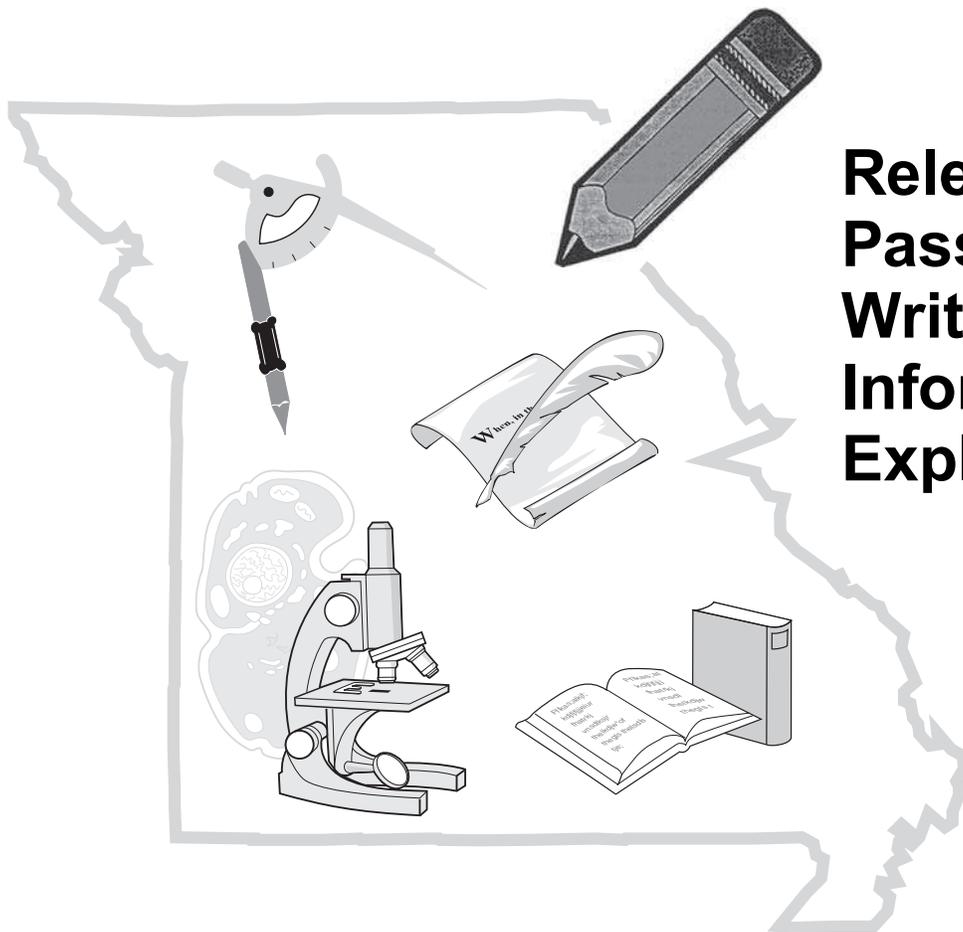


Name: \_\_\_\_\_

District/School: \_\_\_\_\_

# Missouri Assessment Program

## Grade 8 English Language Arts



**Released  
Passage-Based  
Writing Prompt Set  
Informative/  
Explanatory Prompt**

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# **English Language Arts**

**Released Passage-Based Writing Prompt Set  
Informative/Explanatory Prompt**

## Lewis Hine: Pictures Worth a Thousand Words

*"I wanted to show the things that had to be corrected.  
I wanted to show the things that had to be appreciated."*

Lewis Wickes Hine  
(1874–1940)

The year is 1908. On the factory floor, a giant cotton-spinning machine clicks and clacks its way through the long day. Hundreds of moving parts must be watched at all times. The task is boring, loud, and tiring. The young girl who tends the machine spends her days at a cotton mill, not at school. Little Sadie Pfeifer, the subject of the photo "Girl Worker in Carolina Cotton Mill," was one of hundreds of working children photographed by Lewis Hine in the early twentieth century.

Lewis Hine knew a thing or two about working hard. When he was 18 years old, circumstances in his family required Hine to start working. He worked 13 hours a day, six days a week as a furniture hauler in order to support his mother and sister. The children whom Hine would later photograph working as berry pickers, laundry workers, coal breakers, cannery workers, mill workers, and glass makers were often younger than 16.

Hine did not plan to become a photographer. He first became a teacher. While attending teachers college in Oshkosh, Wisconsin, Hine met Frank Manny, who would later introduce him to the ideas of the Ethical Culture School. The school taught its students about social reform and injustice. Frank Manny was concerned about the poor living conditions experienced by the thousands of people coming to the United States. Hine had been the school photographer, and Frank Manny urged Hine to use his camera to capture the experiences of America's latest immigrants.

Photographers first began to influence public opinion in the early 1900s. Lewis Hine was one of many professional photographers who investigated and reported on social conditions during this era. But what made him different was his approach to those he photographed. He saw the pride, dignity, and toughness of laborers and soldiers, and he tried to show these characteristics in his work.

In 1908, Hine began to document the working conditions of children. To capture the best examples, Hine traveled 12,000 miles in 12 months. He often sneaked into factories in disguise. Hine was careful to record the names of his subjects, their ages, working hours, and wages. These data and the photographs together were proof of the difficult working conditions in which child workers labored. The evidence could not be ignored.

In 1909, Hine gave a speech about how the camera could be a tool to create change. He said, "The great social peril is darkness and ignorance." Hine believed that social reformers needed to expose the poor living and working conditions that most Americans did not see. Photographs had an effect the written word alone did not.

