

Learning about Children's Lives at the Turn of the Century through Visual Discovery and SOURCES

Scott M. Waring, PhD

Professor and Program Coordinator of Social Science Education

Director of the Teaching with Primary Sources Program at UCF

Introduction

About twenty years ago, I was in a professional development session where the facilitator introduced an approach to analyzing primary sources where I was asked to think about how I might go about “observing” an image, what I specifically saw in the image, to reflect upon what I believed was happening in the image, and to develop questions to further my understanding about this image. This facilitator then asked the group to individually go through these stages utilizing an Observe, Reflect, and Question primary source analysis sheet (https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf) that was developed by staff at the Library of Congress along with an image that would be shared with the group. There was no other information provided at this time, so I started observing, reflecting, and questioning what turned out to be an image entitled “Daily inspection of teeth and finger nails. Older pupils make the inspection under the direction of teacher who records results. This has been done every day this year. School #49, Comanche County. Location: Lawton [vicinity], Oklahoma” (Figure 1).



Figure 1: Daily inspection of teeth and fingernails. Older pupils make the inspection under the direction of teacher who records results. This has been done every day this year. School #49, Comanche County. Location: Lawton [vicinity], Oklahoma (<https://www.loc.gov/pictures/item/2018678589>)

Although I did not fully realize it at the time, this is one of the key moments in my teaching career that helped to shape the educator who I am today. This image, captured by Lewis Wickes Hine, continues to be one of my favorite images for a variety of reasons, especially my mental connection from this image to Madge and Palmolive commercials on the television during my childhood...but I will save that for another time. Through this process and other content provided in this professional development session, I began to realize that teaching with primary sources allows the learner opportunities to think critically, develop their own understandings, question history and historical narratives, and to go beyond the traditional approach of solely relying upon the textbook, accompanying handouts and worksheets,

and teacher lectures. Shortly after attending this workshop, I learned about the Bradley Commission on History in Schools and the development of the National Council for History Education in response to the Commission's publishing of the History's Habits of Mind (<https://ncheteach.org/Historys-Habits-of-Mind>; <https://www.loc.gov/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/consortium-member-spotlight>). Together with other training, teaching resources, and perspectives gathered through reading various publications like this one, this dramatically transformed my thinking about how educators can and should teach history in the schools. I have come to believe that, in order for students to be properly prepared for college, career, and civic life, they need to be provided with the necessary skills to think critically, be exposed to primary sources from various and diverse perspectives, have multiple opportunities to engage with primary sources in authentic ways, and be asked to create and defend original, evidence-based narratives in an array of formats (National Council for the Social Studies, 2013; Waring, 2021). This process and subsequent critical examination of my own history teaching ultimately led me to construct a framework (SOURCES Framework for Teaching with Primary and Secondary Sources) to help history teachers accomplish more authentic historical and critical thinking and engagement in their own classrooms.

Children at the Turn of the Century

The “Daily inspection of teeth and finger nails” image that I encountered in the professional development session years ago has continued to interest me and has created new questions and investigations. Along the way, I began collaborating with the Library of Congress and became a Teaching with Primary Sources Consortium member and have utilized more and more resources developed by the wonderful staff at the Library of Congress. One of the best resources that they provide are their primary source sets (https://www.loc.gov/classroom-materials/?fa=partof_type:primary+source+set). The staff at the Library work with the archivists and educational specialist to develop and offer sets of primary sources around a variety of topics and, additionally, provide an accompanying teacher's guide that includes background, information about the sources, suggestions for teaching, and additional resources. With my increased awareness of and interest in issues related to the health, education, and labor of children around the turn of the twentieth century, I was thrilled when I learned that the experts at the Library developed a set entitled “Children's Lives at the Turn of the Twentieth Century” (<https://www.loc.gov/classroom-materials/childrens-lives-at-the-turn-of-the-twentieth-century/>). I have been utilizing sources from this set and associated collections for years.

Using the SOURCES Framework for Teaching with Primary and Secondary Sources

In order to develop and frame an authentic historical inquiry-based investigation around the examination of children's lives around the turn of the century, I decided to start with the primary source set created by the experts at the Library and utilize a modified Visual Discovery Strategy approach (see Figure 2; Lobdell, Owens, & Bower, 2010) for the analysis of the visuals used throughout this

1. Arrange your classroom so projected images will be large and clear.
2. Use a few powerful images and focus on them for as long as 20 minutes.
3. Ask carefully sequenced questions that lead to discovery.
4. Challenge students to read about the image and apply what they learn.
5. Have students interact with the image to demonstrate what they have learned.

