



High School

ELD 1

WEEK #2

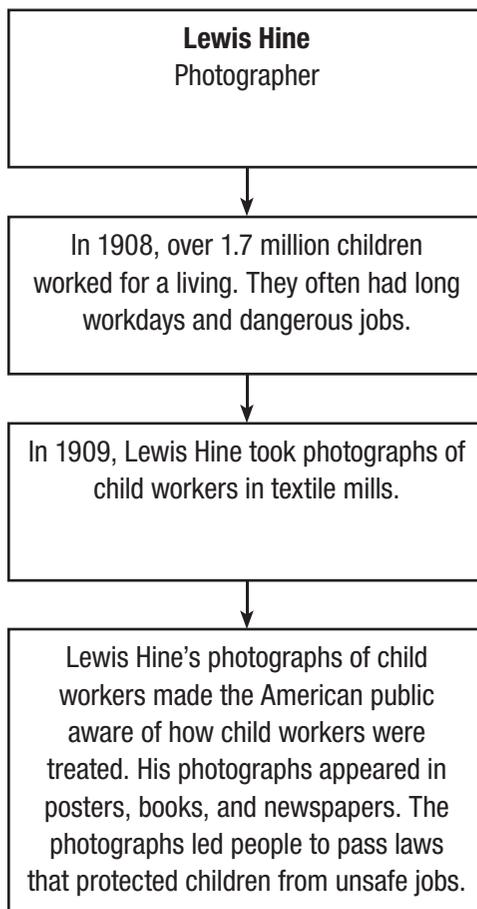
What is light?

From *The Eye of Conscience*

SUMMARY

This social studies article tells about an American photographer named Lewis W. Hine. He risked his life to tell people about the poor and about dangerous working conditions. In the early 1900s, over 1.7 million children were working. The children worked in fields, factories, coal mines, and cotton mills. Their jobs were difficult and dangerous. They worked long hours for very little pay. Hine traveled all over America. He took over 5,000 pictures of child workers. His photographs shocked the nation. The government passed laws to protect children and help the poor.

Visual Summary



Use What You Know

Have you ever seen a photograph that surprised or amazed you? Describe the photograph and how it made you feel.

Text Structure

A social studies article often gives information about important dates in history. Circle the first year mentioned in this article. Why is this year important?



Reading Strategy: Use Visuals

Visuals help support the text and provide more information about the topic. Circle the visual on this page. How does it support the text?

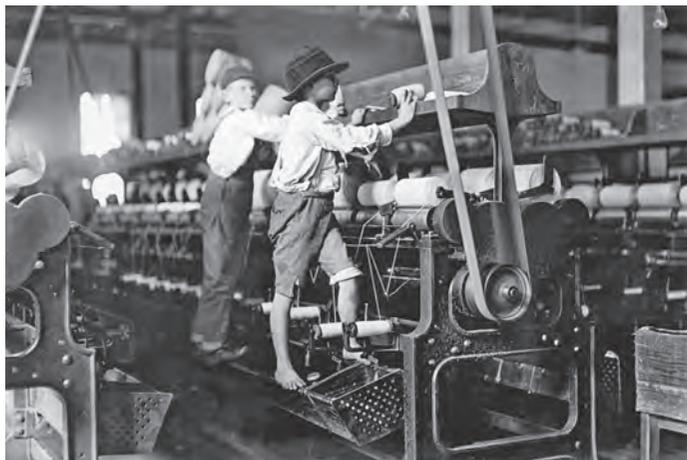


From *The Eye of Conscience* by Milton Meltzer and Bernard Cole

It was the year 1909 when Lewis W. Hine smuggled his camera into the southern textile mills. Paul Strand, one of America's great photographers, who studied with Hine in 1908, has underscored the courage it took in those early years to photograph child labor in the South. It was like entering the enemy's armed camp, he said. Hine risked the threats of foremen and factory owners who feared what his camera might expose. They were right to be afraid: the pictures and stories he brought away with him shocked the nation and prepared it to support remedial legislation.

Apparently Hine did not always have to take his pictures secretly, for some of his prints show foremen standing by, sometimes smiling into the camera. Such men may not yet have learned what trouble photographs could make for their employers. Or perhaps they were so flattered to be asked to pose that they forgot to think about the possible consequences. Today, of course, few are so naive.

remedial legislation, laws meant to correct something unjust



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Although many were made under bad conditions, almost all of Hine's photographs were remarkably powerful. The deep sympathy he felt for the child workers always came through. The pictures and information he gathered became weapons in the hands of the National Child Labor Committee. The photos were seen everywhere—in posters, in books and pamphlets, in newspapers and magazines. They were dramatic proof of the tragedy of child labor to which America had been blind.