Beginning in 1916, Congress passed laws to protect children in the workplace. Limits were placed on the employment of children under 14 years of age in factories and shops. Owen Lovejoy, member of the National Child Labor Committee, wrote, "The work Hine did for this reform was more responsible than all other efforts in bringing the need to public attention."

Hine left the National Child Labor Committee in 1918 to photograph the effects of World War I in Belgium and France. Hine's photographs showed the need for assistance in these countries.

In 1920, Hine began a series of photographs to honor the American worker. Between 1930 and 1931, his subjects included the men constructing the Empire State Building. Hine worked high in the sky to get the best photographs. The beautiful black-and-white images are included in his book *Men at Work*. They reveal the dignity, strength, and bravery of the men who labored in New York City during the Great Depression.

After 1936, Hine could no longer find work. Interest in his photographs declined. After contributing so much to the world of art, social justice, and American history, Hine died in 1940. Later his photographs became an inspiration to younger photographers and collectors worldwide.



This photograph by Lewis Hine shows a worker constructing the Empire State Building high above the city skyline. New York City, 1930

## Grade 8 Released Passage-Based Writing Prompt Set

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1. How does the author’s inclusion of the first paragraph contribute to the meaning of the passage?
  - A. It shows that Sadie Pfeifer was trained at school to do her job in the cotton mill.
  - B. It indicates that Lewis Hine worked as a teacher for the children in the cotton mill.
  - C. It supports the idea that child workers usually enjoyed the jobs they were assigned in the factories.
  - D. It reveals the poor conditions that child workers had to endure at the beginning of the twentieth century.
  
2. What impact do the words “clicks and clacks” in the first paragraph have on the meaning of the passage?
  - A. They reveal how people often talked with others while working in factories in the early twentieth century.
  - B. They explain how people operated the machinery in factories in the early twentieth century.
  - C. They emphasize the repetitive sounds heard in some factories in the early twentieth century.
  - D. They imply the entertaining tone of working in factories in the early twentieth century.
  
3. Which sentences from the passage **best** provide evidence for the author’s claim that Hine was industrious? Choose **two** answers.
  - A. Lewis Hine knew a thing or two about working hard.
  - B. He worked 13 hours a day, six days a week as a furniture hauler in order to support his mother and sister.
  - C. The children whom Hine would later photograph working as berry pickers, laundry workers, coal breakers, cannery workers, mill workers, and glass makers were often younger than 16.
  - D. Hine had been the school photographer, and Frank Manny urged Hine to use his camera to capture the experiences of America’s latest immigrants.
  - E. To capture the best examples, Hine traveled 12,000 miles in 12 months.

4. Read the events of Hine's career in the Answer Bank. Write the letter of each event in the time line, using chronological order.

1908	
1909	
1916	
1918	
1920	

**Answer Bank**

- A. begins a series of photos about the American worker
- B. photographs the effects of World War I in Europe
- C. begins to take photographs of children in the workplace
- D. influences Congress to pass laws to protect child laborers
- E. gives a speech about how photography can help create social change

## Grade 8 Released Passage-Based Writing Prompt Set

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5. Which sentence from the passage supports the conclusion that Hine took great risks in his work as a photographer?
- A. When he was 18 years old, circumstances in his family required Hine to start working.
  - B. Hine did not plan to become a photographer.
  - C. He often sneaked into factories in disguise.
  - D. Later his photographs became an inspiration to younger photographers and collectors worldwide.
6. The author claims that Hine's photographs were different from other photographs of workers from his time. Which statement **best** evaluates the relevance of the evidence to support the author's claim?
- A. The details are relevant because they emphasize how Hine captured the workers' courage and strength.
  - B. The details are relevant because they reveal how Hine portrayed the workers' unhappiness and distrust.
  - C. The details are irrelevant because they show that Hine concentrated on the workers' family background.
  - D. The details are irrelevant because they indicate that Hine focused on the workers' high levels of education.

7. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is a central idea of the passage?

- A. Lewis Hine could no longer find work as a photographer.
- B. Lewis Hine worked when he was young to help his family.
- C. Lewis Hine helped to improve working conditions of the poor.
- D. Lewis Hine worked as a teacher before he became a photographer.

**Part B**

How is this central idea mainly developed over the course of the passage?

- A. by stating how the government passed laws to protect children
  - B. by describing different jobs Hine had as a child
  - C. by describing the changing interests of society
  - D. by telling where Hine attended college
8. Based on the photograph at the end of the passage, which statement is the **best** conclusion about Hine and the worker?
- A. The photograph shows the worker's courage in his daily work and Hine's determination as a photographer.
  - B. The photograph shows the worker's vulnerability in his daily work and Hine's greed as a photographer.
  - C. The photograph shows the worker's focus in his daily work and Hine's thoughtlessness as a photographer.
  - D. The photograph shows the worker's strength in his daily work and Hine's dignity as a photographer.

9. **Informative/Explanatory Writing Prompt**

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine’s quotation that appears at the beginning of the passage.

“I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated.”

Think about how Hine’s work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine’s work as a photographer reflects this quotation. Be sure to use details and examples from the passage to support your ideas.

**Writer’s Checklist**

- My essay has an effective beginning, middle, and end.
- My essay flows smoothly from one idea to another.
- My essay contains a strong controlling idea that stays on topic.
- My essay includes specific and relevant details, reasons, and/or examples.
- My essay uses precise and vivid language.
- My essay contains sentences that are clear and varied in structure.
- My essay includes correct grammar, usage, punctuation, capitalization, and spelling.
- My essay uses material from the source(s).

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# **ATTENTION!**

**Do NOT go on  
until you are  
told to do so.**





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