

# Public Health Zines

Grade Level: 5th - 12th  
5 Sessions

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Jane Addams  
Hull-House Museum

**JANE ADDAMS  
HULL-HOUSE  
MUSEUM**



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## Introduction

The **Jane Addams Hull-House Museum** serves as a dynamic memorial to social reformer **Jane Addams**, the first American woman to receive the **Nobel Peace Prize**, and her colleagues at the **Hull-House Settlement**. Their work changed the lives of their immigrant neighbors as well as national and international public policy. The Museum preserves and develops the original Hull-House site for the interpretation and continuation of the historic settlement house vision. Exhibitions and public programs connect the histories of the Hull-House Settlement to present-day social justice issues, and highlight histories of activism, progressive education and democratic principles of participation and exchange.

Founded in 1889 as a social settlement, Hull-House played a vital role in redefining American democracy in the modern age. The **Hull Mansion** (built in 1856) served as the origins of the Settlement House which expanded into 13 buildings by the early 1900s. Over the course of its history Hull-House housed over 100 Residents, mostly college-educated men and women who offered a multitude of classes that were influenced by the surrounding neighborhood of immigrants and low-income families. Hull-House Reformers offered programs that taught fundamental skills necessary for living and working in the United States, such as English-language, reading, and writing classes. Hull-House co-founder, activist, and art teacher **Ellen Gates-Starr** also organized art history classes and opened a book bindery at the Settlement.

The Hull-House Settlement took part in the first large-scale national sociological study focused on America's rapidly growing, congested, and industrialized cities, called *The Slums of Baltimore, Chicago, New York and Philadelphia. Hull House Maps and Papers*, an expansion of the Settlement's contribution to the study, included a survey of the neighbors living in the 19th Ward and information about their earnings, nationalities, education, health, and other living conditions. Colored maps that tracked nationalities and household wages of the surrounding community advocated for action on behalf of these marginalized populations. The book included 10 essays written by leading social reformers and Hull-House Residents. Modeled after sociological maps by **John Snow** and **Charles Booth**, the colorful maps and narrative essays laid the groundwork for the many programs that were developed during Hull-House's 70-year history.

Hull-House offered cultural programs that explored the heritage of the many ethnic groups living in their area. These programs, often led by the immigrant population, helped people tell the stories of their (im)migrant experience and also showed what made them special. One such program was the **Hull-House Kilns**. This program employed many Mexican artists who created pottery that helped support their families during its 10-year run.

Hull-House supported the passage of critical legislation and influenced public policy in public health, education, free speech, fair labor practices, immigrants' rights, recreation and public space, arts, and philanthropy. Hull-House has long been a center of Chicago's political and cultural life, establishing Chicago's first public playground and public art gallery, helping to desegregate the Chicago Public Schools, and influencing philanthropy and culture.

Use this educational packet to bring Hull-House history to life in your classroom. Inside you will find participatory arts activities that will help students explore Hull-House Settlement initiatives and the biographies of **Hull-House Reformers and Neighbors**. Jane Addams Hull-House Museum's educator-led tours are designed to expand and supplement the activities in this packet and enhance your students' experience with a **National Historic Site** and international monument to the fights for democratic ideals.

# Standards

## English Language Arts

**RST 1:** Cite specific textual evidence to support analysis of science and technical texts.

**RH 1:** Cite specific textual evidence to support analysis of primary and secondary sources

**RI 7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RH 7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

**W 1:** Write arguments to support claims with clear reasons and relevant evidence.

**W 2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

**W 7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

## Social Studies

**SS.IS.2.6-8.** Ask essential and focusing questions that will lead to independent research.

**SS.IS.4.6-8.L.C.** Determine the value of sources by evaluating their relevance and intended use.

**SS.IS.4.6-8.Md.C.** Determine credibility of sources based upon their origin, authority, and context.

**SS.IS.6.6-8 MdC.** Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.

**SS.IS.8.6-8.L.C.** Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

**SS.IS.8.6-8.MdC.** Assess individual and collective capacities to take action to address problems and identify potential outcomes.