Figure 2: Visual Discovery Strategy (Lobdell, Owens, & Bower, 2010)

investigation. I decided to modify this set, add additional images found within the National Child Labor Committee Collection (Lewis Wickes Hine), and adapt it to fit within the SOURCES Framework for Teaching with Primary and Secondary Sources (Waring, 2017; Waring, 2021) (Figure 3). Especially with the limited amount of time for teachers to create inquiry investigations from scratch, this is a great approach for taking an already existing set of primary sources or collections and structuring it in a manner that encourages deeper critical thinking and easily allows various levels of scaffolding to help students to think historically.


SOURCES Framework

- Scrutinize the Fundamental Source(s)
- Organize Thoughts
- Understand the Context
- Read Between the Lines
- Corroborate and Refute
- Establish a Plausible Narrative
- Summarize Final Thoughts

Figure 3: SOURCES Framework for Teaching with Primary and Secondary Sources

Scrutinize the Fundamental Source(s)


In the first stage of the SOURCES Framework, students are asked to critically examine a fundamental source that the teacher feels is critical to understanding the topic and content being examined. This fundamental source should be something that they can easily analyze and find success with starting them to think critically about the topic of study. To support the students towards deeper engagement with the sources included in an investigation and activating historical thinking skills and habits of mind, the fundamental source is paired with an essential question and a Framework Analysis Sheet (Figure 4) that will help guide the entire investigation.



TeachingwithSOURCES.com

SOURCES Framework

Analysis Sheet



Essential Question:		
Directions: While working to answer the fundamental question, answer the questions at each stage of the framework.		
S	Scrutinize the Fundamental Source(s)	What is the origination of the source? Who wrote it? When was it written? What events could have influenced this source? What are your impressions of this source? Is it reliable?
O	Organize Thoughts	What do you need to know to better understand the source? What other sources do you wish you had? What else do you need to know?
U	Understand the Context	What is happening at the time when the source was constructed? Where is the location for the origin of the source? Place the source in its proper geographic and historical context.
R	Read Between the Lines	What inferences about the source can you make that are not evident? Was there a reason for why the source was created that was not stated?
C	Corroborate and Refute	Look at other sources about the topic. How are they similar? How are they different? Do they show agreement with the fundamental source ?
E	Establish a Plausible Narrative	Using all the evidence from the sources you examined, what are your thoughts about the essential question ? What have you learned?
S	Summarize Final Thoughts	What questions do you still have? What else do you want to know? Do you still need sources to more fully answer the essential question ?

Figure 4: SOURCES Framework Analysis Sheet

As I began developing this SOURCES investigation around the topic of children’s lives at the turn of the century, I wanted to utilize an image (Figure 5: 2 A.M. February 12, 1908. Papers just out. Boys starting out on morning round. Ages 13 years and upward. At the side door of Journal Building near Brooklyn Bridge.) from the Library’s web site as the fundamental source and decided to focus on the essential question of “What would a historian write about what we know about the lives of children at the turn of the century?” This question should work for students of all levels of expertise; however, the teacher may want to adjust the sources and resources based on the individual student needs.




Figure 5: 2 A.M. February 12,1908. Papers just out. Boys starting out on morning round. Ages 13 years and upward. At the side door of Journal Building near Brooklyn Bridge.

<https://www.loc.gov/pictures/resource/nclc.03168/?co=nclc>

As I have found that some students have difficulty differentiating between “observe” and “reflect”, I created a primary source analysis sheet (Figure 6: SOURCES Analysis Sheet) that I believe would work more effectively with my students. It is essentially the same process as the observe, reflect, and question analysis, but instead, I ask the students to ask three questions as they analyze a primary source:


- What do you know?
- What do you think you know?
- What do you wonder?



TeachingwithSOURCES.com

SOURCES Analysis Sheet

Name _____



What do you know?	What do you think you know?	What do you wonder?

Thoughts, questions, and notes:

Figure 6: SOURCES Analysis Sheet

I suggest that the students have an opportunity to analyze the fundamental source individually first and then pair up with another student to discuss thoughts and conduct further analysis prior to leading a whole-class discussion and analysis. With the image of the “Boys starting out on morning round”, students immediately have a response to the fact that they were ready to go on their rounds at 2 A.M., several were smoking, and that they were only 13 years old or probably slightly older. A variety of questions are asked regarding pay, work conditions, schooling, health care, and many other topics for inquiry inspired by this image.

Instead of using the “boys” as the fundamental source, another option would be something like the image of a classroom in Washington, D.C. public schools at this time (Figure 7). Analysis of this image can conjure a variety of ideas for what they know, what they think that they know, and what they wonder. Students are often shocked to see that the children in the image are holding live rabbits at their desks and that there are possible taxidermied animals on desks, as well. They also focus on the difference between school then and now. Further questions and guidance can lead to thinking and discussion about the clothing, the classroom, the content being learned, the race and genders of the students, and other elements of interest to the students based on what was viewed in the image.

