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CONGRESS

**TPS***Direct*

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# TEACHING WITH PRIMARY SOURCES

PROFESSIONAL DEVELOPMENT

This professional development plan was created on December 9th, 2010

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## WELCOME TO TPS PROFESSIONAL DEVELOPMENT

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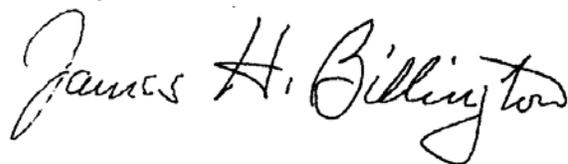
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library has long been committed to facilitating the professional growth of educators nationwide through programs at the Library and in the field, and now we are proud to deliver our proven program directly to you.

You are joining thousands of educators from around the world who have discovered the power of primary sources in the classroom. Through primary source analysis, teachers can help students construct knowledge, think creatively, and develop the information fluency necessary for success in the 21st century.

With its rich core of over 15.3 million digitized items, including manuscripts, maps, photographs, and sound and video recordings from throughout the U.S. and the world, and its extensive teaching materials, the Library of Congress is uniquely positioned to help you and your colleagues discover new strategies for building your students' capacity to think critically about the world around them.

I hope you'll take this opportunity to use TPS Direct to customize the Library's educational resources for use in your school.

Sincerely,



James H. Billington  
The Librarian of Congress

## CURRICULUM OVERVIEW

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Whether you are a classroom teacher or a professional development facilitator, you can build your own professional development from Teaching with Primary Sources (TPS) Direct. The resulting ready-to-use, downloadable activities can be used as is or incorporated into an already existing professional development program. Available at no cost and without subscription, TPS Direct offerings range from self-paced online interactives for individual teachers to professional development activities for use by facilitators in a workshop setting.

The TPS Direct curriculum is focused around the Library's rich collections of online primary sources, and is structured into three main topics, each offering a variety of activities and lessons addressing distinct goals.

- Primary Sources Overview
  - Understanding Primary Sources
  - Analyzing Primary Sources
  - Teaching with Primary Sources
- Primary Sources from the Library of Congress
  - Exploring [www.loc.gov](http://www.loc.gov)
  - Understanding Legal and Ethical Use of Primary Sources
- Inquiry Learning and Primary Sources
  - Understanding the Inquiry Process
  - Creating Inquiry Activities with Primary Sources

Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era and can contribute to a new understanding of the present.

Teaching with primary sources can facilitate:

1. Student engagement
  - Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of cultural history as a series of human events.
  - Because primary sources are snippets of the past, they encourage students to seek additional evidence through research.
  - First-person accounts of events helps make them more real, fostering active reading and response.
2. Development of critical thinking skills
  - Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
  - Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
  - In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
  - Questions of creator bias, purpose, and point of view may challenge students' assumptions.
3. Construction of knowledge
  - Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.
  - Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.

## STANDARDS

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The Library of Congress is committed to delivering high quality professional development materials for use in schools throughout the country. The Library built its professional development curriculum meeting the staff development standards of the National Society of Staff Development (NSDC). Additionally, each professional development activity has been aligned with standards from the American Association of School Librarians (AASL) Standards for the 21st Century Learner and the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Teachers.

NSDC's Standards of Staff Development require professional development to improve the learning of all students. The Library aligned its staff development activities to provide context, evaluate instructional process and deepen content knowledge. To learn more about the staff development standards of NSDC, visit [www.nsd.org](http://www.nsd.org).

The lessons and activities in these modules are based upon the American Association of School Librarians (AASL) Standards for the 21st Century Learner. AASL asks four essential questions to guide instruction:

- Does the student have the right proficiencies to explore a topic or subject further?
- Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?
- Is the student aware that the foundational traits for 21st Century learning require self-accountability that extends beyond skills and dispositions?
- Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

Find a complete list of the 21st Century Learner Standards at [www.aasl.org](http://www.aasl.org).

The International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) serve as a roadmap to improve teaching and learning by educators. The Library of Congress supports standards that align the use of technology for delivery of content NETS-T focuses on "using technology to learn and teach" and cover these key components for teachers:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessment
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

For more information on ISTE's NETS-T, go to [www.iste.org](http://www.iste.org).