## Objectives

Explore how art was used in the past and present to address social concerns (health, politics, etc)

Introduce concept of public health and problems in local communities

Learn how to apply art and visual design to disseminate information

## Vocabulary

**Public Health:** The science of protecting and improving the health of people and their communities (Centers for Disease Control)

**Propaganda:** Information used to promote or publicize a particular political cause or point of view

**Protest Art:** Creative work made by activists and social movements

**Zine:** A handmade or online publication that focuses on a particular topic or issue

**Mapping & Data Visualization:** An image that converts information into a visual representation, like a chart, picture, or diagram

**Reformers:** People who work to change and improve working and living conditions

## Description

In this lesson, students will learn about public health issues that affect different communities, including their own. Students will also engage with the history of public health reform at Chicago's Hull-House. They will then choose one issue from within their community to explore, and will make and design a zine that illustrates this problem. Students will draw connections between art and social change, emphasizing art's ability to illustrate and disseminate complex information in accessible ways.

## Materials Needed + Prep Required

- 8.5" x 11" Printer Paper
- Scissors
- Assorted Markers and Colored Pencils



*Regin Igloria leading zine-making workshop at Hull-House, 2019. Photo by Alex Younger*

## Public Health at Hull-House

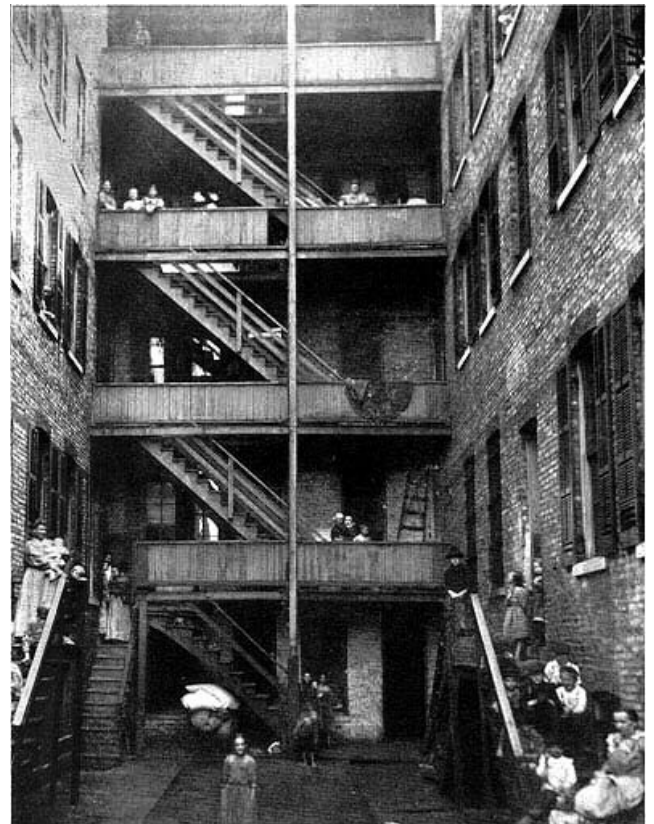
**Hull-House Residents** made important strides toward public health reform in the domains of sanitation, disease prevention, sexual health and hygiene, and beyond. Reformers viewed public health improvements as crucial components to democratic living, and advocated for research, legislation, and education around issues that plagued their communities.

Circumstances in the 19th Ward during Hull-House's early days were dire because of congested living conditions and a lack of sanitation. Garbage containers were large wooden boxes on street corners, piles of garbage were left in the streets, human and animal organic waste was scattered everywhere, and there was no city garbage collection in the area.

