitators. Students observe key moments of these dramatic events, question witnesses, sift through conflicting testimony, debate their views, and offer recommendations on how to end the strike and improve conditions for working families.

**Reading Questions:**

1. What is the setting of this story (time and place)?
2. What was the reason for the Lawrence strike?
3. List three things that happened as a result of the strike.
4. What will be your responsibility as an audience member in this interactive play?
5. What questions do you have after reading this description of the play?

***Pre-Performance Lesson 1***  
***The Worker's Dilemma***

*Goal:* to understand the perspectives of the workers affected by the Lawrence Strike, and the risks taken by those who participated.

*Objectives:*

1. to take on the persona of a figure from the past in an effort to understand different points of view.
2. to listen to one another and engage in an informed and well thought-out debate.
3. to use critical thinking and public speaking skills in preparation for the audience participation portion of the drama.

*Method:*

1. Review the character descriptions in the handout for this lesson. Place students in groups of three.
2. Assign one student the role of the mill worker who is undecided about whether or not to go on strike. The second student will be the worker who is in favor of the strike and the third student will be the worker who is against the strike.
3. Tell students to imagine that it is the evening before the strike begins. The undecided worker has to make up his or her mind whether or not to join the strike. The other two must to their best to convince their colleague to take their side.
4. Students may either improvise a scene or create a written script to present to the class.

***Handout for Pre-Performance Lesson 1***  
***The Worker's Dilemma***

It is January of 1912. A Massachusetts labor law has reduced the workweek from fifty-six to fifty-four hours. In response to the shortened work week, mill owners have announced that they will reduce the salaries of their employees who are already struggling to make a living. Workers are organizing a strike in order to fight this pay cut.

Using the character descriptions below, create a scene in which Angelo and Mary try to convince John to take their respective sides in the labor dispute.

**John Blesky**

You are a Polish immigrant who recently moved to Lawrence in hopes of finding a better life. The working conditions in the factory are terrible, and many people are sick from pneumonia, tuberculosis, or other illness. You live in an overcrowded tenement and can barely afford to feed your young family. Even though the recent pay cut has made your situation even worse, some pay is better than none. If you go on strike, you will have nothing. But if the strike is successful, things could become much better for you and your family. You are not sure if you should just keep working or join the others on strike.

**Angelo Rocco**

You are a passionate supporter of the strike. You believe that every person deserves a fair working wage, and the mill owners are getting rich by cheating you out of the pay that you deserve. Now, they are using the shorter work day as an excuse to pay their workers even less. If everyone goes on strike together, the mill owners will have no choice but to give in to the workers' demands for better pay and improved working conditions.

**Mary O'Sullivan**

You are a weaver in the mills, and you have lived in Lawrence all your life. Your parents worked in the mills and managed to make a good enough living to raise you and the rest of their children. You don't understand why these new immigrants are complaining about the working wage in the factories when it was enough for your family. When the new law was passed, the mill owners were forced to reduce the number of hours people worked each week. Less work means less pay. If the owners pay their workers the same wages for less work, the factories will go out of business and nobody will have a job.

## ***Pre-Performance Lesson 2: Children of the Exodus***

*Goal:* to understand the effects of the strike on the children of Lawrence mill workers, specifically those who were sent to other cities.

*Objectives:*

1. to imagine what it was like to be a child living in Lawrence during the strike.
2. to empathize with the harsh living conditions and risks taken by the children when they moved to unknown cities.
3. to use reading and writing skills as a means of reflecting on the above.

*Method:*

1. Using the handout for this lesson, review the descriptions of the children who left Lawrence during the strike. Point out to students that these were real people, and that this information comes from records kept at the time of the strike.
2. Assign each student a historical figure from the handout. Since the information is limited, students will need to make educated guesses as to the specific circumstances of the child. Prompt students to do so by asking the following questions: Did the child decide to leave Lawrence, or was it a parents' decision? How do you think he/she felt about going to an unknown city? How do you think his/her parents felt about sending their child away?
3. Ask the students to imagine that they are the child writing a letter home to his/her parents. What would he/she want to tell the family about the experience?
4. Ask students to share the letters with the class. As a follow-up, exchange letters with a classmate and imagining that you are the parent, write a response to your partner's letter.

***Handout for Pre-Performance Lesson 2***  
***Descriptions of children who left Lawrence during the strike***

**Mary Sullivan**, 11 years old, hopped a train to New York without her parents' permission after hearing that other children had been sent there. Her father, Timothy Sullivan, reported her missing and eventually found her staying at the home of a Polish woman named Mrs. Frank Pocsretzy.

**John Volennia**, 11 years old, was found on the street with his brother **Tony Volennia**, age 6. Both boys were picked up by the strike committee and brought to Barre, VT. They were eventually returned to their family in Lawrence.

**Charles Houghton**, 16 years old, travelled to New York with his mother's permission. She later received word that he wanted to come home because he "was not being used right."

**Peter and Adam Avanka** were taken to New York without their parents' consent. Their parents went to New York to bring them home.

**Nellie Maczka**, age 9, and her sister **Helena Maczka**, age 7 were sent to live in Wakefield, MA with their father. Before Mr. Maczka arrived in Lawrence to pick the children up, Mrs. Maczka tried unsuccessfully to send the children to Philadelphia. She was stopped by the police. It is unclear why she wanted to send them to Philadelphia, since their father pleaded with her to keep them in Lawrence until he could get them.

