

# 1902 Garfield School Student Strike Photograph

## Background

This photonegative is part of the *Chicago Daily News* collection at the Chicago Historical Society. It was digitized and made available on the Library of Congress Web site. The summary that accompanies the image online is: "Image of a group of boys assembled by Garfield School during the 1902 school strike. One boy appears to be African American. The children went on strike to demand a longer time for recess. The school was located at West 14th and South Kedzie Avenue in the North Lawndale community area of Chicago, Illinois." The date provided is November 13, 1902.

## Teaching Ideas

### Analyzing the Document

Ask students to examine the document intently, ask the following questions.

- What exactly do you see in this photograph?
- When do you think it was taken? Why?
- Why do you think the photo was taken?
- Why do you think there are only boys pictured?

Discuss students' responses afterward and relay additional background information on photograph. Ask students to think about and reflect on the role of schools and the structure of their school day. What suggestions do they have for improved learning?

### Creative Writing & Historic Research

Have students select one student in the picture and take on his persona and write a letter to the principal describing his actions today and his future aspirations. Students should ground their imagination and creativity in historically accurate letters by exploring the life of a student in the early 1900s. The following, online resources will be of assistance:

- The American Memory collection on the Library of Congress Web site at <http://memory.loc.gov/ammem/browse/index.html>
- The *Encyclopedia of Chicago* <http://www.encyclopedia.chicagohistory.org/>
- The *Chicago Tribune (1849-1985)* available through ProQuest Historical Newspapers on the Chicago Public Library Web site at <http://piscator2.chipublib.org/ChicagoAuth.asp> or <http://www.chipublib.org/> (follow the Find It! header)

### Additional Exploration of Primary Sources

Instruct students to compare and contrast this photograph with others of children in the 1900s on the Library of Congress' American Memory (<http://memory.loc.gov/ammem/browse/index.html>) site. The following photos are a start: DN-0005136, DN-0000022, LC-D4-11590, LC-D4-32069, DN-0001246. These call numbers can be inserted into the Web site search box for easy recall. What similarities or differences are found? An exploration of child labor and the progressive movement can follow this analysis.

### Further Research

Use this photograph to begin an exploration of the North Lawndale community in Chicago. The entry from the *Encyclopedia of Chicago* at <http://www.encyclopedia.chicagohistory.org/pages/901.html> provides a starting point. Ask students to create a visual, explosively full and rich timeline that captures the changes the community has undergone since the 1902 photograph. Encourage and facilitate discussion surrounding the causes for these changes. Ask students to predict the future for this neighborhood, programs such as the Historic Greystone Initiative can help “jump start” the student predictions. *The Library of Congress*, Chicago Public Library, and US Census data (<http://www.census.gov/>) Web sites can be used as resources for exploration.

### Selected Illinois Learning Standards Addressed

Taken from the Illinois State Board of Education (ISBE) Web site at <http://www.isbe.state.il.us/ils/>

#### Language Arts

State Goal 5 – Use the language arts to acquire, assess and communicate information

5A: Locate, organize and use information from various sources to answer questions, solve problems, and communicate ideas.

5B: Analyze and evaluate information acquired from various sources.

5C: Apply acquired information, concepts and ideas to communicate in a variety of formats

#### Social Science

State Goal 16 – Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16A: Apply the skills of historical analysis and interpretation.



Photo: *Chicago Daily News negatives collection*, DN-000473. Courtesy of the Chicago Historical Society. Also available on Library of Congress Web site ([www.loc.gov](http://www.loc.gov))



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