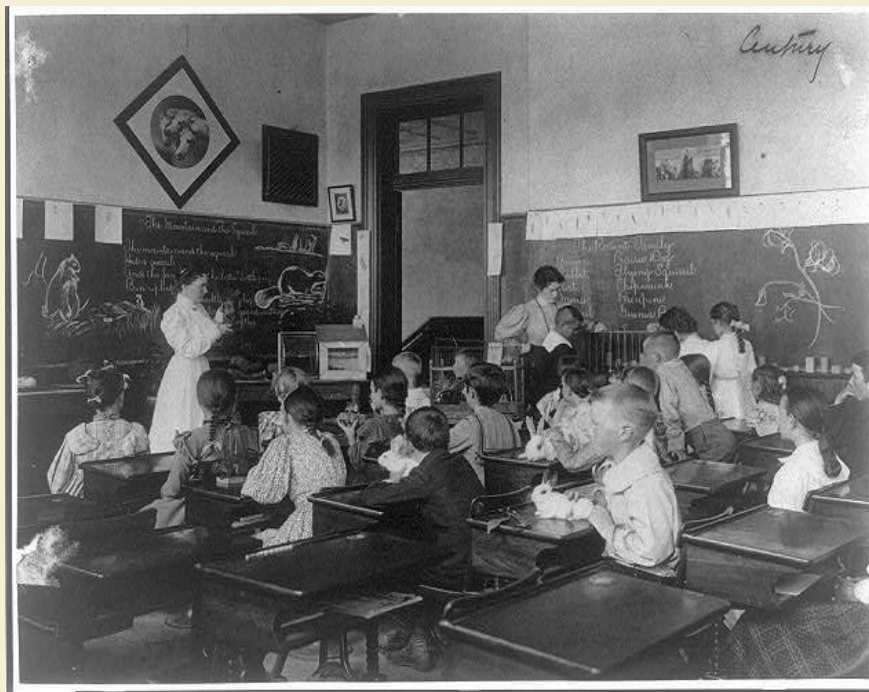


Figure 7: [Washington, D.C. Public Schools - classroom scenes and school activities \(https://www.loc.gov/item/2001703644\)](https://www.loc.gov/item/2001703644)

Organize Thoughts

During the second stage of the investigation (Organize Thoughts), students should evaluate what they know regarding the image that they just analyzed, what they know about the historical and geographic context associated with the image and its time frame, other thoughts and questions related to history’s habits of mind, and how they would respond to the essential question, in the case “What would a historian write about what we know about the lives of children at the turn of the century?” Students would now critically think about what they would need to have greater success in answering this essential question, any associated questions that they developed, and how they might be able to provide a multifaceted response or narrative from various perspectives and what formats would allow success for each individual student.

Understand the Context

During the Understand the Context stage, teachers can utilize a variety of children's literature or trade books to help students build context associated with the investigation and the essential question. For this investigation, two great non-fiction options for building general context are *Immigrant Kids* (Freedman, 1995) and *Children of the City: At Work and at Play* (Nasaw, 2012). There are many books associated with work, work conditions, and labor movements, such as *Lyddie* (Paterson, 1995), *The Bobbin Girl* (McCully, 1996) *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909* (Markel & Sweet, 2013), *The 1899 Newsboys' Strike* (Yomtov, 2022), *Kids on Strike!* (Bartoletti, 2003), *Kids at Work: Lewis Hine and the Crusade Against Child Labor* (Freedman, 1998) and *Breaker Boys: How a Photograph Helped End Child Labor* (Burgan, 2011). To learn more about living conditions in urban settings at that time, *Jacob Riis' Camera: Bringing Light to Tenement Children* (O'Neill, 2020) *Shutting Out the Sky: Life in the Tenements of New York, 1880-1924* (Hopkinson, 2003) and *Tenement: Immigrant Life on the Lower East Side* (Bial, 2002) are useful. To learn more about the lives of immigrant children, one could read *Hannah's Journal: The Story of an Immigrant Girl* (Moss, 2002) or *Emma's New Beginning (U.S. Immigration in the 1900s)* (Gunderson, 2015). If one wants to utilize fiction that was published around the turn of the century, several options are *Anne of Green Gables* (Montgomery, 1982) and *Rebecca of Sunnybrook Farm* (Wiggin, 1903). One option for the teacher is to have different reading groups focusing on different books so that a variety of topics are covered and an individual from each group can come together to discuss what they learned in a jigsaw approach to learning.

Read Between the Lines

For the fourth stage (Read Between the Lines), students should revisit the fundamental source to see how their understanding has changed since the first time that they analyzed this source. Many see that building their contextual understanding and knowledge allows them to view this image from a different perspective and with new depth. This allows new thoughts and questions to emerge and the beginning of the development of a plausible narrative in response to the essential question.

