

Jane Addams and Immigration



Written by Allie Cheff and Juan Navarro,
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File > Make a Copy > Entire Presentation

The Student Worksheets linked on slide 3 will also require you to make a copy to edit.

For Teachers:

Time: One 45 minute class period

Objectives and Standards as set forth by the college board for AP U.S. History

Objectives: Unit 7: Learning Objective D- Compare the goals and effects of the Progressive reform movement.

Historical Developments:

KC-7.1.II.A Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while **reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations**

KC-7.1.II.B **On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform.** Progressive amendments to the Constitution dealt with issues such as prohibition and women's suffrage.

Suggested Skill:

Sourcing and Situation 2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

For Teachers:

Student Worksheets:

[Worksheet 1](#) - Structure: (a) Prompt (b) Documents (c) Breakdown of prompt for students to organize their ideas.

[Worksheet 2](#) - Structure: (d) Graphic Organizer to guide students in their analysis of documents

How this lesson meets the AP objectives:

KC-7.1.II.A - Documents show how Jane Addams, a wealthy woman, worked to help the immigrant population in Chicago and around the country.

KC-7.1.II.B - Prompt and information from documents will allow students to conclude that progressives like Jane Addams worked within federal legislation to improve the social and moral conditions of immigrants.

Sourcing and Situation 2.C - Worksheet is based around determining the purpose, audience, perspective, and historical context of the documents provided.

For Teachers:

This lesson can be completed in a variety of ways:

- (1) Go through this presentation and analyze the documents as a class including historical context, audience, purpose, and point of view.
- (2) Review background information on Slide 6 with students (5-10 minutes). Then have students complete the DBQ worksheet individually or in groups (30-40 minutes). If appropriate - assign last page of worksheet for homework
- (3) Review background information on Slide 6 with students. Then complete the DBQ worksheet as a jigsaw
 - (a) Put students into 5 groups, assigning each group a single document to read and analyze together using the graphic organizer found on the student worksheet. (About 10 minutes)
 - (b) Put students into different groups with a member from each document represented.
 - (c) Students take turns explaining their document including the Historical context, audience, purpose, and point of view. (About 25 minutes)
 - (d) Answer questions on the final page of the worksheet (help students understand how they would formulate a real response to the DBQ prompt). The questions can be answered either individually, within their group, or for homework. (About 10 minutes)



For more lesson plans and to access
documents visit

<https://digital.janeaddams.ramapo.edu/>

Jane Addams and the Creation of Hull House



- Born into a wealthy family
- While touring Europe she came across a settlement house and decided to create her own settlement house in the United States
- Set up Hull House in Chicago in 1890
- Hull House offered classes and services to immigrants in the area
- Addams acted as the public face of the settlement house
- Addams sought to change the way that society treated workers and the less fortunate.
- Gained the reputation of a progressive thinker
- After 1900 Addams became more involved in the city and national politics
- Addams saw clearly that immigrants were not the cause of industrial problems but were instead its victims.

Use the Documents on the DBQ to learn more about Jane Addams, Hull House, and the effects on immigrants.

Use the Documents to answer the Following Prompt:

How did Jane Addams respond to issues surrounding immigrants in the United States? Explain using specific examples from the following categories.

- Federal Legislation
- Social Reform/Social Services

Document 1: <https://digital.janeaddams.ramapo.edu/items/show/8961>

Source: Jane Addams, "Pen and Book as Tests of Character", Survey 29 (January 4, 1913): 419-20.

The House of Representatives by its recent affirmative vote upon the Burnett Bill reported from the Committee on Immigration and Naturalization, registered itself in favor of the literacy test for immigrants arriving in the United States....literacy is neither a test of character nor of ability; it is merely an index of the educational system of the community in which a man has been reared. The literacy test will always work in favor of the man from the city and discriminate against the man from the country. On the face of it, it would seem safer to admit a sturdy peasant from the mountains of Calabria than a sophisticated Neapolitan, familiar with the refined methods of police graft which have made the Camorra famous. In addition to that, the peasant finds work waiting for him, the educated man "above manual labor" often has a pitiful struggle to keep himself from starvation. Our experience at Hull House is similar to that of the friends of the immigrants everywhere. We recall an Italian editor, a Greek professor, a Russian medical student, an Armenian Master of Arts, for whom it was impossible to obtain anything but manual work which they finally undertook in bitterness of spirit and with insufficiency of muscle. A settlement constantly sees the deterioration of highly educated foreigners under the strain of maladjustment, in marked contrast to the often rapid rise of the families of illiterate immigrants...Until industrial conditions in America are faced, the immigrant will continue to be blamed for conditions for which the community is responsible.