Lack of hygiene and clean water resources caused many highly infectious diseases, such as tuberculosis, diphtheria, scarlet fever, smallpox, typhoid, and scabies, to be major health concerns in the area. Jane Addams and the members of the **Woman's Club** campaigned for consistent garbage collection and legal expectations for property owners. Hull-House also established a clinic for children's health and hygiene resources like public baths to help reduce disease rates in the area.<sup>1</sup>

Hull-House Resident **Dr. Rachelle Slobodinsky Yarros** observed that many immigrant and migrant women in the 19th ward suffered conditions from excessive childbearing and sought out various solutions for limiting the size of their families. After establishing the **Birth Control Committee of the Chicago Woman's Club** (later the **Illinois Birth Control League** and now **Planned Parenthood of**

**Illinois**), Yarros joined with other movement leaders in the early 1920s to open the first of eight birth control clinics in the city - including the second birth control clinic in the nation, after **Margaret Sanger** opened the first in New York City in 1916. Yarros recognized the need for accessible services for working-class mothers and successfully campaigned for one clinic to open out of Hull-House's **Mary Crane Nursery** in 1927.



Robert Hunter 'A Backyard', 1901. Tenement Conditions in Chicago. Chicago: City Homes Association, 1901.

<sup>1</sup> For more on the Woman's Club and Jane Addams' work in sanitation and garbage collection: <https://www.nps.gov/articles/000/hull-house-and-the-garbage-ladies-of-chicago.htm>



Lewis Hine, 'Hull-House, Our Backyard' (1910).  
Jane Addams Memorial Collection, University  
of Illinois at Chicago

## Florence Kelley

**Florence Kelley**, a labor rights activist and attorney, was arguably the major catalyst in the area of identifying and addressing the public health needs of the people of the 19th Ward. She served as Illinois' chief factory safety inspector, and was commissioned by the U.S. government to lead the Chicago portion of a national study on the living conditions for people in some of the country's poorest neighborhoods. The Chicago portion of the project's findings were later published as a book called *Hull-House Maps and Papers*. Her work served as the foundation for major education and labor reforms in the US, including the 8-hour workday and Illinois' first child labor legislation (**The Illinois Factory Inspection Law**).

*"The physician is also a citizen, a voter, a member of civic organizations.... The enlightened, socially-minded doctor will sympathize with labor, with victims of exploitation and industrial autocracy, with the juvenile and adult delinquents who are the products of slums and blighted, ugly, depressing districts. [She] will work and fight for ripe and genuine reforms."*

- Dr. Rachele Yarros quoted in her obituary in the *Journal of Social Hygiene*, 1946



Rachele Yarros. Photo courtesy of University of Illinois College of Medicine

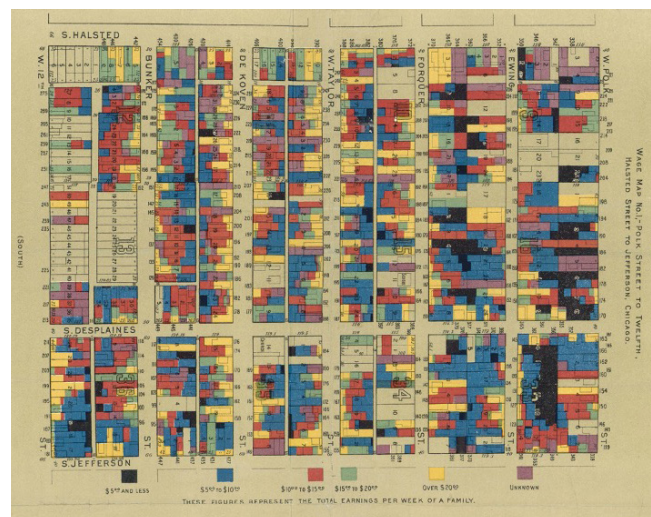
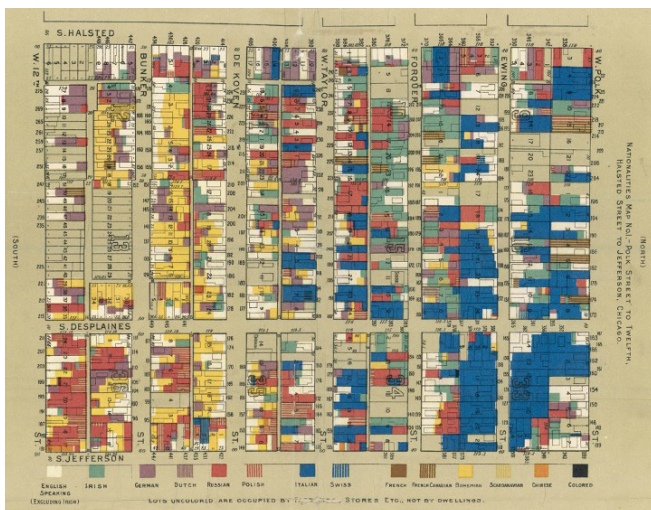
# Instructional Steps