Corroborate and Refute

Throughout the Corroborate and Refute stage, students are asked to build upon the narrative that is being constructed in their minds. They are to utilize primary and secondary sources that help to corroborate and refute their understanding. In this investigation focusing on the lives of children around the turn of the century, I decided to focus on imagery and descriptions and bibliographic information for the images. Some of the best images of this time frame are by photographer Lewis Wickes Hine, as he “documented working and living conditions of children in the United States between 1908 and 1924...photos are useful for the study of labor, reform movements, children, working class families, education, public health, urban and rural housing conditions, industrial and agricultural sites, and other aspects of urban and rural life in America in the early twentieth century”. Additionally, a great book to use with students about his life and efforts is *The Traveling Camera: Lewis Hine and the Fight to End Child Labor* by Alexandra Hinrichs. The Library of Congress currently has 5,119 digitized images by Lewis Hine available on their web site (<https://www.loc.gov/pictures/collection/nclc>), so choosing the images to use is a difficult task.

This investigation focuses around the work, education, living conditions, and health care of children around the turn of the century. There are so many sources available that can help students to create their own understandings and narratives around this subject. Following are a few images associated with the main themes covered in this investigation:

Work



Salvin Nocito, 5 years old, carries 2 pecks of cranberries for long distance to the "bushel-man." (<https://www.loc.gov/resource/nclc.00068>)



6 cents a gross. Make regularly from 10 to 12 gross a day. 122 Sullivan St. Mr. Malatesta - Helps because Health too bad work out. Mrs. Malatesta; Frank Malatesta, age 14; John Malatesta, age 11; Lizzie Malatesta, age 4. Boys w[or]k Sat. aft[ernoon] & evenings till 10 or 11. Lizzie separates petals. Location: New York, New York (State)

<https://www.loc.gov/pictures/collection/nclc/item/2018673614/>



122 Sullivan St. 2nd Floor rear. Leveroni family. Earn 4 cents a gross making violets. Can make 20 gross a day when children work all day. Father has work. Mrs. Leveroni; Tessie Leveroni, age 9; Stephen Leveroni, age 6; Margaret Leveroni, age 7; Josephine Cordonio, age 10. These children work on Saturday on afternoons after 3 o'clock, and evenings until 8 or 9. Location: New York, New York (State) <https://www.loc.gov/pictures/resource/nclc.04071/?co=nclc>



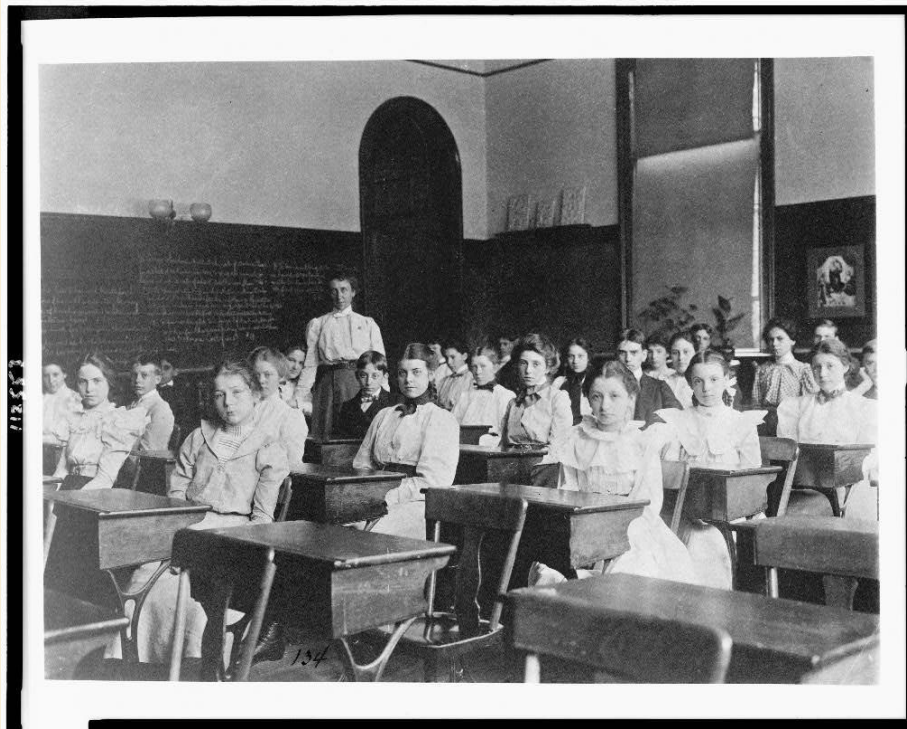
A few of the youngsters working in the Cigarette Factory of the American Tobacco Co., at Petersburg, Va. All work. I went through the factory during working hours and saw dozens of little boys and girls working and helping, who were apparently from 11 to 14 years old. Many of the smallest ones would not be photographed. Photo at 7 A.M. Location: Petersburg, Virginia. <https://www.loc.gov/pictures/collection/nclc/item/2018676533>



A Glimpse from the Outside into The World Furniture Co., Evansville, Ind. During working hours. Location: Evansville, Indiana.

