



2008 Summer Institute

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A HELPING HAND

Grade Level: 4th GLI 1c Standard 2 People in Societies – European Immigrants

Duration: 5 days

Objectives/assessment:

After learning about settlement houses, students will be able to explain what a settlement house is, why they were established, and what the equivalent version is today.

Vocabulary:

settlement houses – places that helped immigrants

emigrate – leave country, settle in another

immigrate – enter country to settle there (long range)

migration – movement of population

immigration – voluntary migration

coercive migration – made to migrate (i.e. slavery)

push factor – reason why people leave a country

pull factor – reason why people come to another country

Warm Up Activities:

Students will make a list of why families would leave the US and move to another country.

- 1) Teachers will read excerpts from Children of Settlement Houses.

Instructional Strategies:

Day 1:

- a) Do 'Warm Up' activities.
- b) Explain to the students that they are going to be learning about settlement houses, what they were, and why they were established. Explain that they will also be writing a narrative as if they were an immigrant and how the settlement house helped them.
- c) Show the students the primary sources and discuss. Have the students fill out Picture Worksheet.
- d) Show photographs from the book Many Faces of Hull-House.
- e) Show the students The Lower Eastside Tenement Museum Virtual Tour.
- f) Read the book Landed.

Instructional Strategies (continued):

Day 2 and 3:

- a) Using the internet and working in groups, students will research places used today that could be considered settlement houses. They will also include the mission statement of each to explain how they compare and contrast to the original settlement houses.

Day 4 and 5:

- a) Show the students the rubric for the narrative.
- b) Walk the students through writing a narrative. Does this whole class using the story read during Day 1.
- c) Have the students write a personal narrative. (See Day 1, #b for explanation and requirements.)

Homework:

- 1) Students need to read in their textbooks about settlement houses.
- 2) Students need to come up with three questions and answers concerning immigration using the vocabulary words. Students will then play BINGO in small groups.
- 3) Students will research to find out the locations of several settlement houses in Ohio. They will then mark, on an Ohio Map, the location of these places. The students will also mark their locations on a class copy of an Ohio map.

Extensions:

- 1) Students need to come up with five interview questions for an immigrant living in a settlement. Then conduct mock interviews with another student.
- 2) Students will design a pamphlet for one of the settlement houses (original or current).
- 3) Students will create a blueprint of what a settlement house might look like inside.

Materials and Resources:

- 1) Social Studies textbooks (Ohio Adventures in time and Place), pages 222 – 226
- 2) The Lower Eastside Tenement Museum virtual Tour; www.tenement.org/index_virtual.html
- 3) Arnold, Caroline; Children of the Settlement Houses; Carolrhoda Books; 1998
- 4) Adams, Jane; Twenty Years at Hull-House; New American Library; 1981
- 5) Kirkland, Wallace; Johnson, Mary Ann; The Many Faces of Hull-House; University of Illinois Press; 1989
- 6) Lee, Miley; Landed; Frances Foster Books; New York, 2006
- 7) City Scan: St. Stephen's Community House;
www.childtrends.org/what_works/city_scan/Columbus/ or www.saintstephenscho.org
- 8) Hiram House; www.ohiohistorycentral.org/
- 9) South Side Settlement House; www.southsidesettlement.org/
- 10) Columbus Federation of Settlements; www.columbussettlements.org/
- 11) Take a Picture Worksheet (attached)

Primary Source Materials:

Ohio Historical Center

- a) Cleveland – Hiram House photographs, SC872
- b) Pioneering On Social Frontiers, 1896 – 1936; Hiram House, Cleveland OH; Oct 1937;
v f331.852 G546 v.1 1922 – 23
- c) Godman Guild, PA Box 781 (pamphlet); The Godman Guild Association; Columbus OH; 1899
- d) Godman Guild News: Columbus OH; v f331.852 G546 v.1 1922 – 23
- e) Godman Guild, Box 1, folders 1 - 4; photographs
- f) Ellis Island photographs; collection of William Williams, Commissioner of Immigration,
1902 – 1913; New York Public Library

Assessment Question:

Explain and describe what a settlement house is and why they were established. Additionally, explain what, today, is an equivalent to the settlement house that was found at the turn of the century.

Rubric:

4 points

- included six facts
- include at least three examples of equivalents
- wrote at least four paragraphs with proper capitalization, punctuation, spelling, and grammar
- included four photographs and/or drawings

3 points

- included four to five facts
- include at three examples of equivalents
- wrote at least four paragraphs with proper capitalization, punctuation, spelling, and grammar
- included three photographs and/or drawings

2 points

- included three facts
- include at two examples of equivalents
- wrote at two to three paragraphs with partially correct capitalization, punctuation, spelling, and grammar
- included two photographs and/or drawings

1 point

- included two or less facts
- incorrect facts
- wrote at one paragraph with improper capitalization, punctuation, spelling, and grammar

TAKE A PICTURE WORKSHEET

1) Carefully examine your photograph.

a) What first catches your eye?

b) Is the photograph candid or posed?

c) Describe what you see in detail, answering the following questions:

1) Who?

2) What?

3) When?

4) Where?

d) Why was this photograph taken?

e) How does the photograph make you feel? (Happy? Sad? Scared? Confused?)
Why?

2) Switch photographs with another group.

3) Put yourself in the picture.

a) Below, write a short narrative (first person) describing what happened right before or after this picture was taken.

Rubric for Personal Narrative:

4 points

- Used standard writing conventions well, with few or no errors.
- Writing flows smoothly.
- Good variety of sentences used.
- There is much detail. Vivid verbs, specific nouns, colorful adjectives used well.
- Writing is well organized and in logical order.
- Writing is focused and stays on topic.

3 points

- Used standard writing conventions well, but with some errors.
- Writing flows generally well.
- Some variety of sentences used.
- There is some detail. Some vivid verbs, specific nouns, and colorful adjectives used.
- Writing is generally well organized and in logical order.
- Writing is focused and stays on topic.

2 points

- Used some writing conventions, but distracting errors are present.
- Writing flows smoothly in places but isn't done consistently.
- Not much sentence variety.
- There is little detail. Few interesting words used.
- Writing is somewhat organized.
- Writing is somewhat focused but still on topic.

1 point

- Used most writing conventions but many errors are present making writing difficult to read.
- Writing does not flow smoothly.
- Little or no sentence variety and some sentences are unclear.
- Writing lacks interesting words and details.
- Ideas are not well-organized and not in a logical order.
- Writing is not focused and not on topic.

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