

Analyzing Child Labor Photographs Using “the Four C’s”

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Students can begin to make connections to a time and an event easier when given a simple routine to guide their thinking. Using the Four C’s (connections, challenges, concepts, and changes) will help students inquire and learn about child labor when analyzing an image as a text. (Source: [4 C’s Visible Thinking Routine by Ron Ritchhart, Harvard University](#))

Essential Question:

How did the Industrial Revolution impact children?

Students will be able to use the Four C’s routine to help them answer the essential question above.

Procedure

1. Do a Four Corners activity to get students thinking about child labor.

Label the four corners as:

Children should work.

Children should not work.

Children should only work on weekends.

Children should only work at home.

To extend the Four Corners activity, visit The [Teacher Toolkit Resource on Four Corners](#).

2. Introduce the 4 C’s routine with students through modeling. Choose a source from the [National Child Labor Collection](#) at the Library of Congress that will not be used during the small group activity.

Connections: What do you connect to?

Challenge: What challenges your thinking?

Concepts: What do you need to hold on to?

Changes: What changes in attitude or thinking do you have now?

TIP: I use a timer in my class to help students stay on task (to keep them thinking!) and keep us on track with time. The 4 C’s is an extension to the “[I see, I think, I wonder](#)” visible thinking routine. Students use the details they noticed, their reflections, and questions from the images to identify new understandings. These new understandings are shared as “connections, challenges, concepts, and changes”. *Not all C’s are answered all the time with each source.

3. The next day, have students work in small groups to analyze one source at a time using the 4 C's format, with no more than 3 sources. Make sure that everyone is engaged in the process. Monitoring small group activity and discussions offer a quick assessment of students' current understanding of the topic.
4. Have each group pick a C that highlights their source and thinking. Connect the 4 C's and source discussions to the essential question.
5. **Extended thinking:**
After looking at images from the past, can you make a connection to an event of today?
6. **Writing Assessment:** Have students use the 4 C's stems to help them answer the essential question.

TIP: I post the 4 C's so that the students can use this thinking routine in all subjects, not just social studies. I use different colors so that I can pick one of the C's to write on as a quick writing exercise (3-5 minutes).

Resources for Student Analysis Activity

Hine, L. W., photographer. (1911) *Group of Breaker boys. Smallest is Sam Belloma, Pine Street. See label #1949. Location: Pittston, Pennsylvania.* January. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/ncl2004002620/PP/>.

Hine, L. W., photographer. (1911) *Manuel, the young shrimp-picker, five years old, and a mountain of child-labor oyster shells behind him. He worked last year. Understands not a word of English. Dunbar, Lopez, Dukate Company. Location: Biloxi, Mississippi.* February. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/ncl2004002656/PP/>.

Hine, L.W., photographer. (1914?) *Exhib(it) Panel.* [Image] Retrieved from the Library of Congress, <http://www.loc.gov/pictures/item/ncl2004000336/PP/>.

Illinois Learning Standards for Social Science

Inquiry Skills- Developing Questions and Planning Inquiries

Constructing Supporting Questions

SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.

Determining Helpful Sources

SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.