<https://www.loc.gov/pictures/collection/nlc/item/2018673832>

Education



Children seated in classroom, Washington, D.C. <https://www.loc.gov/resource/cph.3c12553>



High Shoals (N.C.) School. This is average attendance. Enrollment is 80. Only one other school in town and about 15 attend that. See photo 279 (St. John's Mission School) Population of town is about 1000. Where are the rest of the children? This school is supported principally by the Mill Co. (Partly by County). Betterment work is being started. Mill superintendent is very suspicious of Photographers. Couldn't get any of mill children. Photo. November 9, 1908. Location: High Shoals, North Carolina. <https://www.loc.gov/pictures/collection/nclc/item/2018674569>



A group of children at a District School in cotton picking season. Petty's Chapel District School #20, near Corsicana. Only 40 per cent of the children who attend are here because the cotton is still being picked, in most districts the school term is being shortened to accommodate the picking. The children are above the average of country school children and this is an exceptional school, only two of the ten families represented here being "Renters" (see Hine Report on Texas). These children are getting 8 months school. Most of the rural schools in Texas give them 6 months or less. All these children, from the 5 year-old up pick cotton. Location: Corsicana [vicinity], Texas. <https://www.loc.gov/pictures/collection/nclc/item/2018677655/>



Pleasant Green School--one-room colored school near Marlinton, W. Va.--Pocahontas Co. It is one of the best colored schools in the County, with a capable principal holding a first-grade certificate. All the children are Agricultural Club workers.

<https://www.loc.gov/pictures/collection/nclc/item/2018678722/>

Living Conditions



Small shack on Forsythe's Bog, occupied by De Marco family, 10 in the family living in this one room. Room is 10 ft. x 11 ft. x 5 1/2 ft. high and gable attic above. (See family picking cranberries in photo #1151.) Wooden toilets near at hand and bushes used as such, gave forth offensive odors. Turkeytown, near Pemberton, N.J. E.F. Brown Witness. Location: Pemberton, New Jersey. <https://www.loc.gov/pictures/collection/nclc/item/2018674124>



High up on the top floor of a rickety tenement, 214 Elizabeth St., N.Y., this mother and her two children, boy 10 years old and the girl 12, were living in a tiny one room, and were finishing garments. The garments were packed under the bed and on top of it and around the room. Said the make from \$1 to \$2 a week, and the boys [sic] earns some selling newspapers. I could not get their name. Location: [New York, New York (State)].

<https://www.loc.gov/pictures/resource/nclc.04304/?co=nclc>



Housing conditions in the settlement of Dunbar. They are better than the average. See church in distance. Have their own jail. Houses and wood furnished. Location: Dunbar, Louisiana. <https://www.loc.gov/pictures/collection/nclc/item/2018674149>



Housing conditions at Roanoke (Va.) Cotton Mills are not very good. Houses run down and not well kept. Location: Roanoke, Virginia. <https://www.loc.gov/pictures/resource/nclc.02155/?co=nclc>

Health



Mrs. Helems, Leeds, Mass., putting bristles into tooth brushes in an untidy kitchen. She makes about \$4.65 a week usually. The sanitary conditions in most of these homes are pretty good, but some times filthy rooms are found and often tuberculosis with the work still going on. The company really seems to be trying to reduce the amount of home work. See also home work report. Location: Leeds, Massachusetts. <https://www.loc.gov/pictures/collection/nclc/item/2018676873>



Medical inspection and testing eyes in Grade 5 of Washington School. Location: Lawton, Oklahoma. <https://tile.loc.gov/storage-services/service/pnp/nclc/00600/00664v.jpg>



Daily inspection of teeth and finger nails. Older pupils make the inspection under the direction of teacher who records results. This has been done every day this year. School #49, Comanche County. Location: Lawton [vicinity], Oklahoma. <https://www.loc.gov/pictures/item/2018678589>



Shack of Jo. Mermilla family, cranberries pickers on Whites Bog, Browns Mills, N.J in settlement called Florence. Six persons live in this room. One bed on floor. Food exposed to flies, etc, on rafters and on floor. The children were very dirty and ill-kept. E.F. Brown Witness. Location: Browns Mills, New Jersey. <https://www.loc.gov/pictures/collection/nclc/item/2018675460>