## MODULE



## PRIMARY SOURCES OVERVIEW

Primary sources are the raw materials of history - original documents and objects which were created at the time under study. They provide a window into the past: unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

The professional development activities in this module will encourage participants to create a working definition of primary sources, learn to analyze primary sources, and discover and explore how to incorporate primary sources into instructional practice. The goals with supporting activities are:

## GOALS

- Understanding Primary Sources
  - Activity: Leaving Evidence of Our Lives*
  - Activity: Lincoln's Pockets*
- Analyzing Primary Sources
  - Activity: Analyzing Photographs*
  - Activity: Analyzing Sheet Music*
  - Activity: Analyzing Maps*
  - Activity: Analyzing Political Cartoons*
- Teaching with Primary Sources
  - Activity: Connecting with Primary Sources*
  - Activity: Music as Historical Artifacts*
  - Activity: Perception through Photography*
  - Activity: Book Backdrops*

## ANALYZING PHOTOGRAPHS

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GOAL	Analyzing primary sources	<b>Time Required</b> .....
OBJECTIVES	Participants will: <ul style="list-style-type: none"> <li>• Observe a primary source analysis</li> <li>• Analyze a primary source</li> <li>• Develop instructional strategies to help students examine and analyze primary sources</li> </ul>	1 hour 30 minutes
MATERIALS	<b>Materials/Resources Using Primary Sources in the Classroom</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher’s Guide to Analyzing Photographs and Prints</li> <li><input type="checkbox"/> Primary Source Analysis Tool</li> <li><input type="checkbox"/> Why Use Primary Sources</li> <li><input type="checkbox"/> How to Use Primary Sources</li> <li><input type="checkbox"/> A ‘Reader’ in cigar factory</li> <li><input type="checkbox"/> Bibliographic record for A ‘Reader’ in cigar factory</li> <li><input type="checkbox"/> Three cutters in Factory #7, Seacoast Canning Co.</li> <li><input type="checkbox"/> Bibliographic record for Three cutters in Factory #7, Seacoast Canning Co.</li> <li><input type="checkbox"/> Night Scene, in an Indianapolis Glass Works.</li> <li><input type="checkbox"/> Bibliographic record for Night Scene, in an Indianapolis Glass Works.</li> <li><input type="checkbox"/> 6 yr. old Earle Holt (or Hope)</li> <li><input type="checkbox"/> Bibliographic record for 6 yr. old Earle Holt (or Hope)</li> <li><input type="checkbox"/> ‘Carrying-in’ boy in Alexandria Glass Factory</li> <li><input type="checkbox"/> Bibliographic record for ‘Carrying-in’ boy in Alexandria Glass Factory</li> <li><input type="checkbox"/> Some samples (not all) of the children in the ‘Kindergarten Factory’</li> <li><input type="checkbox"/> Bibliographic record for Some samples (not all) of the children in the ‘Kindergarten Factory’</li> <li><input type="checkbox"/> [Addie Card], anaemic little spinner</li> <li><input type="checkbox"/> Bibliographic record for [Addie Card], anaemic little spinner</li> <li><input type="checkbox"/> Dotheboys Hall in session tucked away upstairs over the store.</li> <li><input type="checkbox"/> Bibliographic record for Dotheboys Hall in session tucked away upstairs over the store.</li> </ul>	<b>Standards</b> ..... AASL 2.1.1 AASL 2.1.3 NETS-T 3b NETS-T 3c NETS-T 3d

## ANALYZING PHOTOGRAPHS

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- Working Girls Learning Dressmaking
- Bibliographic record for Working Girls Learning Dressmaking

PREPARATION Read and understand the following Library of Congress resources before the activity:

- *Teacher's Guide to Analyzing Photographs and Prints*
- *Why Use Primary Sources*  
<http://www.loc.gov/teachers/additionalresources/downloads/resources/handout-red.pdf>
- *How to Use Primary Sources*  
<http://www.loc.gov/teachers/additionalresources/downloads/resources/handout-green.pdf>

Print one copy per participant of the items below. Keep documents separate.

- *Teacher's Guide to Analyzing Photographs and Prints*
- *Primary Source Analysis Tool*
- *A 'Reader' in cigar factory*
- Bibliographic record for *A 'Reader' in cigar factory*

Print one copy of each of item below. Keep bibliographic records separate from the primary sources.

