

| Teacher: Howard Mestas   |   |
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| Title: <b>Hull House</b>   | Subject: American History   |
| Topics: Settlement Houses  | Grade: 7-12   |
| Lesson Duration: Three 45 minute class periods      School: Pueblo West Middle School                      |   |
| Education Designs Lesson/ Unit Plan  |   |
| <b>Lesson Summary:</b><br><i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i> | <b>Hull House</b><br>This lesson is about the most successful displaced worker settlement house in Chicago during the late 19 <sup>th</sup> and early 20 <sup>th</sup> Century. It is also a statement about its founders Jane Addams and Ellen Gates Starr. Settlement houses became popular during this time period as places to help destitute immigrant families to assimilate at a time when there was little government assistance.   |
| <b>National Standards for History Era:</b> <a href="#">Link</a>  | <b>Era 6</b><br><b>The Development of the Industrial United States (1870-1900)</b><br><br><b><u>Standard 2</u></b><br>Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity<br><b><u>Standard 3</u></b><br>The rise of the American labor movement and how political issues reflected social and economic changes  |
| <b>Standard(s):</b><br><i>State, Local or National</i>   | <ol style="list-style-type: none"> <li>1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</li> <li>2. Students know how to use the processes and resources of historical inquiry.</li> <li>3. Students understand that societies are diverse and have changed over time.</li> <li>4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</li> <li>5. Students understand political institutions and theories that have developed and changed over time.</li> <li>6. Students know that religious and philosophical ideas have been powerful forces throughout history.</li> </ol> |
| <b>Themes/Concept:</b>   | Reform Houses in late 19 <sup>th</sup> and early 20 <sup>th</sup> Century America.  |
| <b>Essential questions (2-5 questions)</b><br><i>(What you want the</i>                                    | <ul style="list-style-type: none"> <li>• How did settlement houses help displaced European Immigrants?</li> <li>• What services did settlement houses provide?</li> </ul>   |

