

Lewis Hine: Child Labor



<https://www.loc.gov/item/2018676222/>

Overview/Prior Knowledge

In previous lessons, students have read informational text articles and analyzed written primary sources about the Industrial Revolution including the involvement of children in the labor force. Students are familiar with terms and domain specific vocabulary including: textiles, doffer, spinning jenny, bobbin, shift, breaker boys, and black lung.

In addition, during ELA class, students are reading the novel, *Counting on Grace*. This piece of historical fiction depicts a young girl, Grace, and the experiences she and her family encounter during the Industrial Revolution. Also in ELA, students have researched the jobs children worked and the dangerous situations and hazards they experienced by participating in a webquest (<http://zunal.com/webquest.php?w=180241> and other activities).

Objectives

- Students will identify domain specific words and terms to describe their observations of Lewis Hine's photographs.
- Students will apply primary source evaluation tools to analyze the imagery of Hine in his visits to the Mississippi Gulf Coast, Pennsylvania coal mines, and textile mills.
- Students will develop and deepen visual literacy analysis skills and build confidence in making inferences and drawing conclusions.

Time Required

50 minutes

Recommended Grade Range

7th, 8th grade (or could be adapted for high school as well)



Subject/Sub-Subject

American History

Standards

Social Studies

MCCRS Social Studies 8.6

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

English Language Arts

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA -LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Library of Congress - Teaching with Primary Sources Skills:

- Identify the primary source, author, setting, and purpose.
- Incorporate prior knowledge into primary sources and historical content.
- Examine and investigate primary sources clearly to interpret meaning and purpose.

Highlighted Strategies:

- Library of Congress Analysis Teacher's Guide – Analyzing Photographs and Prints
- See Think Wonder – *Making Thinking Visible*
- Cooperative learning
- Discussion
- 5-word memoirs

Credits

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Materials

- Primary Sources – See Resource Guide at the end of this document.
- See Think Wonder handout – *Making Thinking Visible* – see handout below
- Analyzing Photographs and Prints teacher’s guide from LOC - [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing Photographs and Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)

Supplementary Resources

- Freedman, R. (1994). *Kids at work: Lewis Hine and the crusade against child labor*. Houghton Mifflin: New York: NY.

Procedures

Introduction

1. Teacher will inquire of students, “What is a primary source? What are some examples?” The teacher will facilitate the discussion based on student responses and discuss how primary sources can take on multiple formats. The teacher will also ask, “How is a primary source different from a secondary source?” and “What are some ways to determine the reliability of a primary source?” These questions are a review of skills previously taught as a way to prime the students for the analysis of the primary sources for this lesson.

During

2. Students will receive:
 - Students will receive a handout, See, Think, Wonder.
 - Lewis Hine photographs:
 1. Manuel, a five- year- old Mississippi shrimp-picker
<https://cdn.loc.gov/service/pnp/nclc/00800/00828v.jpg>
 2. Breaker boys at a Pennsylvania coal mine
<https://www.loc.gov/item/2018676222/>
 3. Climbing up on the machinery to replace the bobbin
<https://www.loc.gov/resource/nclc.01581/>

NOTE: Students will be familiar with Lewis Hine as the photographer of these images already. However, if your students are not, this could be a good time to source the images and review the importance of sourcing in order to examine the bias/potential bias of the author of a primary source. This could be augmented with the Beyond the Bubble assessment about children working in mines– used as assessment or as a teaching tool to review this concept: <https://sheg.stanford.edu/history-assessments/children-working-mines>

3. Students will view the first photo (Manuel, year old shrimp picker). The teacher will use the Library of Congress Teacher’s Guide for Analyzing Photographs and Prints to facilitate discussion and guide observations.
 - As students begin to “see” and observe the photograph, the teacher will use the Library of Congress Teacher’s Guide for Analyzing Photographs and Prints to further investigate and identify appropriate questions for furthering discussion through the “I think” and “I wonder” portions of the activity.
 - Sample “I see” questions include: What do you notice? What people and objects do you see? Are there any words or print? What details do you see? How are the objects in the photograph arranged?
 - Sample “I think” questions include: Based on what we are seeing, what does this make us think? What do you see that makes you think that? What can we interpret from our observations? What can you learn from examining this image and what made you think that? Why do you think this image was made? When do you think this image was made and for what audience?
 - Sample “I wonder” questions include: I wonder where...? I wonder what...? I wonder who...? I wonder why...? I wonder how....?
 - As the lesson evolves, it is crucial students share in between each stage of the process. By sharing their thinking, it allows the class to build on one another’s ideas and results in richer discussion.
 - The process repeats itself with the second and third images.
<https://www.loc.gov/item/2018676222/> and
<https://www.loc.gov/resource/nclc.01581/>
 - The teacher will facilitate and guide the students through these primary sources in the same manner as the first. Students will continue to use the same See, Think, Wonder and number the images to separate responses for each image.
4. After analysis of all images, students will use the back of their See, Think, Wonder, to write 5-word memoirs of each image for evaluation. Students are instructed to use include domain specific vocabulary (e.g. textiles, doffer, spinning jenny, bobbin, shift, breaker boys, and black lung) in their memoirs.
5. When students have completed their memoirs for each image, they will share with their group. The group will select one memoir per image from their group to share with the class.



Assessment

Formative: 5-word memoirs for each image analyzed; informal assessment of See, Think, Wonder discussion

Differentiation

- accelerated learners would analyze additional images
- students with varying ability levels will be allowed to illustrate their 5-word memoirs or use the C-S-I strategy (*Making Thinking Visible*)

Teaching with Primary Sources Resource Guide

Title: Lewis Hine: Child Labor

Historical Background:

Lewis Hine worked for the National Child Labor Committee from 1908-1924 to document child labor conditions in the United States. His images are essential to understanding child labor in America at the turn of the 20th century and contributed to the movement for child labor laws in the nation.