- *Three cutters in Factory #7, Seacoast Canning Co.*
- *Night Scene, in an Indianapolis Glass Works. Noon hour, May 18 [?], 1909.* (print one)
- *Sweeper in Pocasset Mill. 6 yr. old Earle Holt (or Hope)*
- *Some samples (not all) of the children in the 'Kindergarten Factory'*
- *'Carrying-in' boy in Alexandria Glass Factory*
- *[Addie Card], anaemic little spinner*
- *Dotheboys Hall in session tucked away upstairs over the store.*
- *Working Girls Learning Dressmaking*
- Bibliographic record for *Mildred Kron, three years old, and Gertrude Kron, five years old*
- Bibliographic record for *Three cutters in Factory #7, Seacoast Canning Co.*
- Bibliographic record for *Night Scene, in an Indianapolis Glass Works. Noon hour, May 18 [?], 1909.*
- Bibliographic record for *Sweeper in Pocasset Mill. 6 yr. old Earle Holt (or Hope)*
- Bibliographic record for *'Carrying-in' boy in Alexandria Glass*

## ANALYZING PHOTOGRAPHS

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### *Factory*

- Bibliographic record for *[Addie Card], anaemic little spinner*
- Bibliographic record for *Dotheboys Hall in session tucked away upstairs over the store.*
- Bibliographic record for *Working Girls Learning Dressmaking*

### PROCEDURE

1. Distribute a copy of *A 'Reader' in Cigar Factory* to each participant.
2. Model primary source analysis of *A 'Reader' in Cigar Factory*, referring to the *Teacher's Guide to Analyzing Photographs and Prints* as needed (do not distribute this to participants yet). Fill in the *Primary Source Analysis Tool* with the help of the participants, displaying with an overhead or another projection method.
  - In the “observe” column, record details that you can see.
  - In the “reflect” column, compare your prior knowledge to the clues in the images and then record your hypotheses about what you see. Differentiate between comments that are observations and those that are reflections based on observations. For example, “I see a man holding a pen” is an observation, whereas “The man is writing” is a reflection.
  - Use the “question” column to capture questions you may have as you observe and consider what you know about the items. Aim to generate open-ended questions that will prompt further investigation and inquiry.
3. Share the bibliographic data with participants. Discuss what new insights, if any, the information adds, what questions it answers, what questions remain.
4. Distribute a *Primary Source Analysis Tool* to each participant. Ask participants to form groups of four or five, select one image, examine and discuss it, recording thoughts on the *Primary Source Analysis Tool*.
5. After each group has completed its analysis, have participants discuss their analysis with another group.
6. Inform them that the photographs they were given belong to a collection that is based on a unifying theme. Ask them if they can identify the theme (child labor). Distribute bibliographic

## ANALYZING PHOTOGRAPHS

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information. Discuss what new insights, if any, the information adds, what questions it answers, what questions remain.

7. Facilitate a discussion about ways primary sources engage students and help them to develop critical thinking skills. You may wish to refer to *Why Use Primary Sources* and *How to Use Primary Sources*. Distribute the *Teacher's Guide to Analyzing Photographs and Prints*, and request volunteers to offer suggestions for how they might use this activity with their own students.

**ASSESSMENT** What did you learn from this activity? Compare what you learned from examining a set of photos to what you learned from examining a single photo. Any “aha” moments? If you did this with your own students, what questions might you ask to guide them?

Teaching with Primary Sources • Professional Development  
**ANALYZING PHOTOGRAPHS**

There are 22 resources for this activity...



**Teacher's Guide to Analyzing Photographs and Prints**

An easy-to-use guide for facilitating student analysis of photographs and prints, with guiding questions and activity ideas

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)



**Primary Source Analysis Tool**

A simple graphic organizer that helps students respond to and analyze primary sources

[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)



**Why Use Primary Sources**

A one-sheet introduction to the ways in which primary sources build student skills

<http://www.loc.gov/teachers/additionalresources/downloads/resources/handout-red.pdf>  
 (2 pages)



**How to Use Primary Sources**

A quick start guide to using primary sources in the classroom

<http://www.loc.gov/teachers/additionalresources/downloads/resources/handout-green.pdf>  
 (2 pages)



**A 'Reader' in cigar factory**

A "Reader" in cigar factory, Tampa, Fla. He reads books and newspapers at top of his voice all day long.

