

The Library of Congress & Novice Researchers:  
Entry Points and Interplay  
March 19, 2016  
Librarian to Librarian Networking Summit

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Tom Bober  
2015-2016  
Teacher in Residence  
for Audio Visual Materials

# Agenda for Today

Research for my students and yours

Places for primary sources in research

Considerations when working with students

# What Research Has Looked Like (at my school)

Specific Topics

Questions or Categories

Web Research & Maybe Books

Summarizing & Paraphrasing Challenges

Linear

Primary Sources: Front cover of report/page of slide

Lack of Enthusiasm/Interest

# What is a Primary Source?

“Original documents and objects created at the time under study”

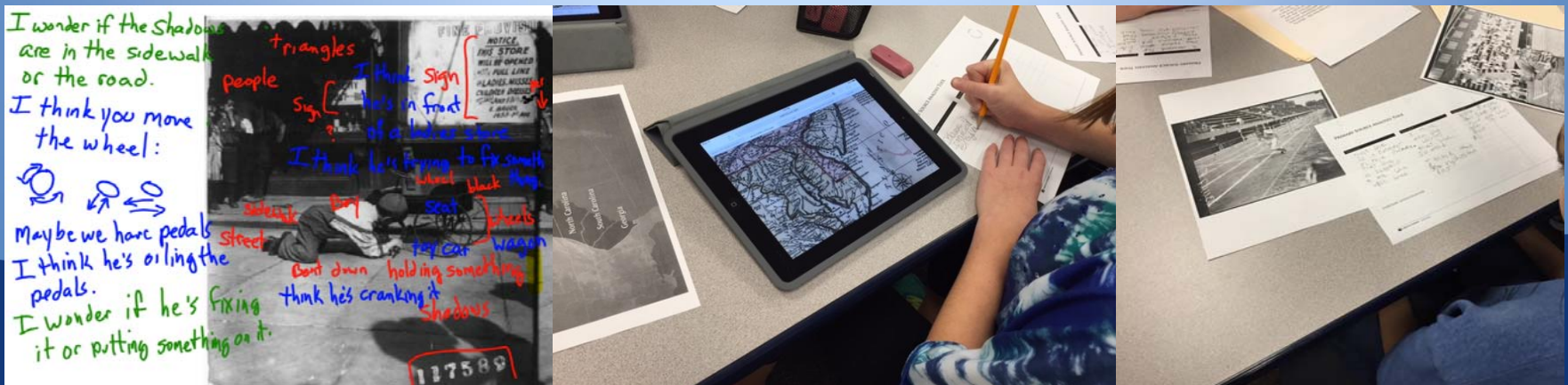
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# Why use a Primary Source?

## Primary Sources:

- Engage students
- Help develop critical thinking skills
- Help construct knowledge

## -Library of Congress



Analyzing a Primary Source to  
Generate Research Questions:  
Child Labor in the Early 20th Century





do you see? **Child Labor**



Who is the  
fentleman  
in the back?  
Is he the  
boss?

I see a boy  
in a uniform

I see a boy  
with a haton.  
Where is the boy  
going?  
I see the word union  
on his hat.

I see the  
pants bulging  
out and stopping  
at the knee.  
I wonder why?

Why was this  
photo taken?  
Did the boy know  
why a photo?

Where are  
the owners  
of the other  
bikes?

Is he in  
school?

What is the boy  
doing?  
Where and when  
was this photo  
taken?  
I see chairs. Why  
are they out on  
the sidewalk?

(I think the  
bike is too big for  
the boy.)  
I wonder, who  
owns the bike?  
What did Western  
Unions do when  
this photo was  
taken?  
(i.e., what business?)

Is he angry?  
Why is he  
frowning?  
Is he frowning?

How much  
does he get  
paid?

How long  
many hours  
does he work  
per day/week?