Primary Source 1:



Title: Lewis Hine's image - Manuel, a five – year- old Mississippi shrimp picker

Link: <https://cdn.loc.gov/service/pnp/nclc/00800/00828v.jpg>

Purpose: This particular image was chosen to represent the Gulf Coast region of Mississippi and the shrimp and seafood industry.

Primary Source 2:

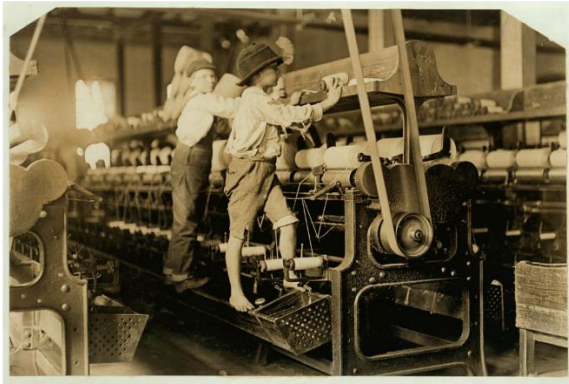


Title: Lewis Hine's image - Breaker boys at a Pennsylvania coal mine

Link: <https://www.loc.gov/item/2018676222/>

Purpose: This image was chosen to represent a collective group of young men and occupational variance with geographic locations. Black lung, shift, and breaker boy's domain specific vocabulary are included in this image.

Primary Source 3:

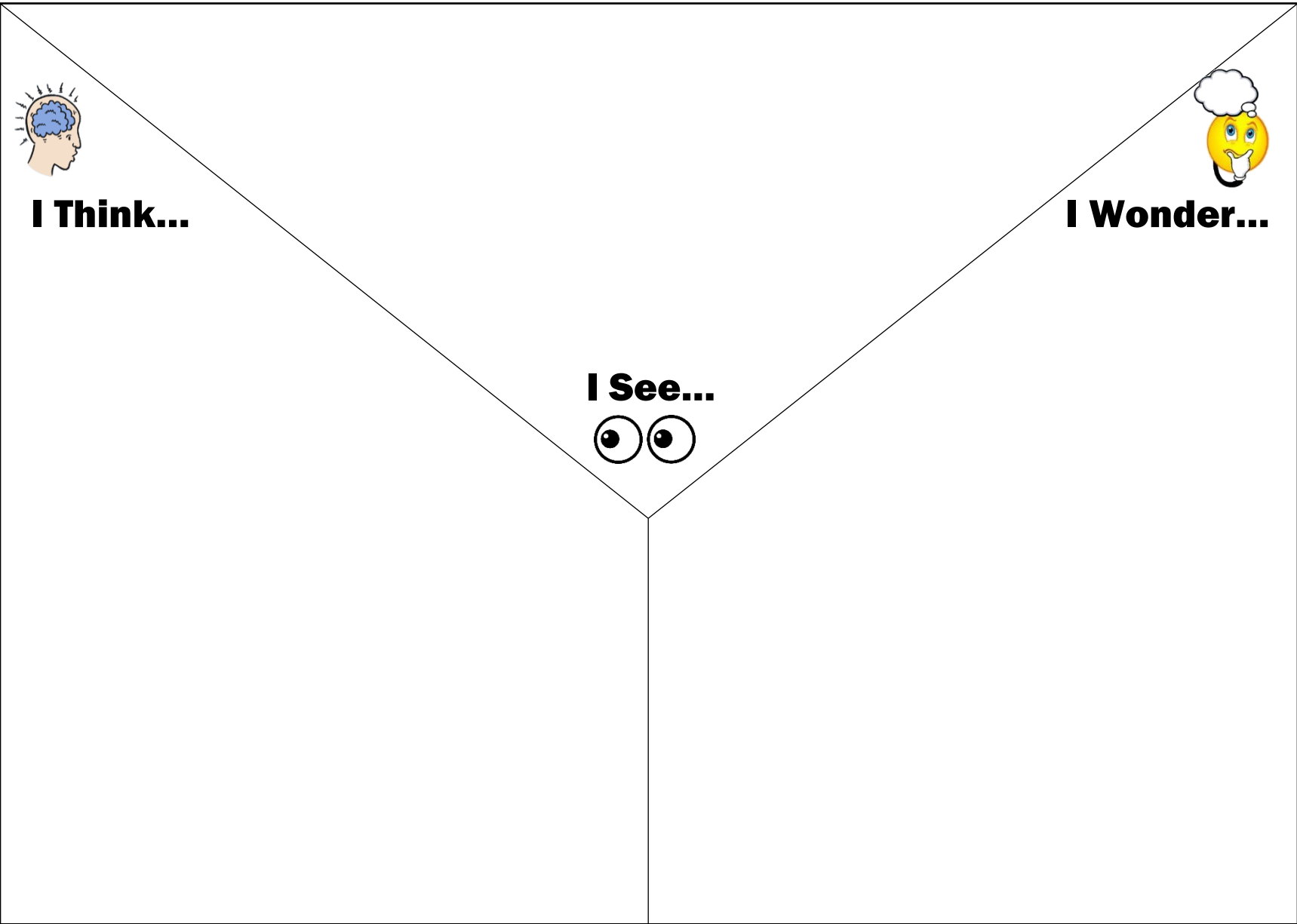


Title: Lewis Hine's image: Climbing up on the machinery to replace the bobbin

Link: <https://www.loc.gov/resource/nclc.01581/>

Purpose: This image represents the dangers of the textile industry and includes the domain specific vocabulary doffer, spinning jenny, and bobbin.

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I Think...

I Wonder...

I See...