So much can be learned from the images themselves, but even an examination of the image titles can help to answer questions and build a narrative. Just a few other images include:

Mr. & Mrs. Bruno, 7 Elizabeth Street. Josephine (age 11), Antonia (age 13). One child not working. They go to school and work afternoons and Saturdays on this custom work for father. (<https://www.loc.gov/pictures/resource/nclc.04074/?co=nclc>)

Mrs. Finkelstein, 127 Monroe St. Bessie (age 13), Sophie (age 7). Girls attend school. Making garters for Liberty Garter works, 413 Broadway. Mother, a widow, earns 75 cents a day by working all day until 12 at night. Bessie works until 10 P.M. Sophie until 9 P.M. They expected to work until 10 P.M. to finish the job, although they did not know when more work would come in. (<https://www.loc.gov/pictures/collection/nclc/item/2018673619>)

Late at night. Sewing tapes on gloves. The boy helps. Family of five sleep in room where the work is done. (<https://www.loc.gov/pictures/collection/nclc/item/2018673622>)

Nine of these children from 8 years old up go to school half a day, and shuck oysters for four hours before school and three hours after school on school days, and on Saturday from 4 A.M. to early afternoon. - <https://www.loc.gov/pictures/collection/nclc/item/2018677430/>

Harry McShane, 134 B'way [i.e. Broadway], Cin. O. - 16 yrs. of age on June 29, 1908. Had his left arm pulled off near shoulder, and right leg broken through kneecap, by being caught on belt of a machine in Spring factory in May 1908. Had been working in factory more than 2 yrs. Was on his feet for first time after the accident, the day this photo was taken. No attention was paid by employers to the boy either at hospital or home according to statement of boy's father. <https://www.loc.gov/pictures/collection/nclc/item/2018673642>

William Tobias, 80 Grattan St., Brooklyn. 12 yrs old. Boy was starting for the subway to sell papers on "trains until 6 A.M. "Cause termorrer dey haint no school and I kin sleep all day and sell again at night." "All de barkeepers is me customers." Asked him how he could sell at night. "I just keep out'n de way of de cops." Weighs 60 pounds. Tall for age. <https://www.loc.gov/pictures/collection/nclc/item/2018673630>

The only photo of the mill children I could get. The superintendent was too suspicious. Many young girls and boys in there on day shift. Some below 12 years old went in on night shift. <https://www.loc.gov/pictures/collection/nclc/item/2018673676>

T.A. Wright, Supt. of the Whitnell [sic?] (N.C.) Cotton Mfg. Co. A typical boss, except that he was less gruff and suspicious than most. Began mill work at 10 years old. Been at it 18 years. I asked him if he excepts to send his own children to work in the mill. He smiled grimly, " Not if I keep my health, They're going to get an education." He said parents are responsible for so many children in the mills. Father loafes just as soon as children get old enough to work. Dec. 22, 08. Location: Whitnel, North Carolina. <https://www.loc.gov/pictures/collection/nclc/item/2018674967>

Case of Frank Wiegel, 3916 - # Ave., Brooklyn N.Y., injured after working 18 hours a day. He was injured at 1:55 A.M. January 18, 1914. Age 15 years. Employed by the Henry Bosch Paper Co., makers of wallpaper sample books. On Saturday, or rather Sunday morning at 1:55, Frank must have fallen asleep and in some way he knocked against the controlling pedal, and the next thing he knew his hand was caught in the machine. He sued the Co. for damages and after 2 years' litigation he received an award of \$10,000 - \$5,000 for each of 2 fingers which were amputated. The lawyer's fee has not yet been decided upon by the court. Location: New York--Brooklyn, New York (State) - <https://www.loc.gov/pictures/collection/nclc/item/2018678046>

Tipple & Elevator into shaft. Leads down to mine 200 ft. below. Gary Mine. Do more work by machinery than any mine in the state, yet have boys to trap and drive. They stay underground over 10 hrs. a day. 7 A.M. to 5 P.M. - <https://www.loc.gov/pictures/collection/nclc/item/2018673705/>

Trapper Boy, "Son." Opens and closes door that controls ventilation. He is underground from 7 A.M. to 5:30 P.M. (Much of the work of mining, loading and carrying is done [i.e. done] by machinery.) Boy has been trapping for several years. Asked if these boys did this one thing all the time, the boss said, "Oh, they change around from one door ro [i.e. or] another." - <https://www.loc.gov/pictures/collection/nclc/item/2018673769/>

