



<https://www.loc.gov/item/2018676266/>

## Gallery Walk- Child Labor and the Photographs of Lewis Hine

### Overview/Prior Knowledge

Prior to this lesson, students had some prior knowledge of child labor and photographer Lewis Hine from class readings and discussions in social studies classes and English Language Arts classes. In addition, students have participated in the observe, reflect, question process for photographic analysis.

### Objectives

- The students will observe and analyze primary sources (pictures) of child laborers taken by Lewis Hine.
- The students will make inferences as to what is occurring in the pictures.
- The students will describe the conditions where children worked during the Great Depression.
- The students will vote as to which of the jobs within their work group involved the most harsh conditions.

### Time Required

30-40 minutes

### Recommended Grade Range

6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>

### Subject/Sub-Subject

English Language Arts

### Standards

#### *Social Studies*

MCCRS Social Studies 8.6

Interpret the causes, challenges, and effects of the Industrial Revolution.



### **English Language Arts**

ELA: RI.7.1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as the inferences drawn from the text.

RI.7.8-Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

### **Library of Congress - Teaching with Primary Sources Skills:**

- TSW analyze a primary source using an existing analytical tool (Library of Congress ORQ, See-Think-Wonder, SOAPS, Visual Discovery, etc.)
- TSW analyze a set of related primary sources in order to develop a deeper understanding of an historical event.

### **Highlighted Strategies:**

- Observe, reflect, question – with a focus on observation and inferences
- Compass Points Routine

### **Credits**

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### **Materials**

- Primary Sources – See Resource Guide at the end of this document.
  - 8.5 x 11 photographs of child laborers taken by Lewis Hine
- Photo analysis sheet  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)
- Blank Library of Congress analysis sheet  
<http://www.loc.gov/teachers/primary-source-analysis-tool/>
- Compass Points handout

### **Procedures**

#### **Introduction**

- The students will enter the room and receive a Library of Congress photo analysis sheet.
- The teacher will group the students into six groups (should be done prior to class).
- Each group will have one of the following Lewis Hine's images:
  - <https://www.loc.gov/collections/national-child-labor-committee/about-this-collection/>
  - <https://www.loc.gov/item/2018673673/>
  - <https://www.loc.gov/item/2018676266/>

- <https://www.loc.gov/item/2018676808/>
  - <https://www.loc.gov/item/2018674997/>
  - <https://www.loc.gov/item/2018673909/>
  - <https://www.loc.gov/item/2018676040/>
- The students will conduct a gallery walk of the images. The students will be assigned to an image to start the process. Each group will be given about four - six minutes to observe the photograph in their group. Then students will record what people, objects, and activities they see in the photograph (observe). Next, they are to include any inferences (reflect) they can make based on what they observe. Finally, students create questions (question) they have about what they have observed. When the timer sounds, the students are to move to the next image and follow the same procedure with the next photograph.

### During

- After each group has had the opportunity to make observations, the teacher will project the photographs. The teacher and students will discuss what the students have recorded from the photograph. The goal is for students to discuss their observations, their inferences, and any questions that they might have created.

### Wrap-up/Closure:

- The teacher will inform the students of the background information of each photograph, including any information about the picture from the Library of Congress web site.
- Students will complete a Compass Points *Making Thinking Visible* routine to consolidate and summarize what they have learned about the working conditions for the children represented in the Lewis Hine's photographs. Compass Points requires students to identify their excitements, worries, needs, and stances based on what they have learned and then share their thinking with the class. Students can work in small groups or individually to complete the Compass Points Routine. See the attached Compass Points handout.
- Once students have shared their Compass Points and the teacher and students have reviewed key points from the lesson, the students will decide which of the jobs presented were the most harsh. To do this, the teacher will put the students back into groups and have the students discuss and then propose which job was most harsh (within their groups). The students will have to provide two supporting statements or pieces of evidence for their proposed job. Each group will share their findings.
- The teacher will record each group's findings and supporting statements on the board and that will serve as the lesson review. *(For fun, the teacher could dress up as a judge with a gavel and provide a final pronouncement. This has proven to provide some additional interest in the lesson.)*
- Students will individually complete the following sentence starter as an end of lesson assessment: The job with the harshest conditions was \_\_\_\_\_ because \_\_\_\_\_ and \_\_\_\_\_. Students will be evaluated on their ability to provide descriptions of the harsh conditions from the photographs they have analyzed.