## Session One: Hull-House Tour <sup>2</sup>

Students will explore what it was like to live in the 19th ward, factory and sweatshop conditions, women's and children's health and wellness, the history of Hull-House and the reformers who worked there.

### Maps and Papers<sup>3</sup>

The Hull-House Settlement took part in the first large-scale national sociological study focused on America's rapidly growing, congested, and industrialized cities, called *The Slums of Baltimore, Chicago, New York and Philadelphia. Hull House Maps and Papers*, an expansion of the Settlement's contribution to the study, included a surveying of the neighbors living in the 19th Ward and information about their earnings, nationalities, education, health, and other living conditions. Colored maps that tracked nationalities and household wages of the surrounding community advocated for action on behalf of these marginalized populations. The book included 10 essays written by leading social reformers and Hull-House Residents. Modeled after sociological maps by **John Snow** and **Charles Booth**, the colorful maps and narrative essays laid the groundwork for the many programs that were developed during Hull-House's 70-year history.



Jane Addams Hull-House Museum Collection

<sup>2</sup> Information on scheduling an in-person or virtual Educator-led tour:

<https://www.hullhousemuseum.org/group-tours>

<sup>3</sup> More on the Maps and Papers Study:

<https://florencekelley.northwestern.edu/historical/hullhouse/>

View the maps at:

<https://homicide.northwestern.edu/pubs/hullhouse/maps/>

<sup>4</sup> Videos about arts at Hull-House:

<https://www.hullhousemuseum.org/participatory-arts-landing/>

## Debrief

- Why are the maps important? What did the reformers do with this information? Why might maps be helpful today for public health?
- Arts at Hull-House<sup>4</sup>  
What were the arts at Hull-House responding to in the community?
- Art as Propaganda  
Why was this effective?



# Instructional Steps continued...

## Session Two: Introduce Concept of Public Health<sup>5</sup>

“**Public health** is the science of protecting and improving the health of people and their communities. This work is achieved by promoting healthy lifestyles, researching disease and injury prevention, and detecting, preventing and responding to infectious diseases.

Overall, public health is concerned with protecting the health of entire populations. These populations can be as small as a local neighborhood, or as big as an entire country or region of the world.

Public health professionals<sup>6</sup> try to prevent problems from happening or recurring through implementing educational programs, recommending policies, administering services and conducting research—in contrast to clinical professionals like doctors and nurses, who focus primarily on treating individuals after they become sick or injured. Public health also works to limit health disparities. A large part of public health is promoting healthcare equity, quality and accessibility.”

-Centers for Disease Control and Prevention (CDC)<sup>7</sup>

### Discussion

1. Ask students to brainstorm what they view as a public health issue (ex. illness/disease, access to food, access to medical care)
2. Brainstorm public health concerns in their own community
3. Research and identify actual public health concerns in community

<sup>5</sup> CDC Training: <https://www.cdc.gov/training/publichealth101/public-health.html>

<sup>6</sup> CDC Public Health: <https://www.cdcfoundation.org/what-public-health>

<sup>7</sup> American Public Health Association Video: <https://www.cdcfoundation.org/what-public-health>

## Activity

1. Choose one public health concern
2. Gather Data
  - Facts, figures, maps, and patterns that illustrate the causes and/or effects of your chosen problem
3. Consider the source of your data
4. Consider the scale
  - Local, state-wide, national, or international?