Document 1

Historical Context:

Hull House - A charity/community center that worked to help the immigrant condition in United States. Many immigrants during this period worked in factories and lived in tenement housing under very poor conditions.

Audience:

Readers of *The Survey*. Charity workers and general public

Purpose:

To persuade against the Burnett Bill passed in the House of Representatives

Point of View:

The Burnett Bill is unreasonable and unnecessary because it will limit the amount of hard working immigrants able to come to the United States and also blames immigrants for the poor conditions of communities. Addams believes that immigrants - even those who are illiterate - are able to make contributions to U.S. Society



IMMIGRANTS AT ELLIS ISLAND.

2109-15

Document 2: <https://digital.janeaddams.ramapo.edu/items/show/3955>

Source: "Work and Play," *Chatauqua Assembly Herald*, 30 (August 18, 1905): 1-2.

We accept their labor in the building of our railroads. We accept their muscle in our factories, in the doing of our heavy work. We accept all these things from them and yet, unless we watch out, we are going to miss from them some of the best things they can give us, their long reserve of experience in lines such as we do not have. Unless we take some pains to teach them somewhat of our language and learn somewhat of theirs, a whole generation is going to die out without any special relation between us.

Document 2

Historical Context:

Immigrants during this period were often looked down upon and pushed away even though their experience was needed.

Audience:

General Public

Purpose: To inform the public about the values, intelligence, and importance that many immigrants possess.

Point of View:

Addams believes that immigrants are regarded in a very harsh way by others. She believes that Americans need to form a special relationship with the immigrants where we both gain knowledge from one another for the better of the future.

Living Conditions in Tenement Housing



Document 3: <https://digital.janeaddams.ramapo.edu/items/show/18160>

Source: "Jane Addams on Social Science." Davenport Daily Times (Iowa), January 29, 1903. p. 10.

In a lecture delivered at Cedar Rapids this week Jane Addams of the Hull House in Chicago [...] told of the great good that had been done by the social settlements in London, Chicago and elsewhere.

[...]

In part she said:

[...]

“In the Italian district in Chicago our settlement has tried to do much to improve the condition of not only the individuals but of this whole class of interesting foreigners who come to our shores from sunny Italy. Of course, our first work is to get the children into the public schools and this of course is the most important step though we try to teach the children to unlearn some of the foolish notions they get by their veneer of American school education. While I believe that every foreigner who comes here ought to learn the English language we do not believe in training children to become ashamed, as a great many of these Italian children do, of the language which their parents speak, and to apologize for the manner of dress to which their parents are accustomed. I have seen Italian children brought up in the public schools look with shame on the handsomely embroidered shawl which their mothers wore becomingly and to think it the ideal of fashion to place on the mother's head a cheap department store creation.”

Document 3

Historical Context:

Hull House was established in 1890 in Chicago to help serve immigrant communities and the less fortunate.

Audience:

General Public

Purpose:

To inform the public of the mission of Hull House

Point of View:

The Hull House has helped immigrant families enroll their children in public schools and learn English while also maintaining the value of their own culture. Addams believes that immigrants should not be forced to give up their culture and values when they move to the U.S., but rather they should embrace it.

Photos of Italian Immigrants



Document 4: <https://digital.janeaddams.ramapo.edu/items/show/7478>

Source: From an Address by Jane Addams, of Hull House. Addams, Jane. "Value of the Immigrant." Washington Herald, Washington, DC. April 5, 1908. p. 7.

A better understanding of the immigrant will be not only a material and artistic and spiritual benefit, but an example in some ways as well. These people whom you regard vaguely as unclean, unlettered, and unworthy of consideration are almost without exception intelligently patriotic, with a pride in their own lands and their own heroes which is only gained after years of study in their countries' histories.

They are, in their completeness, as worthy of consideration as if they were colonized in their own countries, to which hosts of persons go each year for interest or information. But their spiritual value, their picturesqueness, their social value, their industrial significance, are dependent upon their cohesiveness, their exclusion of the superficial influences of the new country which robs them of the best of their inheritance and gives them the worst of their acquisition, and their recognition of their own nepotism as their strongest card in establishing the positions they have come to seek.

Document 4

Historical Context:

Immigrants during this period were often blamed for the ills of society and for poor urban conditions.