## Assessment

**Formative:** Primary Source Analysis Tool: discussion that students brought up in class about what they observed from the photographs.

**Formative:** Compass Points Routine: the teacher will review each compass point to determine what students have learned about child labor and their ability to describe.

**End of Lesson Assessment:** Students will individually complete the following sentence starter as an end of lesson assessment: The job with the harshest conditions was \_\_\_\_\_ because \_\_\_\_\_ and \_\_\_\_\_. Students will be evaluated on their ability to provide descriptions of the harsh conditions from the evidence in the photographs they have analyzed.

## Differentiation

- Additional time for observation during the Gallery Walk and discussion
- Provide a structured set of sources for a given student (to limit the potential for being overwhelmed by choice).

## Supplementary Materials

- Compass Points Thinking Routine – *Making Thinking Visible*  
<http://www.pz.harvard.edu/resources/compass-points>
- Photographs by Lewis Hine on the Library of Congress  
<https://www.loc.gov/search/?in=&q=child+labor&new=true&st=>

## Teaching with Primary Sources Resource Guide

**Title:** Library of Congress National Child Labor Committee Collection

**Historical Background:**

Photographer Lewis Hine and the pictures that he took documented child laborers working in the United States between 1908 and 1924.

**Source 1:**



Title: Rhodes Mfg. Co., Lincolnton, N.C. Spinner. A moments glimpse of the outer world Said she was 10 years old. Been working over a year. Location: Lincolnton, North Carolina.

Link: <https://www.loc.gov/item/2018673673/>

Purpose: Demonstrates garment factory work.

**Source 2:**



Title: Manuel, the young shrimp-picker, five years old, and a mountain of child-labor oyster shells behind him. He worked last year. Understands not a word of English. Dunbar, Lopez, Dukate Company. Location: Biloxi, Mississippi.

Link: <https://www.loc.gov/item/2018676266/>

Purpose: Demonstrates work in the seafood industry.

**Source 3:**



Title: Camille Carmo, Justine Carmo, seven and nine years old. The older one picks about 4 pails a day. Youngest was picking also. Location: Rochester [vicinity] Eldridge Bog, Massachusetts.

Link: <https://www.loc.gov/item/2018676808/>

Purpose: Demonstrates farm work.

**Source 4:**



Title: A family working in the Tifton (Ga.) Cotton Mill. Mrs. A.J. Young works in mill and at home. Nell (oldest girl) alternates in mill with mother. Mammy (next girl) runs 2 sides. Mary (next) runs 1 1/2 sides. Elic (oldest boy) works regularly. Eddie (next girl) helps in mill, sticks on bobbins. Four smallest children not working yet. The mother said she earns \$4.50 a week and all the children earn \$4.50 a week. Husband died and left her with 11 children. 2 of them went off and got married. The family left the farm 2 years ago to work in the mill. January 22, 1909. Location: Tifton, Georgia.

Link: <https://www.loc.gov/item/2018674997/>

Purpose: Demonstrates life around a cotton mill

**Source 5:**



Title: Doffer boys going to dinner. Tupelo (Miss.) Cotton Mills. Location: Tupelo, Mississippi.

Link: <https://www.loc.gov/item/2018673909/>

Purpose: Demonstrates young workers related to garment/cotton mills.

**Source 6:**



Title: Group of newsies selling on Capitol steps, April 11, 1912. Tony Passaro (8 yrs. old). Dan Mercurio (9 yrs. old). Joseph Tucci (10 years old). Peter Peper (10 yrs. old). John Carlino (11 yrs. old). (For addresses see previous labels.) Location: Washington (D.C.), District of Columbia.

Link: <https://www.loc.gov/item/2018676040/>

Purpose: Demonstrates the role children played in selling newspapers.

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