# PRIMARY SOURCE ANALYSIS TOOL



## OBSERVE

I see a boy in a uniform  
I see the pants bulging out  
and stopping at the knee  
I see the word Union on his hat.  
I see a boy in a uniform in  
the back too  
There are six bicycles

## REFLECT

Is he the boss  
I think the bike is too big for  
the boy  
I think they're in a city

## QUESTION

Who is the gentleman in the back?  
Why was the photo taken?  
Where are the owners of the other  
bikes?  
How many hours does he work per day?  
How much does he get paid?  
What did Western Union do when this  
photo was taken?  
Why is he frowning?  
Is he in school?  
Where and when was the photo taken

## FURTHER INVESTIGATION

Why was the photo taken?  
Where and when was the photo taken?  
What did Western Union do when this photo was taken?  
How many hours does he work per day? How much does he get paid?

## Analyzing a Primary Source to Generate Research Questions

Photos, Prints, Drawings

Raymond Bykes, Western Union No. 23, Norfolk Va. Said he was fourteen years old. Works until after one A.M. every night. He is precocious and not a little "tough." Has been here at this office for only three months, but he already knows the Red Light District thoroughly and goes there constantly. He told me he often sleeps down at the Bay Line boat docks all night. Several times I saw his mother hanging around the office, but she seemed more concerned about getting his pay envelope than anything else. Location: Norfolk, Virginia.

# Analyzing a Primary Source to Generate Research Questions

	is / was / were	did	can/could
Who			
What			
Where			
When			

## Strong Verbs:

Cause  
Change  
Affect  
Impact  
Shape  
Develop  
Contribute to

## Check in:

How could using primary sources to generate research questions affect your students' research?

Investigate a Secondary Source to  
Inform Primary Source Analysis:  
Child Labor in the Early 20th Century

Collection

# National Child Labor Committee Collection

About this Collection

Collection Items

Articles and Essays

Hide Featured Items 

## Featured Items



John Howell, an Indianapolis newsboy. Lewis Hine, 1908.



Jennie Rizzandi, 9 year old girl. Lewis Hine, 1913.



Manuel, the young shrimp-picker. Lewis Hine, 1911.



Fourteen year old spinner. Lewis Hine, 1913.

## About this Collection

Technical Information

Related Resources

Rights and Access

Expert Resources

[Collections with Photos](#)

## About this Collection

Working as an investigative photographer for the National Child Labor Committee (NCLC), Lewis Hine (1874-1940) documented working and living conditions of children in the United States between 1908 and 1924. The NCLC 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.

The collection consists of more than 5,100 photographic prints and 355 glass negatives, given to the Library of Congress, along with the NCLC records, in 1954 by Mrs. Gertrude Folks Zimand, acting for the NCLC in her capacity as chief executive.

## Background and Scope

Hine later referred to his photographic work for the NCLC as "detective work." Photo historian Daile Kaplan offers this picture of how Hine conducted his work, which was frequently regarded with suspicion by business owners, supervisors, and workers:

Nattily dressed in a suit, tie, and hat, Hine the gentleman actor and mimic assumed a variety of personas--including Bible salesman, postcard salesman, and industrial photographer making a record of factory machinery--to gain entrance to the workplace. When unable to deflect his confrontations with management, he simply waited outside the canneries, mines, factories, farms, and sweatshops with his fifty pounds of photographic equipment and photographed children as they entered and exited the workplace. (Photo Story: Selected Letters and Photographs of Lewis W. Hine. Ed. by Daile Kaplan. Washington: Smithsonian Institution Press, 1992).



- What new questions did you ask?
- What new information did you find?

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## Connecting Primary Sources:

How do these two primary sources inform each other?

What other questions arise?



"He told me he often sleeps down at the Bay Line boat docks all night. Several times I saw his mother hanging around the office, but she seemed more concerned about getting his pay envelope than anything else."

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## MESSENGER SERVICE A "CRIME FACTORY."

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So Lewis W. Hine Tells Child Labor Conference.

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"Crime factory" is the term which an investigator for the National Child Labor Committee made use of in describing the evils of the messenger service at the Eleventh Annual Conference on Child Labor. This man, Lewis W. Hine, believes that there is not a messenger boy of any experience who does not know more about the underworld than the average citizen, because one very common phase of messenger work is the serving of prostitutes by carrying messages, running errands and procuring dope. Investigations of the night messenger service during the past five years in cities representing every section of the country



### Contributor Names

Hine, Lewis Wickes, 1874-1940, photographer

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## Check in:

How could using primary sources affect how students interact with secondary sources?  
How could your students use of paired primary sources affect how they constructed knowledge about a person, topic, or event?