Audience:

General Public

Purpose: To inform the public about the values, intelligence, and patriotism that many immigrants possess.

Point of View:

Addams believes that immigrants are regarded in a very harsh way by others. She believes that these immigrants are actually a perfect picture of patriotism and that their intelligence and values from their old countries could serve well in America.

Document 5: <https://digital.janeaddams.ramapo.edu/items/show/29051>

Source: Jane Addams writes on the assimilation of immigrants and discusses Hull House. Addams, Jane, "Social Attitudes and Character, February 1928."

I have seen a great deal of children and young people who were the children of immigrants and who had great difficulty with the social attitude which the people about them [...] took toward the immigrants in general. [...] I could illustrate with those who have fallen down, and whose characters have deteriorated under the strain.

[...]

We started several years ago at Hull House, what we called a Labor Museum. We put into historic order methods of spinning and weaving and other activities connected with textiles, partly in order to show the young people that their mothers, who could not do the things that American women could do, nevertheless possessed an old honorable craft, and that this craft had a historic place in the development of the American clothing which many of them so much admired.

[...]

I believe it has worked very wonderful things in the lives of many children and young people which I might give you in detail if you challenged me.

Document 5

Historical Context:

Hull House offered classes and services to immigrants.

Audience:

Public

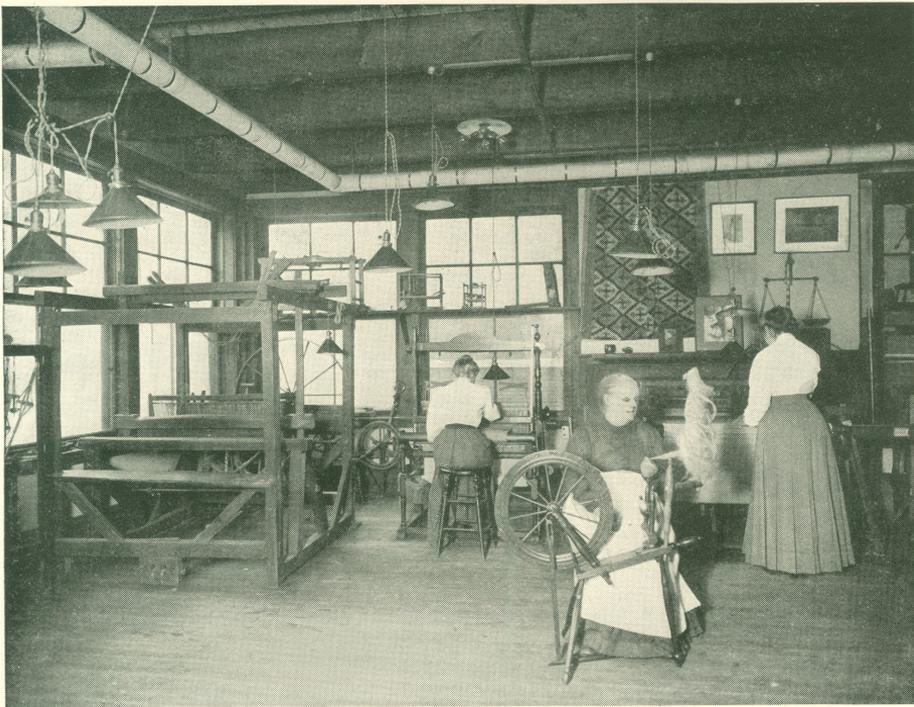
Purpose:

To inform the public about the works and benefits of Hull House.

Point of View:

Immigrants should value and embrace the culture of which they have come from. The attitude towards immigrants is difficult for young children to deal with and the Hull House provides them with support.

