OBJECTIVE

The purpose of this packet is to provide teachers and students a variety of manageable topics that deal with Jane Addams, the Hull-House Settlement and how they relate to United States and Chicago history. Each topic contains both primary and secondary resources that can be used as a starting point to any history fair or history related project.

For additional primary and secondary resources please be sure to visit Urban Experience in Chicago. While on our homepage, please visit our resources link for lesson plans and other related teaching tools dealing with Jane Addams and the Hull-House settlement.

ART

BEYOND UPPER-CLASS APPRECIATION: BRINGING THE ARTS TO THE WORKING CLASS

During the Progressive Era, the arts were reserved for the upper-classes. Hull-House believed that the working class should have access to the arts.

What is the significance of the Little Theater Movement? What was innovative about the Hull-House music school? What type of visual arts programs did Hull-House provide?


5. Hull-House Association Papers [approx. 180 linear feet], Special Collections, UIC Library.

6. Eleanor and Gertrude Smith Papers--[Hull-House music school materials, approx. 1.5 linear feet], Special Collections, UIC Library.

HULL-HOUSE AND ARCHITECTURE

Hull-House and its surrounding buildings were unique in their style and function.

What architectural style were the buildings of Hull-House (not just the original Hull-House, but the additional structures built later.)

How was this style relevant to the ideal and the practical function of Hull-House? With the dichotomy of suburb vs. city, how did this affect neighborhood interaction between wealthy and poor citizens? How did the dichotomy of city and suburb affect the use of space (i.e., was there an abundance of open space in the city to use for parks or gardens?). Did this dichotomy relate to the Arts and Crafts movement?


CHILDREN

HULL-HOUSE AND CHILD CARE

Working-class women during the Progressive Era worked long hours without having any professional child care available to them. There was also a lack of medical care available for infants, leading to a high infant mortality rate.

Why did Jenny Dow start a kindergarten at Hull-House? What was the significance of the Infant Welfare Nursing Center and Well Baby Clinic? What prompted Hull-House residents to found the Well Baby clinic? Why did the neighborhood need the services of the Mary Crane Nursery?


5. Hull-House Association Records, Special Collections, UIC Library.

6. Mary Crane League Records [approx 10 linear feet], Special Collections, UIC Library.


**THE JUVENILE COURT SYSTEM**

Prior to 1899 children went through the same judicial process as adults. Thus children were jailed with adults after they were sentenced. This practice changed with the formation of the Juvenile Court system.

Why did the Hull-House residents and supporters (i.e., Florence Kelley, Julia Lathrop, Lucy Flower) promote the Juvenile Court system? What place did children have in the justice system previous to the Juvenile Court system? What kind of changes occurred when the court system passed from a woman’s hands to a man’s hands?

1. McNamee, Gwen Hoerr, ed. A Noble Social Experiment?: The First 100 years of the Cook County Juvenile Court 1899–1999. Published by the Chicago Bar Association with the Children’s Court Centennial Committee, 1999. Available at the Jane Addams Hull-House Museum.


4. Mary M. Bartelme Papers--[first woman judge of the Circuit Court of Cook County assigned to the Juvenile Court in 1897, approx. 5 linear ft.], Special Collections, UIC Library.
5. Juvenile Protective Association Records [22 linear ft.], Special Collections, UIC Library.


HEALTH EDUCATION

THE INVESTIGATIONS OF ALICE HAMILTON

Alice Hamilton was a female doctor at a time when there were few of them. While residing at Hull-House she conducted many investigations concerning the health of working-class immigrants.

What were Alice Hamilton's contributions to the field of industrial toxicology? What was her involvement with the Visiting Nurses Association and the campaign against tuberculosis? What would you consider her most important contribution?


4. Alice Hamilton Collection [.25 linear ft], Special Collections, UIC Library.

SEX EDUCATION

Contraception was not widely understood or available to residents in the neighborhoods surrounding Hull-House. High birth rates and infant mortality were a constant problem in the neighborhood. Dr. Rachelle Yarros was an advocate of birth control and sex education.

What problems did they hope to solve by advocating birth control and sex education? In Yarros's point of view, what was the correlation between poverty and high birth rate?


5. Institute for Sex Education Records [18.5 linear feet], Special Collections, UIC Library.

HULL-HOUSE AND THE COMMUNITY

HULL-HOUSE AS A CENTER FOR POLITICAL AND INTELLECTUAL DEBATE

Hull-House was one of the few spaces available in the neighborhood for people to meet.

What types of organizations used Hull-House as a meeting space? Why was this service important to the people in the neighborhood? What were their alternatives?


5. The Jane Addams Papers Microfilm Collection, Special Collections, UIC Library.

THE JANE CLUB

During the 1800 and early 1900s it was considered inappropriate for single women to live on their own. This view severely limited their freedom. Hull-House saw this problem and supported the founding of the Jane Club as an acceptable place for single working women to live independently.

What were the Jane Club’s rules? What were the social attitudes that led to the formation of the Jane Club? What was Hull-House’s role in the formation of the Jane Club?


4. The Jane Addams Papers Microfilm Collection, Special Collections, UIC Library.

RECREATION

Hull-House had many innovative ideas about the importance of recreation and therefore developed a variety of recreational programs.