# Considerations When Working with Students

# Collaboration



How can we answer these questions?

I wonder if the smaller arm and head were prototypes or models.

I wonder if they are going to move the Statue of Liberty by boat.

I wonder if they are constructing the Statue of Liberty in the United States.

I wonder if they're making a boat for the Statue of Liberty.

Why is there so much wood on the ground?

Why are there only boys?

Is the Statue of Liberty made of copper?

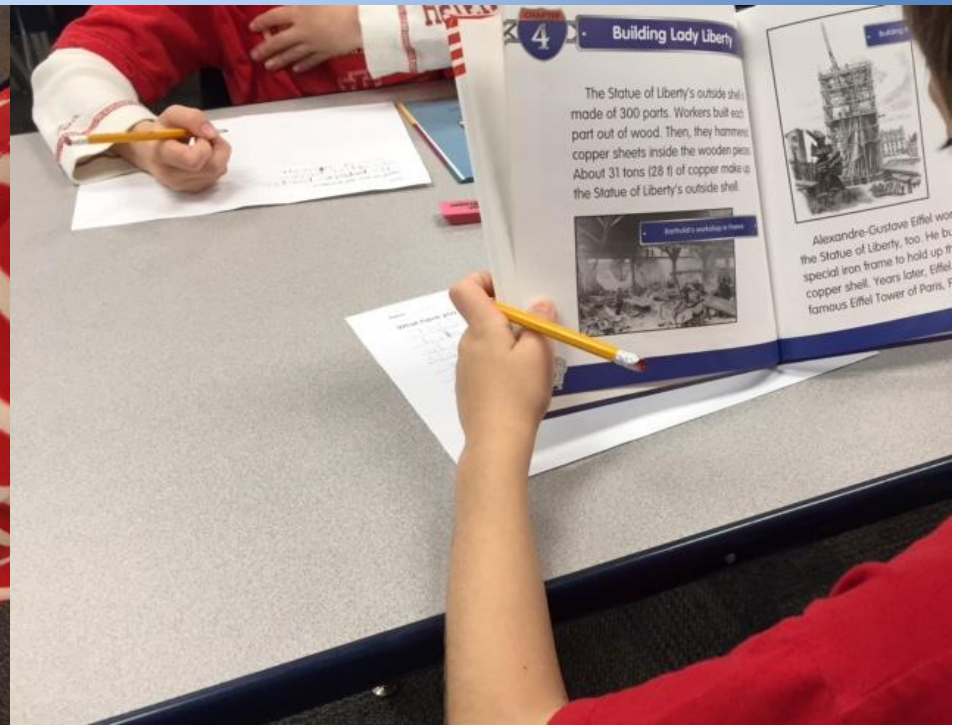
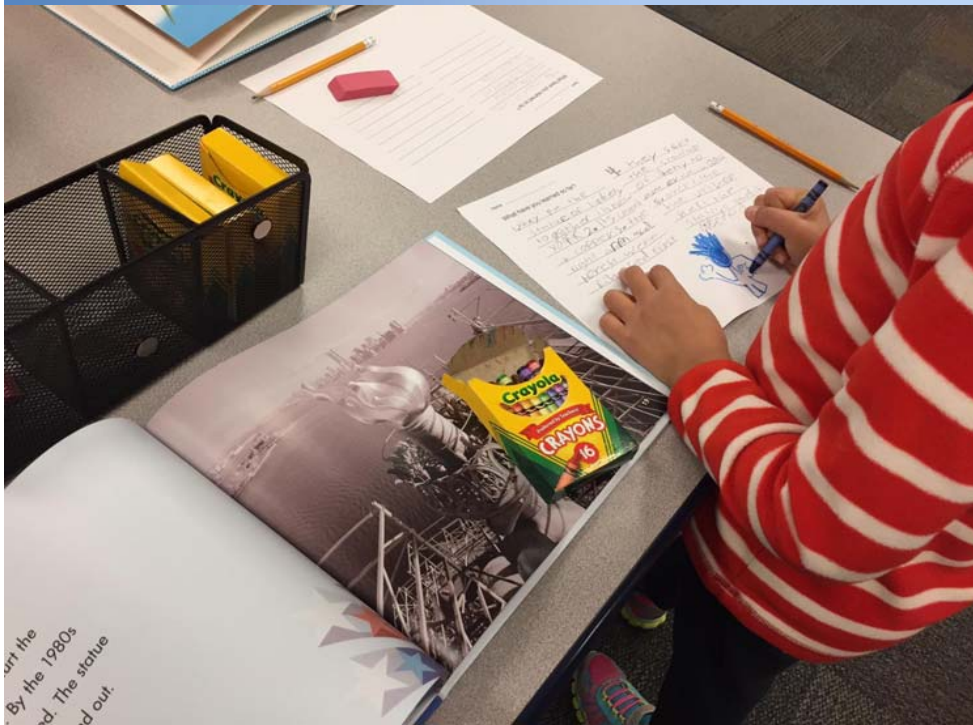
How are they making the Statue of Liberty? What are they making it out of?