## Guiding Questions

- What is this concern? Why does it qualify as public health?
- Who does this issue affect most?
- Why do you think this is still a problem?
- What are some possible solutions?

# Instructional Steps continued...

Project Name: _____		Page: _____ of _____	
By: _____		Date: _____	
_____	_____	_____	_____
_____	_____	_____	_____

Example of a Zine Storyboard

## Session Three: Plan to Make Your Zine!

**Storyboard of the zine.** Students will need to create a storyboard with 8 panels to explore their public health issue. Each panel should respond to the following questions:

- Panel 1.** What is the public health problem?
- Panel 2.** How big is the problem? (Statistics)
- Panel 3.** Map where the problem is located (in your neighborhood? classroom?)
- Panel 4.** Who does it affect? (Your family? Friends? Dogs?)
- Panel 5.** Who has the power to make a difference? (the mayor? Your teacher?)
- Panel 6.** What is one solution?
- Panel 7.** What or who is supporting this solution?
- Panel 8.** About the author



Regin Igloria's Zine-Making Guide, 2019.  
Photo by Alex Younger

## Session Four: Make Your Zine!

\*If your class is running low on time, zines can be cut and folded prior to this session.

### How-to Guide for Zine-Making<sup>8</sup>

Students should keep in mind when making their zines to:

- Include text and visuals
- Think about how they will make it visually appealing and compelling

## Session Five: Present Your Zine to the Class!

Students will describe and discuss their zine while passing it around the class. Questions should be encouraged in order to allow students to connect with the issue being discussed and explore it together. Students can also share ideas for solutions to their public health issues.



Zine-making Family Day at Hull-House, 2019. Photo by Alex Younger

<sup>8</sup> How to Make Your Zine: <https://www.readbrightly.com/how-to-make-zine/>

## Exhibition Information

In a first-ever partnership, **Jane Addams Hull-House Museum (JAHHM)**, **Public Media Institute (PMI)** and the **Smart Museum of Art** will present a year-long series of experimental audio performances from **Guillermo Gómez-Peña**, a performance artist, writer, activist, and **MacArthur Fellow**, class of 1991. Beginning on Wednesday, January 27, 2021 6:30 (CST), ***Gómez-Peña's Mex Files: Audio Art & Strange Poetry from the US/Mexico Border*** (1985–2021) offers multi-lingual live radio and a selection of archival audio programs by the artist addressing “the multiple pandemics of racism, sexism, xenophobia, and neo-colonialism on steroids in the Trump Era.” Throughout his life, Gómez-Peña has worked in audio art and radio across multiple genres, from poetic journalism to Spanglish spoken word, radical storytelling and collaborations with musicians, poets, and activists. This ongoing series will present samples of his previous work (1980–2015) and newly recorded material created in the last two years and during lock-down. Audiences can tune in to Gómez-Peña's live broadcasts on *105.5 FM WLPN-LP* or stream on *twitch.tv/lumpenradio* and listen to what you missed on JAHHM's website.

### *An Open Letter to the Museums of the Future*

**Gómez-Peña's Mex Files** was highlighted by the live video performance “*An Open Letter to the Museums of the Future*” on February 3rd 2021 at 6:30 PM. Gómez-Peña has an obsession with rewriting and re-staging so-called “Western Art History” while highlighting colonial legacies of systematic exclusion, demonization and fetishization of Brown, Black and Indigenous bodies. This keynote challenges contemporary art museum practices and calls for an open discussion regarding radical restructuring from within. Later in the radio series, Gómez-Peña will be joined by invited luminaries in the field who will offer their own responses to the **Museum of the Future**.

