

Settlement House Movement SAC

Central Historical Question:

What were the attitudes of settlement house social reformers towards immigrants?

Materials:

- Copies of Documents A-E
- Copies of Graphic Organizer

Plan of Instruction:

1. Ask students to read Document A, the textbook excerpts on the Social Gospel and settlement houses at the turn of the century.

Students should answer the following questions:

- a. What was the Social Gospel movement?
 - b. How did settlement houses reflect the ideas of the Social Gospel movement?
 - c. Describe the people who worked in settlement houses.
 - d. Describe the people who received services at settlement houses.
2. Review student answers. Main points to emphasize:
 - *The Social Gospel movement sought to address the social problems caused by poverty and urbanization.*
 - *Settlement houses addressed the needs of the poor by providing housing, childcare, healthcare, education, etc.*
 - *The people who worked in settlement houses were mostly U.S.-born, white, middle-class, Protestant, college-educated women.*
 - *The people who received services at settlement houses were mostly recent European immigrants who were poor even though many held factory jobs.*
 3. Ask students, based on the textbook, how do you think European immigrants at the turn of the century viewed social reformers like Jane Addams?
 4. Introduce activity: *Today we are going to do a Structured Academy Controversy on the social reformers of the Progressive Era.*

Many of the social reformers during the Progressive Era were U.S.-born, white, middle-class, Protestant, college-educated women. Some historians have characterized these social reformers as generous women who wanted to assist the poor. Other historians have characterized them as condescending and elitist people who wanted to make immigrants become more Christian and American.

Today's question is: *What were the attitudes of settlement house social reformers towards immigrants?*

Team A will argue: Settlement house social reformers were generous and helpful.

Team B will argue: Settlement house social reformers were condescending and judgmental.

5. Hand out Documents A-D and Graphic Organizer and begin SAC activity:

Divide students into groups of 4 and have them break up into Teams A and B.

Explain the two perspectives and assign students to sides:

Team A: Settlement house social reformers were generous and helpful.

Team B: Settlement house social reformers were condescending and judgmental.

6. Team A presents to Team B, and Team B repeats arguments back to Team A, until Team A is satisfied.
7. Team B presents to Team A, and Team A repeats arguments back to Team B, until Team B is satisfied.
8. Teams try to reach consensus.
9. Whole class discussion:
 - What consensus did groups reach? What were the arguments for each side?
 - Most of us were thinking about how we would have felt in this situation. But how might attitudes have differed back then?
 - What else would we need to know in order to have a better understanding of people's opinions?
 - Based on these documents, what are some laws and organizations that we have today that came out of the Progressive Era?

Citations

Document A

Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). The Rebirth of Reform. In *The American Vision* (pp. 483-485). New York: Glencoe McGraw-Hill.

Document B

Jane Addams, *The Spirit of Youth and the City Streets*, 1909. Retrieved from <http://www.gutenberg.org/files/16221/16221-h/16221-h.htm>.

Document C

Louise de Koven Bowen, "Dance Halls," in *The Survey*, 26, June 1911, 385-387. Retrieved from <http://books.google.com/books?id=fyYKAAAIAAJ>.

Document D

Jane Addams, "Immigrants and Their Children," *Twenty Years at Hull-House*, (1910). Retrieved from <http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>.

Document E

Hilda Satt Polacheck, *I Came a Stranger*, ed. Dena J Polacheck Epstein. (University of Illinois Press, 1991), 51-52. Retrieved from http://books.google.com/books?id=292arh_JUeAC.

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