National Child Labor Committee No. 954. 1-legged boy. Neil Gallagher, Wilkes Barre, Pa. Born January 14, 1891. Went to work at about 9 years. Worked about two years in breaker. Went inside at about 11 years. "Tripper," tending door. 83 cents [a] day. Injured May 2, 1904. Leg crushed between cars. Amputated at Mercy Hospital, Wilkes Barre. "Baltimore Tunnell" - "Black Diamond" D. & H. Co. Thomas Lewellin Superintendent (inside boys); Samuel Morgan, Superintendent. In Hospital 9 weeks. Amputated twice. No charge. Received nothing from company. "Was riding between cars and we aren't supposed to ride between them." No written rules, but they tell you not to. Mule driver (who was on for first day) had taken his lamp and he tried to reach across car to get it. Slipped between bumpers. Been working in breakers since. Same place \$1.10 a day. Work only about 1/2 time. Work about 6 hour day. Left 3 months ago. Been in N.Y. - no work. Trying to get work in Poolroom. Applicant at Bureau for Handicapped, 105 E. 22nd Street, N.Y. Nov. 1, 1909. Father living, (Mother dead.) Miner same place. Hurt month ago Rock fall. 2 brothers 25, 27. Home 15 Pennsylvania St. Location: Wilkes Barre, Pennsylvania. - <https://www.loc.gov/pictures/collection/nclc/item/2018674428>

Breaker of the Chauncy (Pa.) Colliery, where a 15 year old breaker-boy was smothered to death and another badly burned, Jan. 7, 1911. (Photo of newspaper clipping #1946.) The Coroner told me that the McKee boy was but a few days past his 15th birthday when he was killed, and that the evidence seemed to show that he was at work in another breaker before his 14th birthday. - <https://www.loc.gov/pictures/collection/nclc/item/2018676214/>

Comparison of Baptismal Record and Age Certificate of Stanley Letuvinak (American name, Thomas Long). Born according to baptismal record May 10, 1897; date of birth given in age certificate was June 10, 1893, in order to make him 14 years of age. He was killed by falling from a breaker at Wanamie, Pa., when only 10 years of age. The Coroner's Jury, said in its report, "We find said company not responsible for the accident as they held affidavit from his father that he was 14 and the boy was away from his work when the accident occurred." - <https://www.loc.gov/pictures/collection/nclc/item/2018676242/>

A young chauffeur. See Hine report re: 15-year-old chauffeur in Oklahoma City who killed a man by careless driving. His case was dismissed because he was "too young to prosecute." Yet he was driving a taxi for a livery man and with no license. - <https://www.loc.gov/pictures/collection/nclc/item/2018678464/>

High Shoals (N.C.) School. This is average attendance. Enrollment is 80. Only one other school in town and about 15 attend that. See photo 279 (St. John's Mission School) Population of town is about 1000. Where are the rest of the children? This school is supported principally by the Mill Co. (Partly by County). Betterment work is being started. Mill superintendent is very suspicious of Photographers. Couldn't get any of mill children. Photo. November 9, 1908. - <https://www.loc.gov/pictures/collection/nclc/item/2018674569/>

Group of children from Canneries in School #3, Buffalo, N.Y. 1) Carlo Ciaravina, 124 StateSt., 8 years old. Worked on beans and corn in sheds at Albion, N.Y. Entered school De-cember 5th. 2) Mike Miranda, 8 years old last summer. Stringing beans in the home at Forsetville. Entered school September 7th. 3) Louis Belilta, 61 Water St., 12 years old last summer. Worked part of the time snipping beans in the sheds at Collins, N.Y. 4) Rose Moreibella, 41 Peacock St., 11 years old last summer. Stringing beans part of the time in the sheds at North Collins and Cherry Creek, N.Y. 5) Josephine Favata, 62 MainSt., 10 years old last summer. Said that when little sister slept, she husked corn and string beans in the big shed at Albion, N.Y. 6) Magaline Tutarchi, 62 Main St., 8 years old last summer. Stringing beans and shelling peas sometimes in the sheds at Mr. Morris, N.Y. 7) Bombe Regis, 69 Water St., 9 years old last summer. Stringing beans in the sheds. Entered school in September. 8) Rosa Guglinzza, Room 10, 62 Main Street, 10 years old last summer. Worked on berries, corn and beans in the sheds at Cherry Creek. - <https://www.loc.gov/pictures/collection/nclc/item/2018674602/>

After students have had an opportunity to examine the images and bibliographic information provided by the teachers, they should be encouraged to further investigate more images captured by Lewis Wickes Hine, the National Child Labor Committee Collection, other Library of Congress images and collections, and any other resources that would help them in the construction of a plausible narrative.

