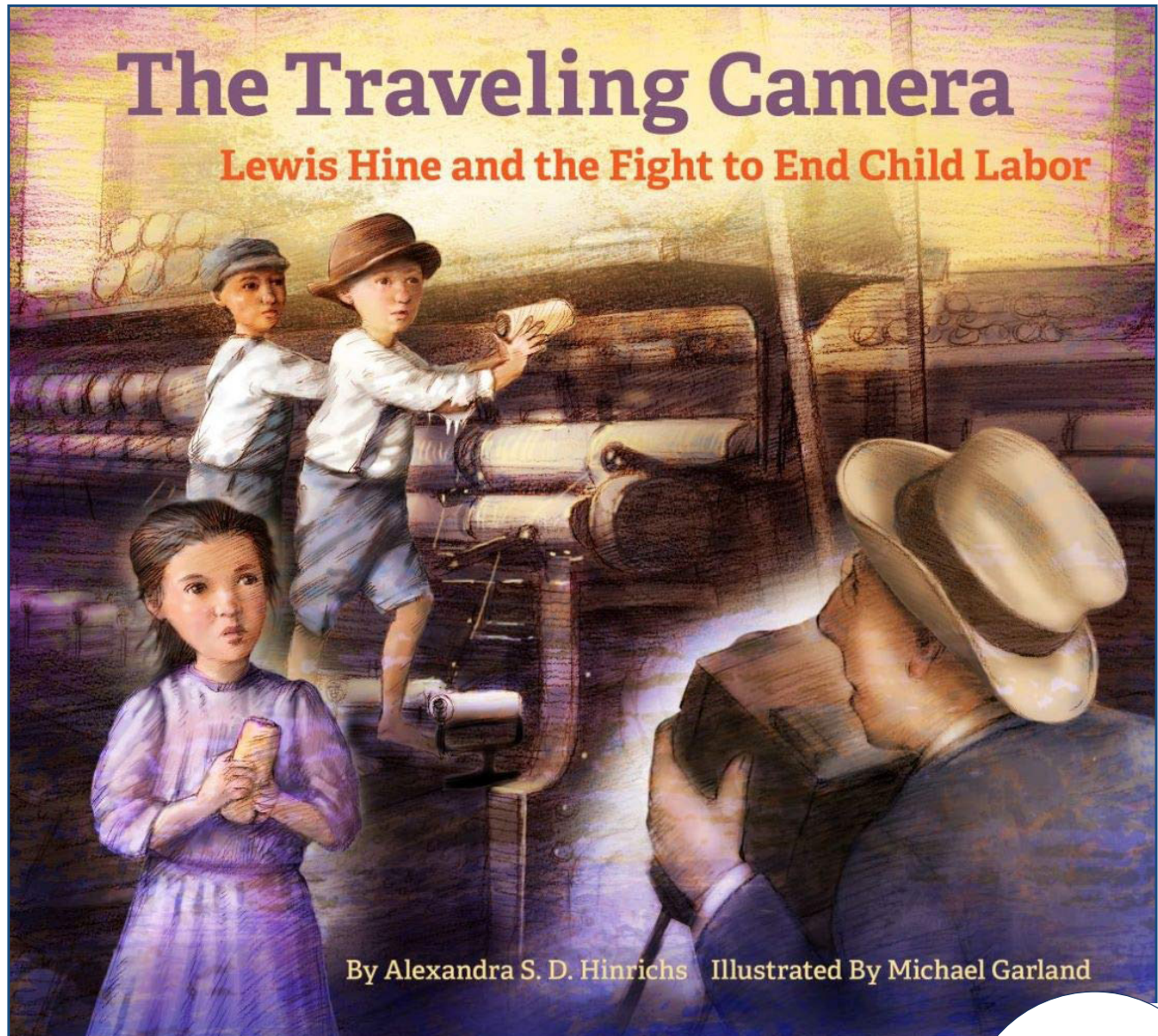


EXPLORE MORE BOOK GUIDE

This is a guide of resources, recommended activities, and a few suggested standards to help engage your students based on the book provided to support your IRW program experience.



HAVE QUESTIONS? Please contact Alison Johnson at IRW, 207-460-6828
ajohnson@islandreadersandwriters.org.



EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the VTS process?