The man who made America see the truth started out not as a photographer but as a laborer. Hine was born in Oshkosh, Wisconsin, in 1874. He worked at many unskilled jobs until he decided to get more education. He took courses at night school, and then went to the Oshkosh Normal School, where teachers were trained. The principal, Frank Manny, liked Hine and urged him on.

pamphlets, small, thin books containing information



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Comprehension Check

Underline the emotion that Hine felt for the child workers. Why do you think Hine's photographs were remarkably powerful?



Text Structure

A social studies textbook often contains highlighted words. Their definitions appear at the bottom of the page. Circle the highlighted word on this page. Look at its definition. What's an example of this item in your home or at school?



Comprehension Check

Circle the first kind of job Lewis Hine held. Why do you think that he decided to go back to school?



Comprehension Check

Underline the sentence that explains what many people in Chicago felt the concern of the government should be. What do you think made people feel this way?



Text Structure

Circle the highlighted words on this page. Look at its definition. Then rewrite the sentence without using the words.



Comprehension Check

Underline the sentences that explain why Frank Manny moved to New York. How was Frank Manny responsible for Hine's future career as a photographer?



Encouraged, Hine went to the University of Chicago. The city of Chicago was then the center of a reform movement. The trade unions, the university professors, the welfare workers like Jane Addams, were all talking about and working for a new and better America. They were sickened by the waste and inhumanity created by the swift industrial growth in the years since the Civil War. They wanted an America that put equality and freedom before profits. The welfare of the people should be the concern of the government, they said, not the welfare of corporations.

Hine was excited by the new ideas around him. When his friend and teacher Frank Manny was appointed principal of the Ethical Culture School in New York, Hine, too, left Chicago. He took a job teaching science in Manny's school.

It was there that his life took another turn. Manny began to experiment with photography as a way of making school activities more meaningful. He chose Hine to become school photographer. Knowing nothing about the craft, Hine taught himself simply by using the camera.

reform movement, people working together to improve something

It was 1903. Cameras and film had been developed to the point where men with hand cameras were setting the standard. Amateurs were often doing better work than the professionals. They showed more imagination, took more chances, dared to break the rules. Already, one amateur, Jacob Riis, had startled the country with his great photos of slum life in New York.

By 1905 Hine had learned enough camera technique to try a major work. He turned to Ellis Island, the place in New York harbor where every day thousands of immigrants landed from Europe. They came to the promised land looking for decent jobs and the freedom they had not known in the old country.

Ellis Island was packed with lonely people, eager to taste American life, but frightened by the unknown. Hine's camera caught the trust and hope in the immigrants' faces and made a vivid record of the newcomers that is now a national treasure.



An Italian family arriving at Ellis Island, 1905

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Text Structure

A social studies article often gives information about important dates.



Circle the first year mentioned on this page. What had begun to change at that time?

Comprehension Check

Underline the sentence that tells who Hine took photographs of at Ellis Island. Why did these people leave their homes in Europe?



Reading Strategy: Use Visuals

Captions often provide additional information about visuals.



Underline the caption on this page. What information does it provide about the photograph?

Comprehension Check

Underline what the first paragraph says about Hine's equipment and method. Why do you think Hine chose to work this way?



Text Structure

Circle the highlighted word on this page. Look at its definition. Then rewrite the sentence without using the word.



Comprehension Check

Circle the cities where Hine traveled during his work as a photographer for *The Survey*. Why do you think that Hine traveled to big cities to take his photographs?



The way Hine worked on that first major task became his standard. When he started, he used a 5×7 view camera, magnesium powder for open flash, and glass plates. Later he added a 4×5 Graflex. His equipment was simple; so was his method. With it he moved directly to the truth.

By now he knew photography would be his lifework. In 1908 he published an article about attempts to improve the life of the poor in New York. His pictures showed the filth and disease of the slums. The editor of a magazine devoted to social reform saw the piece and asked Hine to join the staff of *The Survey* as a photographer. Hine gave up his teaching job and from that day on used his camera to reform social conditions.

His first assignment was to picture the life of immigrant workers in the Pittsburgh steel district. Then he photographed the workers building the New York State Barge Canal. From that he went to investigating the rapidly growing slums of Chicago and Washington, D.C.

slums, poor, overcrowded areas in the city

It was while studying the life of the poor that Hine learned how poverty ruined childhood. In the streets and alleys of the slums he saw children robbed of their futures, their bodies **stunted** and their minds twisted. He learned of children as young as five made to do harsh, cheap labor in the factories.

Already reformers had begun to fight this crime against childhood. The National Child Labor Committee (NCLC) was campaigning for laws to protect children. When the committee head saw Hine's work in *The Survey*, he asked Hine to become staff investigator and photographer.