## ***Post-Show Lesson #1***

### ***Sacrifices***

*Goal:* to understand how difficult it was for workers to survive on the wages they were paid in the factories.

*Objectives:*

1. to use math skills to review the budget of a typical mill worker's family and compare it to a modern-day family.
2. to make well thought-out decisions about which day-to-day items are necessary for a family.

*Method:*

1. Remind students of the budget Mrs. Goldberg had for her family. Ask students to recall what items were on her list (milk, bread, cabbage, tea, etc). Use the handout for this lesson to review the restrictions of this family's budget.

*Follow-up:*

1. Ask students to brainstorm what items their family uses each week. In small groups, have them compile a list of necessities, and estimate what each item costs per week.
2. Now, tell students that the amount they normally spend on the items they listed must be cut by one third. Ask them to look at their budget and decide which items they will cut.
3. If time allows, ask students to write a reflection about how it would feel to go without the things they had to sacrifice for their budget. Then, compare their list to the items in the Goldberg family budget. What were the similarities and differences?

***Handout for Post-Show Lesson #1  
Creating a Family Budget***

You earn \$4.50 a week as a doffer at the Ayer Mill. Your son works as a bobbin boy, earning \$3.25 a week. Together, you support your family, which includes two other children and your spouse. As recent immigrants to America, you also hope to send money to your family in your home country. Below is a list of the items that your family needs and how much each item costs. Use this list to answer the questions below.

**Family Expenses:**

Rent	\$1.25
Kerosene	\$ .12
Milk	\$ .77
Bread	\$1.68
Tea	\$ .05
Coffee	\$ .15
Cabbage	\$ .84
Meat	\$ .50
Sugar	\$ .07

1. What is your family's weekly income?
2. What is the total cost of the items on the list?
3. How much do you have left?
4. Can you think of any other items a family would need? What would you have to sacrifice, given your income and expenses?

## *Post-Show Lesson #2*

### *Predictions*

*Goal:* to thoughtfully reflect upon the events of the drama and realize the impact of the audience's input and decision making.

*Objectives:*

1. to review the events of the play.
2. to reflect on students' role in the story.
3. to use prior knowledge to make well thought-out predictions about the characters' futures.

*Method:*

1. Using the handout for this lesson, review the characters who gave testimony during the play. Complete the first column as a group (what was life like for each character before the strike).
2. Ask students to recall what they were asked to decide and how they voted. If they need help remembering, you can list the strikers' demands:
  - A pay increase of 15%
  - Overtime pay for people who work more than 54 hours per week.
  - No punishment of workers who went strike, once they return to their jobs.
3. Keeping in mind the outcome of the play, ask students to complete the second column of the handout (predictions for what happened to the characters after the strike ended). Ask students to share their predictions.
4. Using the timeline included in this study guide, tell students how conditions changed for Lawrence workers after the strike. You can use the timeline included in this study guide as a reference.
5. Follow-up: Ask students to reflect on their predictions. What similarities and differences do they see between their ideas and what happened in history?

***Handout for Post-Show Lesson #2***  
***Predictions***

Complete the following chart based on what you know about the characters and what you think will happen to them in the future.

	<b>Life Before the Strike</b>	<b>Life After the Strike</b>
<b>Camella</b>		
<b>Samuel</b>		
<b>Victoria</b>		

***Post-Show Student Handout***  
***American Tapestry***

**Follow-up Questions**

Answer the following questions in complete sentences.

1. During the performance of *American Tapestry*, the audience was asked to vote on different options for how to end the strike and improve conditions for working families. What were these options?
2. What did you vote for, and why?
3. Did you participate in the discussion? If yes, what thoughts did you contribute? If not, what would you have added to the discussion if you had been called on by the actors?
4. What did the audience decide? What do you think will happen as a result?
5. What unanswered questions do you have?

## **Additional Resources**

Bartoletti, Susan Campbell. *Kids on Strike*. New York: Houghton Mifflin, 1999.

Cameron, Ardis. *Radicals of the Worst Sort: Laboring Women in Lawrence, Massachusetts, 1860-1912*. Board of Trustees of the University of Illinois, 1995.

Paterson, Katherine. *Bread and Roses, Too*. New York: Clarion Books, 2006.

Watson, Bruce. *Bread and Roses: Mills, Migrants, and the Struggle for the American Dream*. New York: Penguin Books, 2005.

### ***Websites:***

Lawrence Heritage State Park: <http://www.mass.gov/dcr/parks/northeast/lwhp.htm>

Teaching Tolerance's lessons on the labor movement:  
<http://www.tolerance.org/activity/labor-matters>

### ***Videos:***

“Collective Voices: The Textile Strike of 1912.” Video and Curriculum Guide produced as part of an educational project of the Office of the Secretary of the Commonwealth, the Massachusetts AFL-CIO, and the Commonwealth Museum. Copies are available at the Lawrence Heritage State Park.



### ***Booking a Program***

To bring *Justice at War*, *The Trial of Anthony Burns*, *Uprising on King Street*, *The Nine Who Dared*, *American Tapestry*, *Secret Soldiers* or our teacher development workshop “Drama Across the Curriculum” to your school, please contact our Managing Director, Kortney Adams:

**Email: [info@theatreespresso.org](mailto:info@theatreespresso.org)**

**Phone: (617) 942-0899**

**For more information about Theatre Espresso,**

**visit our website at:**

**[www.TheatreEspresso.org](http://www.TheatreEspresso.org)**