<http://loc.gov/pictures/item/ncl2004001462/PP/>



**Bibliographic record for A 'Reader' in cigar factory**

<http://loc.gov/pictures/item/ncl2004001462/PP/>



# ANALYZING PHOTOGRAPHS

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**Bibliographic record for 'Carrying-in' boy in Alexandria Glass Factory**  
<http://loc.gov/pictures/item/ncl2004002963/PP/>



**Some samples (not all) of the children in the 'Kindergarten Factory'**  
 Some samples (not all) of the children in the "Kindergarten Factory" run by the High Point and Piedmont Hosiery Mills, High Point, N.C. Every child in these photos worked.  
<http://loc.gov/pictures/item/ncl2004003650/PP/>



**Bibliographic record for Some samples (not all) of the children in the 'Kindergarten Factory'**  
<http://loc.gov/pictures/item/ncl2004003650/PP/>



**[Addie Card], anaemic little spinner**  
 [Addie Card], anaemic little spinner in North Pownal Cotton Mill.  
<http://loc.gov/pictures/item/ncl2004001719/PP/>



**Bibliographic record for [Addie Card], anaemic little spinner**  
<http://loc.gov/pictures/item/ncl2004001719/PP/>



**Dotheboys Hall in session tucked away upstairs over the store.**  
 Dotheboys Hall in session tucked away upstairs over the store. Equipped with antique, dilapidated benches and chairs.  
<http://loc.gov/pictures/item/ncl2004004069/PP/>

Teaching with Primary Sources • Professional Development  
**ANALYZING PHOTOGRAPHS**

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**Bibliographic record for Dotheboys Hall in session tucked away upstairs over the store.**

<http://loc.gov/pictures/item/ncl2004004069/PP/>



**Working Girls Learning Dressmaking**

Working Girls Learning Dressmaking in the Free Evening School. Boston 1915 Exhibit. Location: Boston, Massachusetts.

<http://loc.gov/pictures/item/ncl2004000362/PP/>



**Bibliographic record for Working Girls Learning Dressmaking**

<http://loc.gov/pictures/item/ncl2004000362/PP/>

# TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

## OBSERVE

**Have students identify and note details.**

Sample Questions:

Describe what you see. · What do you notice first? · What people and objects are shown? · How are they arranged? · What is the physical setting? · What, if any, words do you see? · What other details can you see?

## REFLECT

**Encourage students to generate and test hypotheses about the image.**

Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this? · What can you learn from examining this image? · What's missing from this image? · If someone made this today, what would be different? · What would be the same?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

### Beginning

Write a caption for the image.

### Intermediate

Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

### Advanced

Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to <http://www.loc.gov/teachers>



# PRIMARY SOURCE ANALYSIS TOOL

## OBSERVE

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## REFLECT

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## QUESTION

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## FURTHER INVESTIGATION



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## Why Use Primary Sources?



Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period.

Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.

### 1. Engage students

- Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.
- Because primary sources are snippets of history, they encourage students to seek additional evidence through research.
- First-person accounts of events helps make them more real, fostering active reading and response.



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[www.loc.gov/teachers](http://www.loc.gov/teachers)



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## Why Use Primary Sources?



### 2. Develop critical thinking skills

- Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
- Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
- In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
- Questions of creator bias, purpose and point of view may challenge students' assumptions.

### 3. Construct knowledge

Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.

- Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.
- Integrating what they glean from comparing primary sources with what they already know, and what they learn from research, allows students to construct content knowledge and deepen understanding.



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## How to Use Primary Sources



### A Quick Start Guide

**Primary sources** are the raw materials of history — original documents and objects which were created at the time under study. They are different from **secondary sources**, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.



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## How to Use Primary Sources



### 1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source. • *Who created this primary source?* • *When was it created?* • *Where does your eye go first?*

Help students see key details. • *What do you see that you didn't expect?* • *What powerful words and ideas are expressed?*

Encourage students to think about their personal response to the source. • *What feelings and thoughts does the primary source trigger in you?* • *What questions does it raise?*

### 2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context. • *What was happening during this time period?* • *What was the creator's purpose in making this primary source?* • *What does the creator do to get his or her point across?* • *What was this primary source's audience?* • *What biases or stereotypes do you see?*

Ask if this source agrees with other primary sources, or with what the students already know. • Ask students to test their assumptions about the past. • Ask students to find other primary or secondary sources that offer support or contradiction.

### 3. Assess how students apply critical thinking and analysis skills to primary sources.

Have students summarize what they've learned. • Ask for reasons and specific evidence to support their conclusions. • Help students identify questions for further investigation, and develop strategies for how they might answer them.

