

Week of April 6-10, 2020

Mr. Fleckenstein

Students are expected to complete one Social Studies lesson a week for each class that they are taking. Students need to choose one of the three choices that are for the class that they are in. You may not choose an option from a class you are not currently taking. Choice 1 & 2 are review options that will not require a computer or the internet. Choice 3 is considered enrichment, which will sometimes be new information, and might require internet access. I can receive work in hard copy form (turned into the school) or I can receive assignments through my email at kevin.fleckenstein@oakland5.org If a student is turning in an assignment through email, they can turn it in as a word document or a google document. If students are answering a worksheet and turning it in online, the student does not need to copy the questions onto their document. They only need to send in their answers. Please make sure student names are on all work, so that I can figure out who has turned in assignments. Homework for each week will be available at noon each Monday. That week's homework will be due by noon the following Monday. I will be calling parents on Tuesday of each week, if I have not received an assignment from a student. We want to make sure that no student falls behind during this time. I will provide feedback on all homework assignments. If they are turned in to me through email, I will reply to the email with my feedback. If the homework assignment is physically turned into the school, I will write the feedback on the assignment and put it in the next weeks pile to be picked up. The only textbooks that should be needed are the ones that were already given out two weeks ago. If you have any questions for me, please feel free to contact me through email. My office hours will be Monday, Tuesday, and Wednesday from 11-1. I will also be checking my email periodically at other times throughout the week. I miss all of the students. I hope that everyone is being safe, smart, and finding ways to keep busy!

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
World Geography	Make a list of natural resources that are found in Asia. Use maps on p. 327, 377, & 497 to help. Write one paragraph explaining the similarities between the three regions' natural resources, and one paragraph explaining the differences between the three regions' natural resources.	Write an essay (3 paragraph minimum) explaining which Asian country you would like to live in if you were given a choice. Use specific information about the country to back up your claim. You can use Chapters 28-34 & 41-45 to get information.	Go to the Sheppard Software website and place the countries of Asia in the correct location. Take a picture of your results and email them to me. http://www.sheppardsoftware.com/country Asia G2 drag-drop.html (sheppardsoftware.com – Geography – Asia – Intermediate level 3)

<p>World History</p>	<p>Think back through the chapters that we covered this year (Ancient Greece, Roman Empire, Ancient Chinese Dynasties, Middle Ages, Age of Exploration, English Civil War, and the French Revolution) and write an essay (3 paragraph minimum) explaining which time period you would have wanted to live during. Use specific facts about the time period to back up your argument. Use your textbook to help refresh your memory.</p>	<p>Create a poster (or drawing on a sheet of paper) that depicts an event in history that we have talked about this year.</p>	<p>On Youtube, watch Crash Course in History – World War I. Write a two paragraph reflection on what you learned. Be sure to use specific information from the video in your reflection. You may need to take notes during the video, or watch it a few times to get all of the important information.</p> <p>https://youtu.be/XPZQ0LAR4</p>
<p>U.S. History</p>	<p>Read the handout over Slavery in the Constitution. Follow the directions on the Slavery in the Constitution Handout.</p>	<p>On a blank sheet of paper, order the presidents that we have talked about so far in class (Washington – Buchanan) in order of best to worst in your opinion. Next to each president write a brief statement (could just be a sentence or less) saying why you feel each president deserves the spot that you gave them. You can use your textbook to help you remember all of the presidents.</p>	<p>On Youtube, watch Crash Course in History – Election of 1860. Write a two paragraph reflection on what you learned. Be sure to use specific information from the video in your reflection. You may need to take notes during the video, or watch it a few times to get all of the important information.</p> <p>https://youtu.be/roNmeOOJCDY</p>
<p>Modern U.S. History</p>	<p>On a blank sheet of paper, order the presidents that we have talked about in class (Harding –Nixon) in order of best to worst in your opinion. Next to each president write a brief statement (can be one sentence) saying why you feel each president deserves the spot that you gave them.</p>	<p>Write a journal (paragraph per day) about what it is like for you living during this stay-at-order. Write it in a way that would give someone that is living 100 years from now insight as to what this experience is like. How have things changed? What do we know about the stay-at-home order? How do we feel about the stay-at-home order? What's next?</p>	<p>On Youtube, watch Crash Course in History – Economic Malaise. Write a two paragraph reflection on what you learned. Use specific information from the video in your reflection. You may need to take notes during the video, or watch it a few times to get all of the important information.</p> <p>https://youtu.be/pyN5LPHEQ_</p>

