



Teaching Guide

SEGMENT 3, WEBISODE 10

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview

Jane Addams spearheaded a movement to improve the lives of poor immigrant workers. On September 8, 1889, she founded Hull House in the middle of Chicago's worst immigrant slum. The social settlement house (similar to today's community center) served a residential and industrial neighborhood of predominately Russian and Polish Jews, Italians, Irish, Germans, Greeks, and Bohemians.

With the opening of Hull House, Addams and her fellow activists forged a powerful reform movement. They lived at Hull House to better understand the problems of the poor and fulfill Addams' mission of "neighbors helping neighbors." From Hull House they offered hot lunches, kindergarten and child care services for working mothers, tutoring in English, an employment bureau, an art gallery, libraries, music and art classes, and social events. By 1900, Hull House activities broadened to include a cooperative residence for working women, the first little theatre in America, a labor museum, and a meeting place for trade union groups.

Following the Hull House example, community centers and settlement houses opened in other cities. Hull House became the meeting place for like-minded intellectuals and social reformers, many of whom came to learn from Addams' work. Perhaps the most prominent woman of her time, Jane Addams of Hull House epitomized the social and political reform spirit of Progressivism through her settlement work, her writing, and her international efforts for world peace.

Teacher Directions

1. Show a transparency of the Student Sheet: *Crowded Mulberry Street in New York City* to illustrate the crowded conditions of cities and the sheer numbers of urban residents.
2. Ask students to speculate what life would be like living on Mulberry Street.
 - What are the ages of the people on the street?
 - What time of day is it?
 - Why are the children not in school?
 - What season of the year is it?
 - What are the major forms of transportation on Mulberry Street?
 - What animals do you see?
 - Imagine what sounds you would hear standing on Mulberry Street
 - Imagine what smells you would smell.



Let's Discuss

Let's Discuss, Cont.

3. Make sure students understand the following points.

All ages from a tiny child (lower left corner) to school-aged children to adults are on the street. It is daytime, but the children are not in school because school was not compulsory. Also, judging by the way the people are dressed and the fruits and vegetables in the carts, the time of year is probably late spring, summer, or early fall. The people are all on foot, and carts pulled by horses fill the street. The street is probably very noisy and smelly with horse droppings and less than modern sanitation. New York City can be very hot in the summer, and people wore more clothing in hot weather than we do now.

4. Ask the students how they would like living on Mulberry Street.

Teacher Directions

Note to the Teacher: In advance of this activity, collect for student use information about social and government services available in your local community. Contact agencies or a central clearinghouse to acquire brochures, pamphlets, and other literature describing services available to the local community. Other resources include the phone book and stories of personal experiences of students.

1. Use information from the Overview to introduce Jane Addams, a Progressive whose activism created Hull House. Be sure students understand the terms Progressive (a movement in the early 1900s to improve social conditions in America) and activism (to cause change or improvement through action) and their connection to social and political reform. Explain that Hull House was similar to today's community centers.
2. Distribute the material about local community centers and services. Students, working in their teams, examine the materials and list the services that are available and what population they serve.
3. Distribute the Student Sheet: *Some Hull House Firsts*. Direct the teams to compare the services in their communities with the services that Jane Addams and Hull House provided.
4. Students create murals that illustrate Hull House firsts and local community services.





What do you
Think?

Teacher Directions

1. Ask the students.
 - Do you agree or disagree with Jane Addams that reformers must live in needy neighborhoods in order to accomplish their missions to the residents? Why or why not?
2. Students state and defend their opinions in a classroom debate.



Moving Toward
Freedom

Teacher Directions

Students use the library, Internet, other sources to research other settlement houses that opened to help inner city residents during the Progressive movement. Some possibilities include the Henry Street Settlement, College Settlement, and the Neighborhood Guild in New York City; the Log School Settlement House in Boston Massachusetts; and the Lawrence House in Baltimore, Maryland. How did the founders of these establishments, like Jane Addams, move the country toward freedom?

Teacher Directions

Use the following activities with your students.

Language Arts/Library — Students read *Twenty Years at Hull House*, Jane Addams' own account of her work at Hull House. Students write and present vignettes in the history of Hull House.

Math/Library — Students create graphs based on immigration statistics from 1890 – 1920.



Connections



Crowded Mulberry Street

Library of Congress

Some Hull House Firsts

- First Social Settlement in Chicago
- First Social Settlement with men and women residents
- Established first public baths in Chicago
- Established first public playground in Chicago
- Established first gymnasium for the public in Chicago
- Established first little theater in the United States
- Established first citizenship preparation classes
- Established first public kitchen in Chicago
- Established first college extension courses in Chicago
- Established first group work school
- Established first painting loan program in Chicago
- Established first free art exhibits in Chicago
- Established first fresh air school in Chicago
- Established first public swimming pool in Chicago
- Established first Boy Scout troop in Chicago
- Investigations for the first time in Chicago of
 - truancy
 - sanitation
 - typhoid fever
 - tuberculosis
 - distribution of cocaine
 - midwifery
 - children's reading
 - infant mortality
 - newsboys
 - social value of the saloon
- Investigations that led to creation and enactment of first factory laws in Illinois
- Investigations that led to creation of the first model tenement code
- First Illinois Factory Inspector, a Hull House resident, Florence Kelley
- First probation officer in Chicago, a Hull House resident, Alzina Stevens
- Labor unions organized at Hull House
 - Women Shirt Makers
 - Women Cloak Makers
 - Dorcas Federal Labor Union
 - Chicago Woman's Trade Union League