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| <i>students to know)</i>   | <ul style="list-style-type: none"> <li>• Where were settlements houses usually located?</li> <li>• Who were Jane Addams and Ellen Gates Starr?</li> <li>• Why was Hull House so successful?</li> <li>• How does society treat new immigrants today?</li> <li>• What resources are available for displaced immigrants today?</li> </ul>  |  |  |
| <b>Elements</b> ( <i>What you want the students to understand</i> )  | <ol style="list-style-type: none"> <li>1. Students will understand the importance of settlement houses.</li> <li>2. Students will identify the needs of displaced immigrants.</li> <li>3. Students will learn why Jane Addams was an important figure in the Progressive Movement.</li> <li>4. Students will become interested in their own family's immigrant story<br/> <a href="http://www.ancestry.com/?o_xid=22775&amp;o_lid=22775">http://www.ancestry.com/?o_xid=22775&amp;o_lid=22775</a> .</li> </ol>  |  |  |
| <b>Launch Activity (Hook)</b>  | <p><a href="http://www.encyclopedia.chicagohistory.org/pages/615.html">http://www.encyclopedia.chicagohistory.org/pages/615.html</a></p> <p><a href="http://www.wellesley.edu/Womensreview/archive/2004/10/hull-house.gif">http://www.wellesley.edu/Womensreview/archive/2004/10/hull-house.gif</a></p> <p><a href="http://www.chicagotribune.com/media/photo/2008-04/37477742.jpg">http://www.chicagotribune.com/media/photo/2008-04/37477742.jpg</a></p> <p><a href="http://www.spartacus.schoolnet.co.uk/USAhullhouse1.JPG">http://www.spartacus.schoolnet.co.uk/USAhullhouse1.JPG</a></p> <p><a href="http://www.swarthmore.edu/Library/peace/Exhibits/janeaddams/photos/hullhouse/Nursery1.jpg">http://www.swarthmore.edu/Library/peace/Exhibits/janeaddams/photos/hullhouse/Nursery1.jpg</a></p> <p><a href="http://images.google.com/imgres?imgurl=http://us.history.wisc.edu/hist102/photos/assets/photos/1028.jpg&amp;imgrefurl=http://us.history.wisc.edu/hist102/photos/html/1028.html&amp;usq=B0ZNPToxLhDIGj_zJYVoJcfAq1o=&amp;h=284&amp;w=355&amp;sz=17&amp;hl=en&amp;start=16&amp;tbnid=71c7DAw0CzvSVM:&amp;tbnh=97&amp;tbnw=121&amp;prev=/images%3Fq%3Dhull%2Bhouse%26gbv%3D2%26hl%3Den%26sa%3DG">http://images.google.com/imgres?imgurl=http://us.history.wisc.edu/hist102/photos/assets/photos/1028.jpg&amp;imgrefurl=http://us.history.wisc.edu/hist102/photos/html/1028.html&amp;usq=B0ZNPToxLhDIGj_zJYVoJcfAq1o=&amp;h=284&amp;w=355&amp;sz=17&amp;hl=en&amp;start=16&amp;tbnid=71c7DAw0CzvSVM:&amp;tbnh=97&amp;tbnw=121&amp;prev=/images%3Fq%3Dhull%2Bhouse%26gbv%3D2%26hl%3Den%26sa%3DG</a></p> <p><a href="http://www.encyclopedia.chicagohistory.org/pages/10870.html">http://www.encyclopedia.chicagohistory.org/pages/10870.html</a></p> <p><a href="http://www.chicagotribune.com/media/photo/2008-04/37477742.jpg">http://www.chicagotribune.com/media/photo/2008-04/37477742.jpg</a></p> <p>Students will view the above links to formulate an impression on immigrant life in late 19<sup>th</sup> and early 20<sup>th</sup> Century Chicago.</p> |  |  |
| <b>Knowledge &amp; Skills</b><br><br><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i> | <u>Vocabulary</u><br><br>Jane Addams<br>Ellen Gates Starr<br>Upton Sinclair<br>Hull House<br>Chicago<br>Stockyards  |  | <u>Skills</u> <ul style="list-style-type: none"> <li>▪ <b>Assume the perspective of another person</b></li> <li>▪ <b>Detect cause and effect relationships</b></li> <li>▪ <b>Obtain historical data</b></li> <li>▪ <b>Support interpretation with historical evidence</b></li> <li>▪ <b>Investigate</b></li> </ul> |

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|   |  |  | <b>historical data</b> <ul style="list-style-type: none"> <li>▪ <b>Formulate historical questions</b></li> <li>▪ <b>Obtain historical data</b></li> <li>▪ <b>Investigate the historical data</b></li> </ul> |
| <b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities...?</i> )  |  |  |   |
| Students will review all links provided. Students will be broken into small discussion groups and provide input to the class.   |  |  |   |
| <b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>   |  |  |   |
| <b>Traditional Assessment</b> Quizzes, Test, Selected Responses, Class Participation, individual and group activities.  |  |  |   |
| <b>Portfolio Assessment</b>   |  |  |   |
| <b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i> )  |  |  |   |
| Group power-point presentations, class discussions.   |  |  |   |
| <b>Student Self-Assessment</b>  |  |  |   |
| Peer-review and collaboration   |  |  |   |
| <b>Differentiation Associated with this unit</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>▪ Students can elect to work individually.</li> <li>▪ Students can discuss personal immigration history.</li> <li>▪ Students may discuss and compare current immigration issues with those of Hull House era.</li> <li>▪ Gifted students can complete a family genealogy tree.</li> <li>▪ Special needs students can orally describe photographs.</li> </ul> |  |  |   |
| <b>Resources and instructional tools:</b> ( <i>Including Video Sources, Text Resources, Research Strategy</i> )   |  |  |   |
| <a href="http://howardmestas.wordpress.com/2009/06/13/the-hull-house-experience/">http://howardmestas.wordpress.com/2009/06/13/the-hull-house-experience/</a>   |  |  |   |
| The above link is helpful to see how modern day Hull House still operates.  |  |  |   |