Civics	Read page 112 in your textbook. Answer questions 1-3 about the picture on that page. On a blank sheet of paper, create your own political cartoon.	Read page 512 in your textbook. Answer questions 1&2 about the opinions that are given in the reading. Write your own essay (3 paragraphs minimum) response to an important political topic to you.	Study past electoral college maps at: https://www.270towin.com/historical-presidential-elections/ . Then go to the blank electoral college map: https://www.cnn.com/election/2016/interactive-electoral-college-map (Click begin button, and then blank map). Fill out the blank map the way that you think the map will look in November of 2020. (Must be reasonable, it is not realistic to think that one candidate will win all 50 states, just because you support that part). Take a picture of your map and send it into me.
Illinois History	Write an essay (3 paragraph minimum) covering an important topic in Illinois History that we have already covered, or another topic in Illinois History that you already know about.	Read the two readings that are provided “The Day of the Merchant Princes” and “Jane Addams: A “Different” Woman.” Answer the questions from the handout provided.	Research a governor of Illinois. Create a google slides presentation with 4 informational slides about the governors life. Most of the slides should be dedicated to the governors time in office, but you can mention other important information about their life as well. Find pictures to include with your presentation. All sources must be cited in MLA format.

JANE ADDAMS

A "Different" Woman

In the early twentieth century concerned citizens in Illinois came together to work for much needed political, legal, and social reforms. One of the spearheads of this social justice movement was a dedicated woman named Jane Addams.

A Lifetime of Service

Born in Cedarville, Illinois, in 1860, Jane described herself, in her autobiography, as an "ugly duckling" while others termed her "different," "dreamy," and "spiritual." This "different" young woman became the founder of the renowned Hull House at the age of twenty-nine and the popular leader of the settlement house idea in America. Never entirely confident of her own abilities, Jane Addams went on to become the leader of the international women's peace movement. She participated in the women's suffrage movement, helped organize women's labor unions, and worked to abolish child labor, to name only a few of the causes to which she gave her energies. She received fifteen honorary degrees from American universities, more than any other woman, and, finally, the Nobel Peace Prize. It was in Chicago that she performed her greatest service and gained her greatest fame.

Chicago and the Problems of Industrialization

Chicago at the turn of the century contained all the contradictions built into the newly industrialized America. Bustling, prosperous, undergoing tremendous growth, Chicago contrasted great wealth with terrible poverty. The slums of Chicago differed little from those in any other modern city. They were filled with vast numbers of immigrants along with older residents who had never risen to the prosperous state promised by the American dream. The conditions in Chicago and other large American cities stimulated the emerging younger generation to seek to help the people in these growing urban centers.

In the late nineteenth century, for a combination of reasons, more and more young people, particularly women, were receiving a college education. In 1881 Jane Addams received one of the first college degrees conferred on a woman by Rockford Seminary. Many of these young people graduated

from college with a strong desire to help those less fortunate.