Establish a Plausible Narrative

For the sixth stage (Establish a Plausible Narrative), students are asked to take what they have learned and respond, based on available evidence, to the essential question, “What would a historian write about what we know about the lives of children at the turn of the century?”, in the form of a plausible narrative. This format can be altered according to the students’ interests and ability. Options would include the creation of video documentaries, scrap- books, historical markers, graphic novels, or whatever format that allows students to effectively respond to the essential question and provide multiple perspectives and support their argument with evidence. They must use evidence provided throughout the lesson, as well as any credible sources that they find. For this investigation, I would suggest that they create a photo-graphic sketchbook that they could construct as Lewis Wickes Hine’s assistant. This could be organized thematically or chronologically and include the photographs and their own thoughts, interpretations, and questions.

Summarize Final Thoughts

In the final stage of the investigation (Summarize Final Thoughts), students are to critically examine what they learned, the sources and process that they used, what approaches worked for them, and how they would adapt a future investigation. They should also examine what questions have not been answered and how they might go about answering them. It is also a good time to consider what perspectives were examined, who captured the images, whose voices and images are missing, why are we unable to capture all of the stories of the individuals at this time, and other issues associated with bias and attempts to attend to examining as many diverse perspectives as possible.

Conclusion

In this SOURCES investigation (Waring, 2021), I wanted for students to critically examine the lives of children around the time of the turn of the nineteenth to the twentieth centuries through the Visual Discovery of images (Lobdell, Owens, & Bower, 2010) captured by Lewis Wickes Hine and others. The students were to utilize these images and associated bibliographic information in the process of constructing a plausible, evidence-based narrative in order to respond to the essential question of “What would a historian write about what we know about the lives of children at the turn of the century?”. The skills and thought processes learned and utilized in an investigation of this nature are those that the students will need to be more successful in school and, more importantly, in life. The ultimate goal of these investigations is to instill, within our students, the qualities, skills, and thinking necessary for creating more active, engaged, and productive citizens who understand that their capacity extends beyond the traditional confines of their classroom walls.

References

- Lobdell, J., Owens, S., & Bower, B. (2010). *Bring learning alive!: Methods to transform middle and high school Social Studies instruction*. Ann Arbor, MI: Teachers' Curriculum Institute.
- National Council for the Social Studies. (2013). The college, career, and civic life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K–12 civics, economics, geography, and history. Author. <https://www.socialstudies.org/standards/c3>
- Waring, S. M. (2021). *Integrating primary and secondary sources into teaching: The SOURCES Framework for Authentic Investigation*. Teachers College Press.
- Waring, S. M. (2017). Engaging history students through the use of the SOURCES Framework. *InContext*, 1(1), 2-4.

Other SOURCES Investigations

- Cowgill, D., & Waring, S. M. (2015). Using SOURCES to examine the American Constitution and events leading to its construction. *The Councilor: A Journal of the Social Studies*, 76(2), 1-14.
- Herlihy, C., & Waring, S. M. (2015). Using the SOURCES Framework to Examine the Little Rock Nine. *Oregon Journal of the Social Studies*, 3(2), 44-51.
- LaVallee, C., & Waring, S. M. (2015). Using SOURCES to examine the *Nadir of Race Relations* (1890-1920). *The Clearing House*, 88, 133-139.
- LaVallee, C., Purdin, T., & Waring, S. M. (2019). Civil liberties, the Bill of Rights, and SOURCES: Engaging students in the past in order to prepare citizens of the future. In J. Hubbard (Ed.). *Extending the Ground of Public Confidence: Teaching Civil Liberties in K-16 Social Studies Education*. (pp.). Charlotte, NC: Information Age Publishing.
- Terry, K., & Waring, S. M. (2017). Expanding historical Narratives: Using SOURCES to assess the successes and failures of Operation Anthropoid. *Social Studies Journal*, 37(2), 59-71.
- Waring, S. M. (2017). Engaging history students through the use of the SOURCES Framework. *InContext*. 1(1), 2-4.
- Waring, S. M. (2021). *Integrating primary and secondary sources into teaching: The SOURCES Framework for Authentic Investigation*. Teachers College Press.
- Waring, S. M., & Hartshorne, R. (2020). *Inquiring minds: Engaging learners with primary sources and emerging technologies in the classroom*. Teachers College Press.
- Waring, S. M., & Herlihy, C. (2015). Are we alone in the Universe?: Using primary sources to address a fundamental question. *The Science Teacher*, 82(7), 63-66.
- Waring, S. M., LaVallee, C., & Purdin, T. (2018). The Power of Agentic Women and SOURCES. *Social Studies Research and Practice*, 13(2), 270-278.
- Waring, S. M., & Scheiner-Fisher, C. (2014). Using SOURCES to allow digital natives to explore the Lewis and Clark expedition. *Middle School Journal*, 45(4), 3-12.
- Waring, S. M., & Tapia-Moreno, D. (2015). Examining the conditions of Andersonville Prison through the use of SOURCES. *The Social Studies*, 106(4), 170-177.