Labor Museum at Hull House

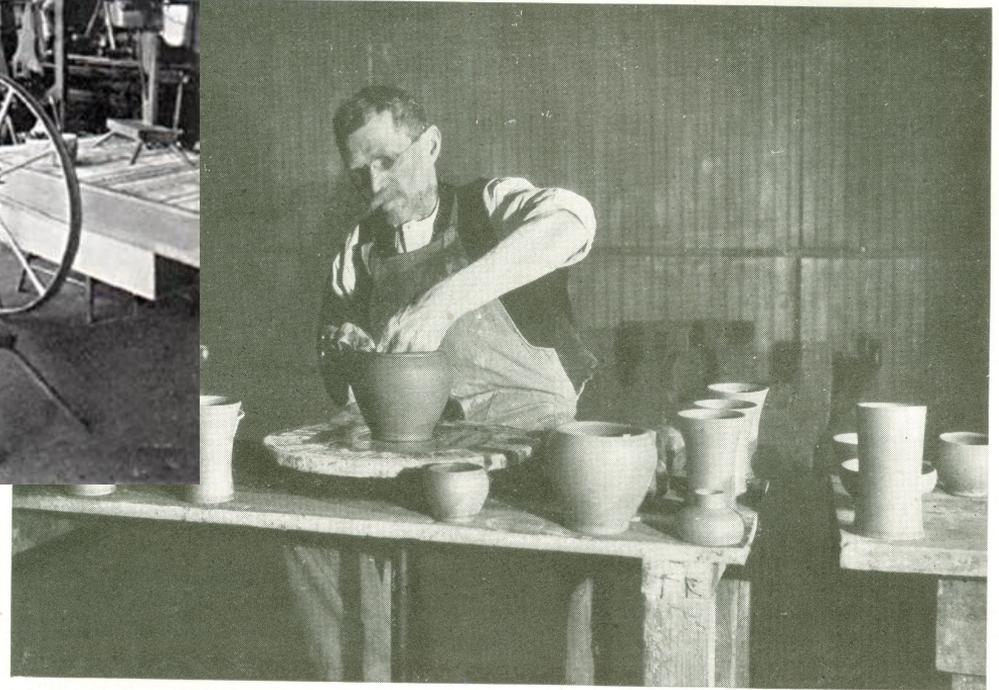
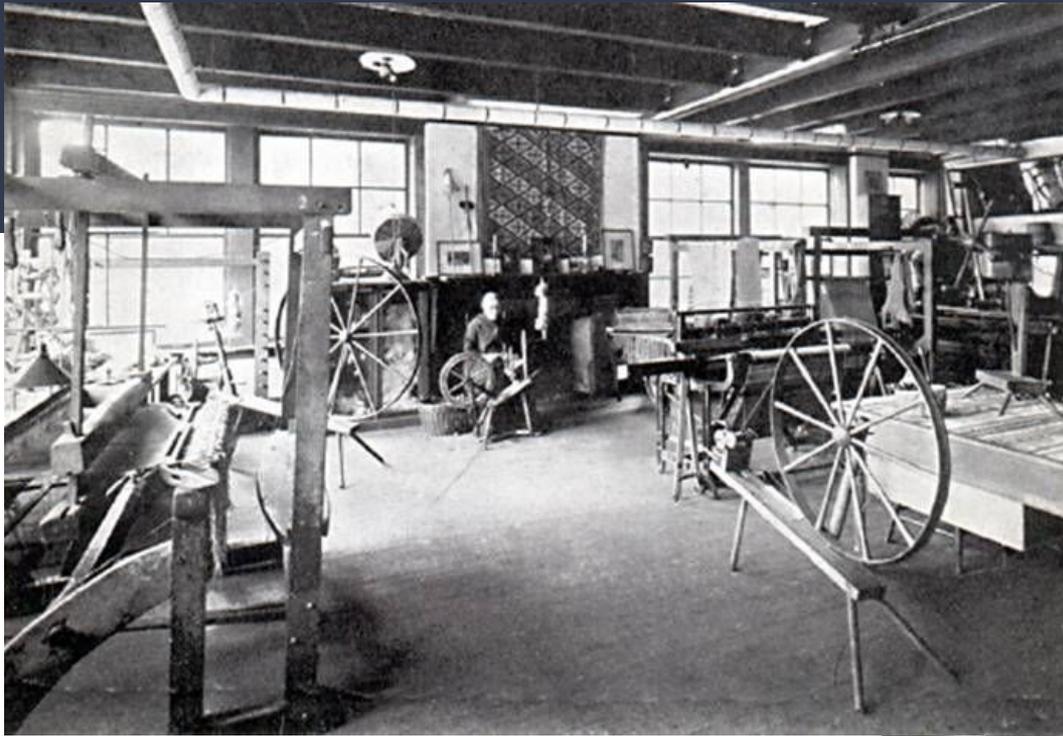


End of Textile Room — Labor Museum



In the Hull-House Labor Museum—Italian Spinning

Labor Museum at Hull House House cont.



<https://digital.janeaddams.ramapo.edu/items/show/134>

Hull-House Labor Museum—Potter's Wheel

Learn more and
access documents
and lesson plans at
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