### *Exhibition at JAHHM*

The audio series will lead up to the new exhibition featuring **Gómez-Peña, La Pocha Nostra** and their incisive challenges to the capital Art World, past and present, to the current debates on cultural hegemony and white supremacy. The exhibition will

be presented from **September 9, 2021 to May 31, 2022** at JAHHM, continuing the Museum's efforts to be a dynamic historical site for democratic principles and cultural exchange.

On **September 9, 2021**, the week of the 161st anniversary of Jane Addams' birth, JAHHM will present new performances and experimental audio by **Guillermo Gómez-Peña**. The exhibition will also present archival materials and videos from a number of collaborative Chicago-based performances including the iconic *The Year of the White Bear* and *Couple in The Cage: Two Undiscovered Amerindians Visit the West*, devised and performed with artist **Coco Fusco**, that travelled to **Chicago's Field Museum** in January 1993 in collaboration with the **Mexican Fine Arts Center Museum** (now the **National Museum of Mexican Art**). Gómez-Peña's insurgent performances challenge how museums represent so-called discovered people and take back the commons on behalf of outsider identities and marginalized communities.

Alongside new performances, experimental audio, video, and archival material of Chicago-based performances by Gómez-Peña, JAHHM will present Hull-House social reformers' efforts, with their immigrant neighbors, to provide access to the arts and create a common museum. The Hull-House Settlement's first new building was the **Butler Art Gallery**, Chicago's first public art gallery. The location of the gallery, in the most disenfranchised and disinvested area of the city, was testament that art should be accessible in communities of all kinds. In 1900, Hull-House co-founders **Jane Addams** and **Ellen Gates Starr** opened the **Labor Museum**. The experimental museum provided craft demonstrations in textiles, metals, woodwork, and bookbinding in an effort to reflect the diverse cultural heritage present in the congested and disregarded immigrant community. The experimental museum used historical interpretation and cultural performances to break down barriers—within immigrant families, and between immigrants and their American neighbors—to present women's work and immigrant culture as valuable. JAHHM's exhibition will look back on these cross-cultural experiments in relation to present-day demands for structural change inside cultural institutions.

# About Jane Addams Hull-House Museum

**Jane Addams Hull-House Museum** serves as a dynamic memorial to social reformer **Jane Addams**, the first American woman to receive the **Nobel Peace Prize**, and her colleagues whose work changed the lives of their immigrant neighbors as well as national and international public policy. The Museum preserves and develops the original Hull-House site for the interpretation and continuation of the historic settlement house vision, connecting the histories of the **Hull-House Settlement** to present-day social justice issues. Exhibitions and public programs highlight histories of activism, progressive education and democratic principles of participation and exchange.

## Museum Hours

Tuesday - Friday & Sunday  
9:10 AM - 4:50 PM  
Closed Monday and Saturday

## Contact

Phone . . . (312)413-5353  
Email . . . jahh@uic.edu  
[hullhousemuseum.org](http://hullhousemuseum.org)

## Social Media

 @JAHHM  
 @jahhm1889  
 @hullhousemuseum

Jane Addams Hull-House Museum,  
800 S. Halsted Street,  
Chicago, IL 60607

**JANE ADDAMS  
HULL-HOUSE  
MUSEUM**



## Group Tours

### Jane Addams, Hull-House Settlement and Chicago Tour

(3rd Grade - Adult, 1 Hour)

Learn about the conditions immigrants faced in the 19th Ward of Chicago, the unique work of the Hull-House residents, the life and work of Jane Addams, and the lasting impact of the Hull-House Settlement.

### Vernacular Architecture Tour

(3rd Grade - Adult, 1 Hour)

Explore the historic preservation of the 1850s Hull Mansion and the neighborhood conditions in the Near West Side at the turn of the 20th century in Chicago.

### Gender and Sexuality Tour

(High School - Adult, 1 Hour)

Bring Chicago history out of the closet! Join us for a tour of Hull-House and explore early 20th century stories of gender non-conformity, diverse definitions of family, and fierce self-expression.

For more information visit  
[hullhousemuseum.org/group-tours](http://hullhousemuseum.org/group-tours)