**Analysis tools and thematic primary source sets from the Library offer entry points to many topics.**



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# Library of Congress Prints & Photographs Online Catalog

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## Related

- [Browse neighboring items by call number.](#)

- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

**A "Reader" in cigar factory, Tampa, Fla. He reads books and newspapers at top of his voice all day long. This is all the education many of these workers receive. He is paid by them and they select what he shall read. Location: Tampa, Florida.**

**Title:** A "Reader" in cigar factory, Tampa, Fla. He reads books and newspapers at top of his voice all day long. This is all the education many of these workers receive. He is paid by them and they select what he shall read. Location: Tampa, Florida.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1909 January.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-04521 (color digital file from b&w original print) LC-USZ62-90209 (b&w film copy negative)

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### Notes:

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- Attribution to Hine based on provenance.
- In album: Miscellaneous.
- Hine no. 0582.

### Subjects:

- [Adults.](#)
- [Laborers.](#)
- [Cigar industry.](#)
- [Factories.](#)
- [Reading.](#)
- [United States--Florida--Tampa.](#)

### Format:

- [Photographic prints.](#)

### Collections:

- [National Child Labor Committee Collection](#)

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[View Larger](#)

[JPEG \(52kb\)](#) | [TIFF \(1mb\)](#)

b&w film copy neg.

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### Related

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- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

**Three cutters in Factory #7, Seacoast Canning Co., Eastport, Me. They work regularly whenever there are fish. (Note the knives they use.) Back of them and under foot is refuse. On the right hand is Grayson Forsythe, 7 years old. Middle is George Goodell, 9 years old, finger badly cut and wrapped up. Said, "the salt gets unto the cut." Said he makes \$1.50 some days. Left end, Clarence Goodell, 6 years, helps brother. Location: Eastport, Maine.**

**Title:** Three cutters in Factory #7, Seacoast Canning Co., Eastport, Me. They work regularly whenever there are fish. (Note the knives they use.) Back of them and under foot is refuse. On the right hand is Grayson Forsythe, 7 years old. Middle is George Goodell, 9 years old, finger badly cut and wrapped up. Said, "the salt gets unto the cut." Said he makes \$1.50 some days. Left end, Clarence Goodell, 6 years, helps brother. Location: Eastport, Maine.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1911 August.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-00943 (color digital file from b&w original print) LC-USZ62-91565 (b&w film copy negative)

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**Call Number:** LOT 7476, no. 2421 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

#### Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Canneries.
- Hine no. 2421.

#### Subjects:

- [Boys.](#)
- [Cannery workers.](#)
- [Fishing industry.](#)
- [Knives.](#)
- [Wounds & injuries.](#)
- [Refuse.](#)
- [Wages.](#)
- [United States--Maine--Eastport.](#)

#### Format:

- [Photographic prints](#)

#### Collections:

- [National Child Labor Committee Collection](#)

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color digital file from b&w original print

<http://hdl.loc.gov/loc.pnp/nclc.01167>



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[JPEG \(44kb\)](#) | [JPEG \(122kb\)](#) | [TIFF \(12mb\)](#)

b&w film copy neg.

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## Related

- [Browse neighboring items by call number.](#)

- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

## Night Scene, in an Indianapolis Glass Works. Location: Indianapolis, Indiana.

**Title:** Night Scene, in an Indianapolis Glass Works. Location: Indianapolis, Indiana.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1908 August.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-01167 (color digital file from b&w original print) LC-USZ62-105654 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7478, no. 0121 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

### Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Glass factories.
- Hine no. 0121.

### Subjects:

- [Boys](#)
- [Glassworkers](#)
- [Glassworking](#)
- [Glass industry](#)
- [factories](#)
- [United States--Indiana--Indianapolis.](#)

### Format:

- Photographic prints.

### Collections:

- [National Child Labor Committee Collection](#)

### Bookmark This Record:

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color digital file from b&w original print

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b&w film copy neg.