Please contact Alison Johnson at IRW: 207-460-6828 or [email](#).

Take a quiet moment to observe the book jacket (cover) while thinking about the following questions.

What is going on in this picture?

What do you see that makes you say that? (provide evidence)

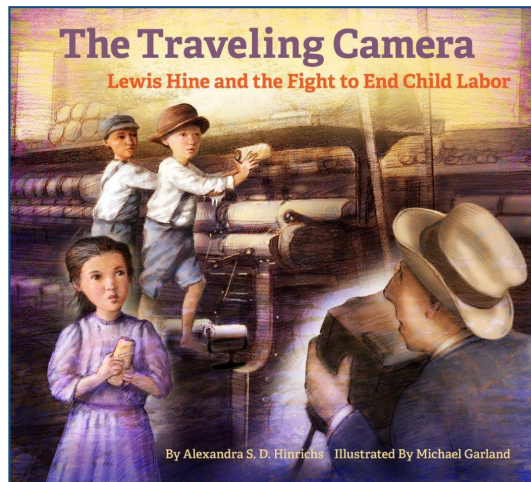
What more can we find?

Teachers Take note:

What words and phrases are used by students?

What details are noticed to convey ideas?

What is VTS?
Watch this [video](#) to learn more about VTS.



“The Travelling Camera” Lewis Hine and the Fight to End Child Labor Laws

By Alexandria Hinrichs illustrated by Michael Garland

Pre-reading Discussion Questions:

What types of jobs do you think children were doing during the time period from 1916-1938?

At what age do you think children started working?

How many hours do you think they worked?

Do you think they ever worked at night?

What laws were in place to protect children?

Post-Reading Discussion Questions:

How would you answer the above questions now?

Did anything surprise you?

STANDARDS:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.9. Assess how perspective or purpose shapes the content and style of various texts

R.10. Evaluate the argument and specific claims in various texts.

EXPLORE MORE BOOK GUIDE

Meet Alexandria!

Alex is a children's book author whose debut picture book, *Thérèse Makes A Tapestry*, came out from Getty Publications in March 2016. She has worked as a historical researcher at American Girl, a children's librarian, and a children's bookseller among other things. The *Traveling Camera: Lewis Hine and the Fight to End Child Labor*, came out in September of 2021. Alex grew up in Princeton, Massachusetts, but she has also lived in France and Thailand. She now makes her home in Bangor, Maine with her spouse and their three sons. She works as a middle school librarian in Old Town, and is pretty sure she has one of the best jobs in the world.

Alexandra's website: ALEXANDRAHINRICHS.COM



Let's Talk

IMAGES & THE STORIES THEY TELL; PAST VS. PRESENT

1. There was a time when people didn't know what a photograph was. Hard to believe, right? Hines carried a 50lb camera but many people today have cameras in their pockets on their cell phones. Think about how that has changed how photos get shared. See *the Extension Activity* →

2. Think about the story through the Past, Present, and Future and what elements relate to your life. Have a conversation with a peer and/or draw pictures to enhance your words.

- How does the story relate to your past?
- How does the story relate to your present day?
- How does the story relate to your future?
- Can you make any predictions?

3. Think about the idea of story-telling through a camera lens? For this book the author said she, "...wanted him (Hines) to be the one telling the story."

Why was that important? What makes a story yours to tell? Is it also important to help tell stories that aren't yours? Could you help give voice to those who cannot speak for themselves?

- Whose story would you and/or could you help tell? Talk about it with your peers and brainstorm a list. Use this list to help think about being a photojournalist in the extension activity in the Dive Deeper section on page.....?
- Are there stories we should be recording, now, so that they aren't forgotten? What would child labor be like today if Lewis Hines had never taken the pictures that he did?

EXTENSION ACTIVITY:

Create a Venn Diagram that shows the differences and overlaps. Read more about the challenges of Hines' camera on page 33 in the book

STANDARDS:

SL.2 Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPLORE MORE BOOK GUIDE

Let's Create!

Using his camera, Hine created works of art that became a tool for affecting social change. The author highlights this in the back matter of the book on page 34. Check it out!

- “How would you use art to make people pay attention to something important?”
- Have any projects been done in your town or the state of Maine? Were they effective?
- Identify a social or community problem that you would like to “shine a light on.” What sort of art project might you do to highlight the issue? What actions could you inspire with your artwork? Whose attention do you need to get in order to influence a change? Gather your friends, brainstorm and create!