What was so revolutionary about Hull-House’s views on recreation? What was the Bowen Country Club? Who used it and why did it receive so much support? Hull-House established the city’s first public playground and gymnasium. What implications did this have in the neighborhood and the city? How did Hull-House encourage women to participate in sports?
IMMIGRATION

IMMIGRATION AND HULL-HOUSE

The neighborhood surrounding Hull-House was a port of entry neighborhood that was constantly absorbing the new immigrant groups coming to Chicago.

What conditions did these immigrants face when they moved into the Hull-House neighborhood? You may want to focus on a particular group such as the Italians, Mexicans, Greeks, Eastern European Jews, etc. What reforms did Hull-House resident Grace Abbott advocate for the immigrants? What was the significance of Immigrants’ Protective League? How can we apply what we learn about immigration in history, to the realities of immigration today?


5. Immigrants Protective League Records [21.25 linear feet], Special Collections, UIC Library.

6. Traveler’s Aid Society Records [70 linear feet], Special Collections, UIC Library.


JANE ADDAMS

JANE ADDAMS AND THE DAUGHTERS OF THE AMERICAN REVOLUTION

Jane Addams was given a membership into the DAR in 1900. She was later denounced by this organization.

How did the DAR’s view change toward Jane Addams? What activities did Jane Addams participate in that the DAR objected to?

1. http://womhist.binghamton.edu/milit/intro.htm ;


6. The Jane Addams Papers Microfilm Collection [71 reels], Special Collections, UIC Library.

JANE ADDAMS AND NEIGHBORHOOD POLITICS

Neighborhood politics at the turn of the century were controlled by a powerful machine alderman Johnny Powers. Jane Addams and other residents at Hull-House ran a campaign in an effort to elect a new alderman.

What was Jane Addams’ relationship to local alderman Johnny Powers? Why did Hull-House feel the need elect a new alderman? Why was Hull-House unsuccessful in unseating Johnny Powers?


5. The Jane Addams Papers Microfilm Collection -- [71 reels], Special Collections, UIC Library.

LABOR

THE 1893 ILLINOIS FACTORY ACT (EIGHT-HOUR LAW OR TEN-HOUR LAW)

In the 1890’s working conditions in factories were much different than they are today. People regularly worked 12-16 hours a day, with only a day and a half off a week. These hours left little time for recreation and family.

What circumstances led to the passage of this act? Who supported the act and who opposed it? And why? Why was the act repealed? What happened after the act was repealed?


TOPICS AND RESOURCES FOR HISTORY PROJECTS


WOMEN'S TRADE UNION LEAGUE AND CROSS-CLASS ALLIANCE

The Women's Trade Union League was established in 1903 with the help of Chicago social settlement workers, in order to assure women a place in the trade unions.

Why was the WTUL needed? Who founded the WTUL? What was Hull-House's role in the WTUL?

1. http://womhist.binghamton.edu/search.htm


5. Women's Trade Union League of Chicago Records [approx. 6 linear feet], Special Collections, UIC Library.

PACIFISM

ANTI-WAR ACTIVISM AND WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM

Jane Addams did not believe that war was a solution for people's problems. Living and helping many people from different nationalities that lived in the Hull-House area helped her to see solutions other than war.

How did the public react to Jane Addams pacifism during World War One? What were Jane Addam's actions to promote pacifism? Why did Jane Addams feel the need to be a pacifist?


7. The Jane Addams Papers Microfilm Collection, Special Collections, UIC Library.

8. Women's International League for Peace and Freedom Records [contains only material about the Jane Addams Centennial in 1960, approx 3.5 linear feet], Special Collections, UIC Library.

RACE

THE CHICAGO RACE RIOTS OF 1919

In 1919 racial riots erupted in Chicago.

What were the reactions and actions of the Hull-House residents to the riots? How did these compare with those of other Chicago settlement houses? How did Hull-House interact with African Americans in the Hull-House neighborhood? Although the opinions of people at Hull-House sometimes don’t seem to be very progressive today, they were very radical in their day. How can we look at the issue of race from a historical perspective to better understand the dilemmas the residents at Hull-House faced on a daily basis?


REFORM

THE USE OF SOCIAL SCIENTIFIC DATA TO START REFORM

Florence Kelly headed an investigation about the people of the neighborhood around Hull-House. She mapped such things as the ethnicity of the people in the neighborhood, as well the wages they earned.

What is the significance of Hull-House Maps and Papers? What other investigations were conducted by Florence Kelly?


4. Reprints of the ethnic maps are available at Hull-House Museum, $4.00 + tax.


6. Hull-House Association Records-- Bulletins and Yearbooks, Special Collections, UIC Library

HOUSING REFORM

Housing in the Hull-House neighborhood was inadequate for the growing immigrant population.

What was the model tenement code? Why were Hull-House resident’s concerned with housing reform?


Urban Renewal

DEMOlITION OF THE HULL-HOUSE SETTLEMENT AND NEAR WEST SIDE COMMUNITY

In 1963, the Hull-House Settlement and surrounding Near West Side community was selected for the new location of the University of Illinois at Chicago campus, previous located at Navy Pier.

The community comprised of immigrants from Italy, Greece, and Mexico and migrants from the South that had settled in the community for its cheap housing and factory work. The community had taken the case of the community demolition to the U.S Supreme court, where the court had ruled in favor of the University under the Eminent Domain Clause.

Where did displaced neighbors go once their neighborhood was demolished? What happened to the community after UIC began it's renewal project? What happens to the communities displaced neighbors are forced to settle in?