Hine took the job in 1908 and gave all his heart and strength to it. By that time over 1.7 million children under fifteen years of age were working in fields, factories, mines, and **sweatshops**. But such figures were just units in a census report. No one could call up in imagination's eye the meaning of that fact—1.7 million child wage earners. Lewis Hine knew how to make the figure flesh and blood. "Photographs of revelation," one editor called them.

stunted, not properly developed
sweatshops, places where people are forced to work, usually under horrible conditions



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Comprehension Check

In the first paragraph, underline what Hine saw on city streets. How were the children's futures affected?



Text Structure

A social studies article often gives facts and figures to make a point. Underline the facts and figures about working children in the third paragraph. What point do these facts and figures make?



Reading Strategy: Use Visuals

Circle the visual on this page. What does it show about life in the slums?



Comprehension Check

Underline the states where Hine traveled with his camera. Circle the different workplaces he visited. What does this tell you about child labor in the early 1900s?



Comprehension Check

Locate the quote by Hine. Underline the ways in which the homework done by children helped the manufacturer. What point was Hine making about children's "unselfish devotion to their homework"?



Comprehension Check

Underline what the passage says about what happens to wages because of homework. Why do you think that homework done by children would affect a father's wages?



Hine was always on the move with his camera; now in a Georgia cotton mill, now in a Pennsylvania coal mine, now in a New York sweatshop. He went into the homes of working children, the slum tenements, and the rural shacks. He asked the children their names, measured their heights against his coat buttons, jotted down their ages. He went from anger to despair as he saw no end to the tasks the industrial age was setting for child labor. "Tasks?" he asked once in bitter irony. "Not so—they are 'opportunities' for the child and the family to enlist in the service of industry and humanity. In unselfish devotion to their homework vocation, they relieve the overburdened manufacturer, help him pay his rent, supply his equipment, take care of his rush and slack seasons, and help him to keep down his wage scale. Of course they must accept with cheery optimism the steady decline in wages that inevitably follows in the wake of homework. Isn't it better for everyone to be working instead of expecting father to do it all?"

tenements, large buildings divided up into many small apartments
homework, paid work done in the home for an outside employer

His photographs marched thousands of children out of the mines and factories and paraded them before the nation's eyes. The comfortable and easy could see what working twelve hours a day or a night at miserable wages did to children. They could see the tired young eyes, the blank faces, the gray skin, the crippled hands, the broken bodies. "The great social peril is darkness and ignorance," Hine said. "Light is required. Light! Light in floods!"

Hine's photographs became the core of pamphlets, bulletins, newspaper and magazine articles, and books, all exposing and attacking child labor. He did not insist on quality of reproduction if he could gain immediacy of effect. At least a score of the NCLC pamphlets were shaped from information he gathered in his reports to the committee. Some he wrote in full or in part, in addition to supplying the photos. Costing a nickel or a dime, the pamphlets were distributed nationally. Hine often spoke at NCLC conferences and showed his photographs through stereopticon enlargements. His biographer, Judith M. Gutman, says he took five thousand photographs for the committee; some five hundred of them have been published.

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Choose one and complete:

1. Research the life of Jacob Riis, another photographer who played a part in reform movements. Write a one-page report comparing and contrasting the work of Riis and Hine.
2. Find a photograph in a newspaper or magazine that surprises you. Write a paragraph that explains what you learned from the photograph.
3. Choose one photograph by Lewis Hine. Write a one-page story about the child in the photograph. Describe what you imagine the child's daily life was like.

Comprehension Check

Underline the words that describe how children looked in the photographs. What conclusion do you think people drew about the treatment of child laborers from these photographs?



Text Structure

A social studies article often uses quotations from historical figures. Circle the quotation that appears on this page. What did Hine mean by these words?



Comprehension Check

Underline what the text says about Hine attending conferences. Why do you think it was important that Hine spoke about his photographs?



READING WRAP-UP

Retell It!

Suppose your friend has never heard of Lewis Hine. Summarize Hine's life's work for your friend.

Reader's Response

Hine's photographs were powerful ways to expose social injustice. Images are still very effective in exposing injustice. What new tools and technology are available today that allow many more people to do the type of work Hine did in the early 1900s?

Think About the Skill

How did looking at the photographs help you to better understand the article?

EDIT FOR MEANING

Read

You have read an excerpt from *The Eye of Conscience*. Now read a passage from it again.

The Eye of Conscience

The man who made America see the truth started out not as a photographer but as a laborer. Hine was born in Oshkosh, Wisconsin, in 1874. He worked at many unskilled jobs until he decided to get more education. He took courses at night school, and then went to the Oshkosh Normal School, where teachers were trained. The principal, Frank Manny, liked Hine and urged him on.

Encouraged, Hine went to the University of Chicago. The city of Chicago was then the center of a reform movement. The trade unions, the university professors, the welfare workers like Jane Addams, were all talking about and working for a new and better America.