KEEPING IT LOCAL!!!

Here's an example from one of Island Readers & Writers' partner schools, Beals Elementary. The art teacher and the kids created sea creatures from all of the debris they picked up when cleaning a local beach. Their art creations showed how much trash was on their beach and how they could recycle it to make art that sent a message.



VISUAL ARTS STANDARDS:

Disciplinary Literacy - Visual Arts:

Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 *Artist's Purpose*

Creation, Performance, and Expression - Visual Arts:

Students create, express, and communicate through the art discipline.

B1 *Media Skills*

B2 *Composition Skills*

B3 *Making Meaning*

FUN FACT:

Jenny Friedman, Executive Director of [Doing Good Together](#) defines Art for Social change this way; *For centuries, artists have created work that explores, reflects on—and advocates for—social issues.*



[click for link](#)

Hines was a poet and one of his first creations was an illustrated book of poems—one per every day of the year.

Alex Hinrichs chose to write this book as poetry.

- How do you think poetry enhances the story?
- Write a story poem and illustrate it on the side. Use the sample image for inspiration.

• Check out the Museum of Art and Social Justice here: [Craftivism with the Children's Museum of Art and Social Justice](#)

STANDARDS:

SL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.

EXPLORE MORE BOOK GUIDE

Let's Dive Deeper!

CONSIDER THIS:

"THERE ARE TWO THINGS I WANTED TO DO.
I WANTED TO SHOW THE THINGS THAT NEEDED TO BE CORRECTED;
I WANTED TO SHOW THE THINGS THAT HAD TO BE APPRECIATED."

– LEWIS HINE, 1939

Think about the statement above from Lewis Hine back in 1939 as you consider the following questions:

- What things did he see that needed to be corrected?
- What did he mean by "...show the things that had to be appreciated?"
- If he were living now what might he find or want to shine a light on?

WORK CONDITIONS PAST & PRESENT

From the cannery to the cranberry bog; exploring child labor.

Let's compare then and now by looking at the definitions of:
LABOR (WORK) VS. CHORES VS. PLAY.

- Labor: work, especially hard physical work.
- Chores: a routine task, especially a household one. An unpleasant but necessary task.
- Play: activities that are done especially by children for fun or enjoyment.

EXTENSION ACTIVITY:

We are going to think about the of jobs/chores that you are expected to do today and jobs/chores that your parents, grandparents or other older generation caregivers had to do.

1. Make a list of jobs/chores that you do or are expected to do. Do you get paid? If so, how much? What dangers are or were posed while doing this work?
2. Make a list of jobs/chores that an elder did or was expected to do as a child. Did they get paid? If so, how much? What dangers are or were posed while doing this work?
3. Make a list of the jobs that kids were doing in the book. Why were some kids in school while others were working? Who were the working kids? What set the two groups apart? What dangers were posed while doing this work?
4. Compare your lists. What do you notice? What surprised you?

CLASS DISCUSSION:

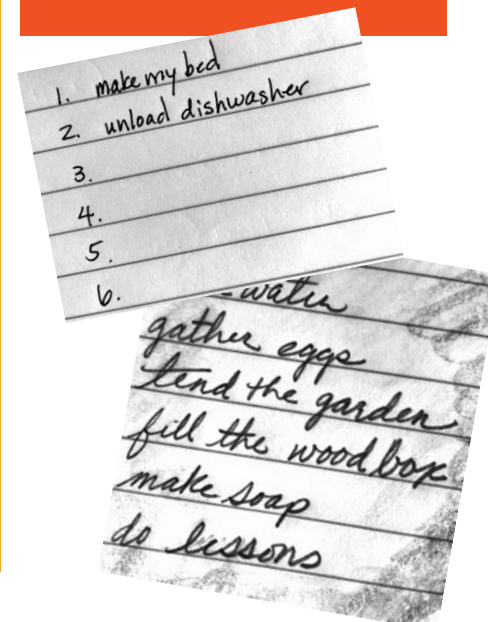
Step into the shoes of a Photo Journalist.

What things or issues would you want to photograph and why?

What venues (TV or radio broadcasts, newspapers, videos, social media, etc.), would you use?

