

# ANALYZING PHOTOGRAPHS

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  <b>Standards</b> ..... <ul style="list-style-type: none"> <li>AASL 2.1.1</li> <li>AASL 2.1.3</li> <li>NETS-T 3b</li> <li>NETS-T 3c</li> <li>NETS-T 3d</li> </ul>
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>	

## ANALYZING PHOTOGRAPHS

- ☐ 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

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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?

# 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>





## Library of Congress Prints & Photographs Online Catalog

Library of Congress > Prints & Photographs Reading Room > Prints & Photographs Online Catalog > Record



 [View Larger](#)

 [JPEG \(42kb\)](#) | [JPEG \(98kb\)](#) | [TIFF \(49mb\)](#)

color digital file from b&w original print

<http://hdl.loc.gov/loc.pnp/nclc.04521>



 [View Larger](#)

 [JPEG \(34kb\)](#) | [TIFF \(1mb\)](#)

b&w film copy neg.

<http://hdl.loc.gov/loc.pnp/cph.3b36568>

### 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)

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

**Call Number:** LOT 7483, v. 1, no. 0582 [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. 0582.

#### Subjects:

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

#### Format:

- [Photographic prints.](#)

#### Collections:

- [National Child Labor Committee Collection](#)

#### Bookmark This Record:

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## Library of Congress Prints & Photographs Online Catalog

Library of Congress > Prints & Photographs Reading Room > Prints & Photographs Online Catalog > Record



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 [JPEG \(41kb\)](#) | [JPEG \(92kb\)](#) | [TIFF \(50mb\)](#)

color digital file from b&w original print

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



 [View Larger](#)

 [JPEG \(48kb\)](#) | [TIFF \(1mb\)](#)

### 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/>

View the [MARC Record](#) for this item.

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