Fix the Error

Each passage below contains the same information as the passage you just read. However, each passage contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

The Eye of Conscience

Hine, a photographer of child labor, was himself an unskilled laborer for many years. He was born in Oshkosh, Wisconsin, in 1874. Hine never realized the value of education. It was at Oshkosh Normal School that he trained to be a teacher. The principal there was a man by the name of Frank Manny. He liked Hine and encouraged him.

Hine followed Manny's advice and headed to the University of Chicago. The city was then the center of a reform movement, with workers, professors, and unions alike striving for change in America.

2. Find and fix the error.

The Eye of Conscience

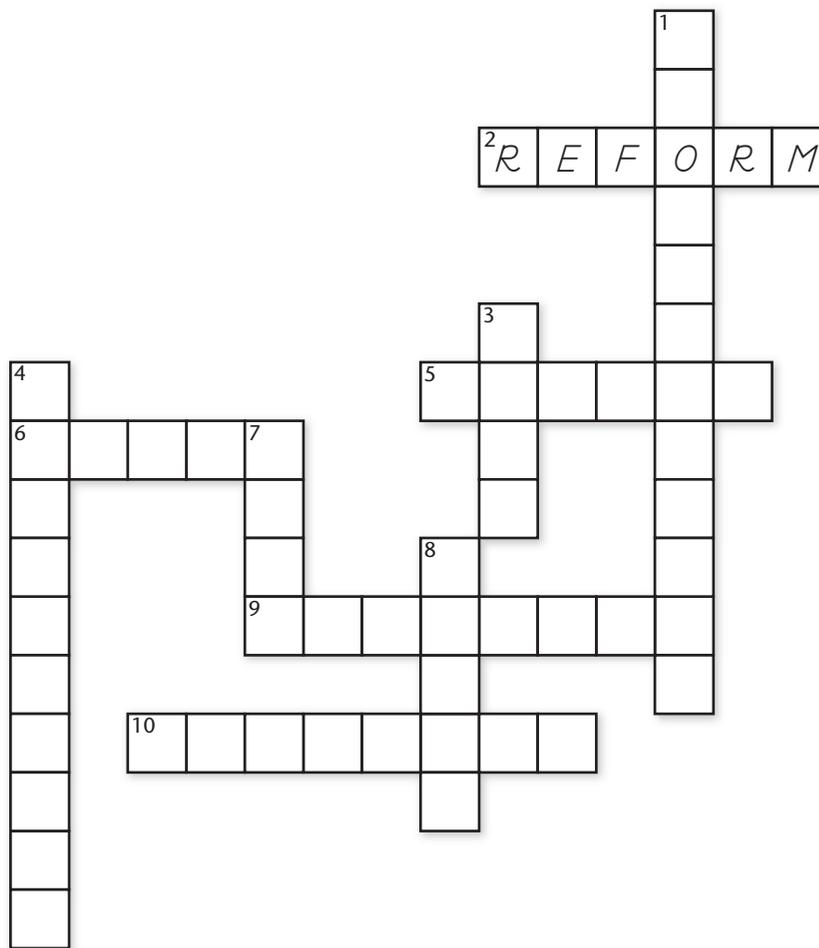
A photographer of child labor, Hine was born in Oshkosh, Wisconsin, in 1874. He worked at many unskilled jobs before he decided to get more education. He took courses at night school, and then went to the Oshkosh Normal School, where teachers were trained. The principal, Frank Manny, discouraged him.

Hine traveled to Chicago to study at the University of Chicago. At that time, welfare workers, trade unions, and professors alike were pushing for a better America. Chicago was the center of that movement.

FOCUS ON DETAILS

Crossword Puzzle

To complete this crossword puzzle, you'll need to remember or search for details in the reading. Use the words in the word box to help you. Not all of the words in the word box are in the puzzle. Fill in the crossword with answers to the clues below. The first answer is done for you.



CITY
 REFORM
 IMMIGRANTS
 SLUM
 LABOR
 CAMERA
 HOMEWORK
 LABORERS
 ABUSE
 MILLS
 MAGAZINE
 HOMES
 LAWS
 PHOTOGRAPHER

Across

2. People in this kind of movement work for change
5. The piece of equipment Hine used to take his photographs
6. Cotton factories
9. *The Survey* is an example of one
10. Paid work that is done in the home

Down

1. Lewis Hine worked as this
3. The NCLC campaigned to change these
4. Newcomers who moved to America
7. A poor, overcrowded area
8. Hine worked to stop child _____

READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

The Eye of Conscience

The city of Chicago was then the center of a reform movement. The trade unions, the university professors, the welfare workers like Jane Addams, were all talking about and working for a new and better America. They were sickened by the waste and inhumanity created by the swift industrial growth in the years since the Civil War. They wanted an America that put equality and freedom before profits. The welfare of the people should be the concern of the government, they said, not the welfare of corporations.