Why are there three Statue of Liberty statues in the picture?

How are they going to add a smaller part, like the head, onto a bigger part?

What tools?

# Teacher and Student Selected Primary Sources





# Primary Sources in the Final Research Product

## Primary Source:

- As inspiration
- To provide details
- As character development
- As outside element

## Primary Source as Character Development

too much water, Capt. Kinney took his fast boat South. He was proud of the boat, and to this day delights to speak of her speed. He declares that she was the fastest boat of her day. Capt. Kinney ran the Robert Fulton two or three years between Baton

<sup>Meeting Kinney</sup>  
Today the troop is  
headin' for Fort Bent'n Ind'n  
th' General's orders. We were  
boardin a steamboat called  
th' Corra. When a man on  
th' dock next to me said, "Beautiful  
ship, isn't she?"  
"Who're you?" I asked in reply.  
"Why, I'm Joseph Kinney,  
th' own'r an' capt'n of this here  
boat," said Kinney.  
"Well, how'd ya' come to be  
here?" I asked Kinney.

He began to tell me of  
how he grew up in Booneville,  
came to have a love for  
steamboats...

### The Journey

"The first steamboat I made  
crashed in the Mississippi,  
and I decided to become a  
captian. I spent a jolly five  
years sailin' steamboats whil' I  
retired in -"  
"S'cuse me, sir, your life story  
sounds intrestin' an' all, but I  
really must get goin'," I interrupted.  
I stepped aboard th' big, white

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## Primary Source as Inspiration

Fust time I ever heard of Guinea Sam was when he come to see John Patrick, who was turrrible sick there in Fayette. The white doctors couldn't do no good, so the kin folk they send clear to Boonville for Guinea Sam. He come an look at John, an he say, "Somebody done tricked yo." Then he say, cause he didn't have his tricks and things, "Ah'll be back terrormorrer." Next day he come back with some medicine, an he give it to John. That poor man got turrrible sick, an commenced throwing up, an he throwed up a snake. My mammy tole me it was sure enough snake, an that there warnt no way for it to be put in that bowl by that conjuratin man, an besides snakes warnt no way plentiful that time of year. It come out of John Patrick, all right. John got better after that, but he went right back an got hissself tricked again. That time he died before Guinea Sam could git to him. "Who tricked him?" Why, some folks what lived up around Fayette, but when they heard that Guinea Sam come over to see John Patrick, they up an moved up by Glasgow.

3 The next day Sam returned with pill jars in boxes. He gave terribly sick John one pill and John started throwing up. When John had finished throwing up Sam looked in the bowl that John had barfed and dropped a slimy snake in to the bowl. Saying and showing Johns relatives the snake in the bowl that now that the snake was out of John, John was healed.

## Sam's Journal

(secondary source)

Foolish people! I never healed John I just dropped a snake in the bowl he threw up in. Ha! John's relatives still gave me riches beyond compare!

# Considerations When Getting Started

Where will I start?

What types of primary sources will I need?

Who will select the primary sources?

Thank you.

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