<http://hdl.loc.gov/loc.pnp/cph.3c11184>

## Related

- [Browse neighboring items by call number.](#)

- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

**6 yr. old Earle Holt (or Hope), 712 H St., S.W., Washington, D.C., sells papers for a neighbor boy. When I met him, within an hour he had forgotten that I had photographed him, but he didn't forget to shortchange me when I bought the paper. He goes to school in the morning and sells in the afternoon. Location: Washington (D.C.), District of Columbia.**

**Title:** 6 yr. old Earle Holt (or Hope), 712 H St., S.W., Washington, D.C., sells papers for a neighbor boy. When I met him, within an hour he had forgotten that I had photographed him, but he didn't forget to shortchange me when I bought the paper. He goes to school in the morning and sells in the afternoon. Location: Washington (D.C.), District of Columbia.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1912 April.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-03774 (color digital file from b&w original print) LC-USZ62-111184 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7480, v. 3, no. 2927 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

### Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Street trades.
- Hine no. 2927.

### Subjects:

- [Boys.](#)
- [Newspaper vendors.](#)
- [School attendance.](#)
- [United States-- Washington \(D.C.\)](#)

### Format:

- [Photographic prints.](#)

### Collections:

- [National Child Labor Committee Collection](#)

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<http://hdl.loc.gov/loc.pnp/nclc.01293>



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### Related

- [Browse neighboring items by call number.](#)

- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

**"Carrying-in" boy in Alexandria Glass Factory, Alexandria, Va. Works on day shift one week and night shift next week. See photo 2261. Location: Alexandria, Virginia.**

**Title:** "Carrying-in" boy in Alexandria Glass Factory, Alexandria, Va. Works on day shift one week and night shift next week. See photo 2261. Location: Alexandria, Virginia.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1911 June.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-01293 (color digital file from b&w original print) LC-USZ62-10960 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7478, no. 2260 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

#### Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Glass factories.
- Hine no. 2260.
- Pencilled annotation on caption card by Prints and Photographs Division staff person: "Rob Kidd?".

#### Subjects:

- [Boys](#)
- [Glassworkers](#)
- [Glass industry](#)
- [factories](#)
- [United States--Virginia--Alexandria.](#)

#### Format:

- [Photographic prints.](#)

#### Collections:

[National Child Labor Committee Collection](#)

#### Bookmark This Record:

<http://www.loc.gov/pictures/item/ncl2004002963/PP/>

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color digital file from b&w original print

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## Related

- [Browse neighboring items by call number.](#)

- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

**Some samples (not all) of the children in the "Kindergarten Factory" run by the High Point and Piedmont Hosiery Mills, High Point, N.C. Every child in these photos worked; I saw them at work and I saw them go in to work at 6:30 A.M. and noons and out at 6 P.M. One morning I counted 22 of these little ones (12 years and under) going to work at about 6:15 A.M. Some of them told me their ages: 1 boy said 8 yrs. (worked when he was 7). 1 girl said 10 yrs. (apparently 7). 3 other girls said 10 yrs. 2 boys said 10 yrs. (1 got \$3.00 a week). 1 boy said 11 yrs. 2 boys said 12 yrs. (1 said he makes \$1. a day). (See also report.) 2 boys said 10 yrs. (1 got \$3.00 a week) 1 boy said 12 yrs. (1 said he makes \$1. a day) (See Also report). Location: High Point, North Carolina.**

**Title:** Some samples (not all) of the children in the "Kindergarten Factory" run by the High Point and Piedmont Hosiery Mills, High Point, N.C. Every child in these photos worked; I saw them at work and I saw them go in to work at 6:30 A.M. and noons and out at 6 P.M. One morning I counted 22 of these little ones (12 years and under) going to work at about 6:15 A.M. Some of them told me their ages: 1 boy said 8 yrs. (worked when he was 7). 1 girl said 10 yrs. (apparently 7). 3 other girls said 10 yrs. 2 boys said 10 yrs. (1 got \$3.00 a week). 1 boy said 11 yrs. 2 boys said 12 yrs. (1 said he makes \$1. a day). (See also report.) 2 boys said 10 yrs. (1 got \$3.00 a week) 1 boy said 12 yrs. (1 said he makes \$1. a day) (See Also report). Location: High Point, North Carolina.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1912 October.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-02634 (color digital file from b&w original print) LC-USZ62-16425 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7479, v. 5, no. 3049 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

### Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Mills.
- Hine no. 3049.