FUN FACT:

Prior to Lewis Hine's photography of children working, the United States had no laws in place to protect children from harsh working conditions.



Let's Dive Deeper! (continued)

PRESENT DAY FUN FACT:

Early childhood educators today believe that play is a child's work!

HISTORY

Think about how things have changed since Hines was alive.

EXTENSION ACTIVITY:

In the back of the book there is a timeline of Lewis Hine's life: Start with the year you were born and build your own timeline. Add important facts about your life. Illustrate or add images to your list. (see template below)

Enter the year you were born.

Enter an important life event.

Enter an important life event.

Enter today's date and what you are doing now.



Enter an important life event.

Enter an important life event.

Enter an important life event.

PERSPECTIVE:

A particular attitude toward or way of regarding something; a point of view.

ART: PHOTOGRAPHY ACTIVITIES

A photograph is a record of a single moment in time and can relay a story. However, **perspective** can affect or alter the meaning of that story. What you choose to include or exclude can make a big difference. Think about this as you work through the activities below. Are you able to convey the story you want to tell with the image(s) you chose? Are there other sides of the story that you've forgotten to look for? Look back at some of the photos in the book and consider what story you, as the viewer sees, versus those represented in the

images and even Hines himself.

1. **Capturing the human spirit:** The human spirit includes our intellect, emotions, fears, passions, and creativity. Lewis Hine used photography to try to capture this. What ideas do you have about the human spirit? Use a modern camera or phone camera to take some pictures that capture the human spirit as you see it. If you don't have access to a camera use your eyes as the lens and draw your ideas.

Let's Dive Deeper! (continued)

2. Framing and reframing

- *Focusing on setting:* Walk around until you find a scene that is pleasing to you. There could be action, moving pieces, or perhaps it holds colors and light in a way that catches your eye. Make a picture in this space. And then walk around, look up, look down, get closer...and make another image. Try to see the very same scene from a completely new and different perspective. What do you notice when you look again?

- *Thinking about perspective:* Make a photo of someone you love from the same eye level. Then make a photo of them where you are below, and above. How does the image look different? How might perspective change the way an audience would look at an image?

- *Telling a story through images:* choose someone you love, or a place that is special to you. Make 10 images that tell us something about this person, or place. Remember that it is possible to show us details of a person's life without showing the actual person. How would you think about this?

- *Capturing mood:* Make a photo that captures how you are feeling today. Team up with a friend and compare.



Eastport, ME, Seacoast Canning Factory. Lewis Hine.

WRITING EXTENSION:

Write a story based on one of Hine's photos. Watch this incredible video about Hine and his photography:



After watching the video consider how the art of photography was different for Hine than others at the time? What was life like for one of these children? Use this checklist to help create your character:



- *Considering composition:* Much like painters, photographers consider the composition. As noted above, a photograph is a record of a single moment in time. What you choose to include tells a story. The way you compose your story influences the viewer as well. Is the frame a square, a rectangle, is it vertical? You don't need a camera to consider composition. Here is a fun activity to make your own viewfinder, to explore composition, and what you'd like to include or exclude in your frame.

- [Tutorial on making a viewfinder is available here.](#)

- [Or you could make a pinhole camera.](#)

Let's Dive Deeper! (continued)

- Choose a child from one of Hines' pictures from the back of *The Traveling Camera* and write a short story about their day.
- Add what time they started work in the morning and note how long their shifts were.
- What do you imagine they had to eat at home and/or while they were working?
- What was their family like?
- Were they the oldest or youngest?
- How many siblings did they have?
- Were both parents alive?
- What other questions might you ask?

3. It's Exhibition Time!

Now that you have completed some of the above activities, make an exhibition of your work (art, poetry, photography). Make invitations and send to your family and friends. (This can be done in an on-line form if necessary) Label your work with titles, dates, and names.

VISUAL ARTS STANDARDS:

Creation, Performance, and Expression—Visual Arts: Students create, express, and communicate through the art discipline.
B4 Exhibition

4. Take a look at these websites that show more of Hine's work.

- <https://www.archives.gov/education/lessons/hine-photos>
- <https://www.newenglandhistoricalsociety.com/child-labor-exposed-legacy-photographer-lewis-hine/>

Let's Read More