### Subjects:

- [Girls.](#)
- [Textile mill workers.](#)
- [Eating & drinking.](#)
- [Ice cream cones.](#)
- [Street vendors.](#)
- [United States--North Carolina--High Point.](#)

### Format:

- [Photographic prints.](#)

### Collections:

- [National Child Labor Committee Collection](#)

### Bookmark This Record:

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## Related

- [Browse neighboring items by call number.](#)

- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

## Addie Card, anaemic little spinner in North Pownal Cotton Mill. See photo No. 1056. Location: Vermont.

**Title:** [Addie Card], anaemic little spinner in North Pownal Cotton Mill. See photo No. 1056. Location: Vermont.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1910 August.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-01824 (color digital file from b&w original print) LC-USZ62-12880 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7479, v. 2, no. 1050 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

### Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Mills.
- Hine no. 1050.
- No city recorded on caption card. "North Pownal" underlined on caption card.
- Identification of person as Addie Card from similar image: LOT 7479, v. 2, no. 1056 (LC-H51-1056).

### Subjects:

- [Girls.](#)
- [Textile mill workers.](#)
- [Mills.](#)
- [Spinning machinery.](#)
- [United States--Vermont.](#)

### Format:

- [Photographic prints.](#)

### Collections:

- [National Child Labor Committee Collection](#)

### Bookmark This Record:

<http://www.loc.gov/pictures/item/ncl2004001719/PP/>

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b&w film copy neg.

<http://hdl.loc.gov/loc.pnp/cph.3c27323>

## Related

- [Browse neighboring items by call number.](#)

- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

**Dotheboys Hall in session tucked away upstairs over the store. Equipped with antique, dilapidated benches and chairs. The lessons begin at 6 A.M. and last for six hours, and these children who attend in the morning go into the mill in the afternoon and vice versa for the required eight weeks, which the law specifies. Taking everything into consideration it shows what travesty vocational guidance may become, and is in itself the best example of Dotheboys Hall I have ever seen, except that it is not half so practical as was Squeer's school. See Hine report. Location: Huntsville, Alabama.**

**Title:** Dotheboys Hall in session tucked away upstairs over the store. Equipped with antique, dilapidated benches and chairs. The lessons begin at 6 A.M. and last for six hours, and these children who attend in the morning go into the mill in the afternoon and vice versa for the required eight weeks, which the law specifies. Taking everything into consideration it shows what travesty vocational guidance may become, and is in itself the best example of Dotheboys Hall I have ever seen, except that it is not half so practical as was Squeer's school. See Hine report. Location: Huntsville, Alabama.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1913 December.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-02906 (color digital file from b&w original print) LC-USZ62-127323 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7479, v. 6, no. 3734 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

### Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Mills.
- Hine no. 3734.

### Subjects:

- [Textile mill workers.](#)
- [Schools.](#)
- [School children.](#)
- [Classrooms.](#)
- [Teachers.](#)
- [Boys.](#)
- [Girls.](#)
- [United States--Alabama--Huntsville.](#)

### Format:

- [Photographic prints.](#)

### Collections:

- [National Child Labor Committee Collection](#)

### Bookmark This Record:

<http://loc.gov/pictures/item/ncl2004004068/PP/>

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b&w film copy neg.  
<http://hdl.loc.gov/loc.pnp/cph.3b11482>

## Related

- [Browse neighboring items by call number.](#)

- [Check for online group record \(may link to related items\)](#)

Collection: [National Child Labor Committee Collection](#)

## Working Girls Learning Dressmaking in the Free Evening School. Boston 1915 Exhibit. Location: Boston, Massachusetts.

**Title:** Working Girls Learning Dressmaking in the Free Evening School. Boston 1915 Exhibit. Location: Boston, Massachusetts.

**Creator:** [Hine, Lewis Wickes, 1874-1940](#) photographer

**Date Created/Published:** 1909 October.

**Medium:** 1 photographic print.

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

**Reproduction Number:** LC-DIG-nclc-04539 (color digital file from b&w original print) LC-USZ62-63871 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7483, v. 1, no. 0883 [P&P]

**Repository:** Library of Congress Prints and Photographs Division  
Washington, D.C. 20540 USA

### Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Miscellaneous.
- Hine no. 0883.

### Subjects:

- [Girls.](#)
- [Women.](#)
- [Men.](#)
- [Vocational education.](#)
- [Classrooms.](#)
- [Sewing.](#)
- [United States--Massachusetts--Boston.](#)

### Format:

- [Photographic prints.](#)

### Collections:

- [National Child Labor Committee Collection](#)

### Bookmark This Record:

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