The Settlement Idea

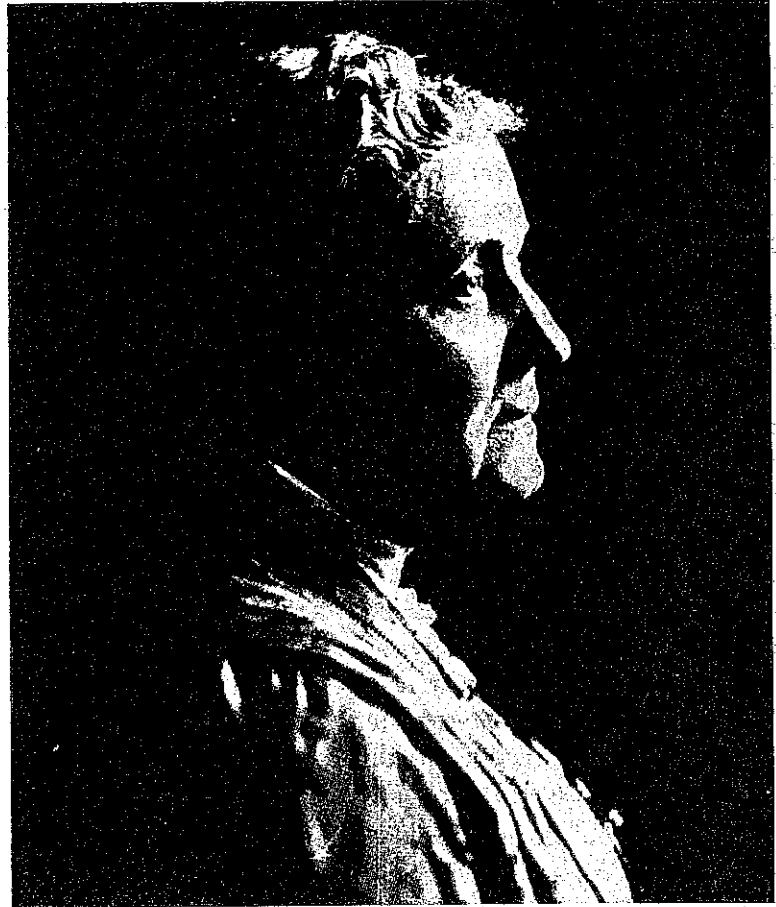
While Jane Addams searched for an outlet for her energy and her concern, students at Oxford in England were creating a revolutionary method of dealing with society's poor in the slums of East London. On Christmas Eve 1884, two Oxford University students spent their first night in the partially completed building which would be called Toynbee Hall. Rather than just visiting the slums to pass out charity and short-term help, these students planned to become full-time residents where they would learn as well as teach. The settlement idea was simple; by living among the people, they would establish themselves as an outpost of culture and education permanently located in the slums. In this way they could break down the barriers of class, suspicion and ignorance which industrialization had created.

Inspired by this social movement in England, groups began springing up in most major cities of the United States, establishing settlement houses modeled on Toynbee Hall. The most important of these was founded by Jane Addams and her classmate, Ellen Gates Starr, in Chicago in 1889.

Founding of Hull House

Jane Addams and Ellen Starr had visited Toynbee Hall while on a tour of Europe. Impressed by Toynbee Hall's success, they began to search Chicago for a suitable location for a settlement house. They found the house with wooden pillars near the junction of Blue Island Avenue, Halsted Street and Harrison Street in the midst of the worst of Chicago's slums. The first residents were not trained social workers — no such training existed in 1889 — but young men and women eager to learn from and to serve their new neighbors.

Hull House, named for the original builder of the house, became not only an educational center, but a neighborhood meeting place, a second home. Weekly reading groups were set up to study specific books. A variety of social clubs developed. Over the years a gymnasium, an art gallery, a public kitchen and a coffee house were added to the facilities. Hull House started one of the first day care centers for the



JANE ADDAMS

Courtesy Illinois State Historical Library

children of working mothers. Another contribution involved the opening of the first public playground in Chicago in 1892. Through these and other activities Hull House became an example for settlement houses established in other large cities. Greeted at first with suspicion by their neighbors, the residents of Hull House soon became accepted and valued members of the community.

Woman's Right to Vote

Most of the early residents of Hull House were women and many of these same women came to be associated with the drive for women's suffrage. Jane Addams had been a con-

vinced feminist since her days at Rockford Seminary. She found that her profound interest in social reforms fitted well with working for women's suffrage because, without the vote, she and like-minded women would be unable to influence government to take what measures it could to improve social conditions. After unsuccessful attempts within Chicago, Jane Addams became convinced that it was imperative for women to secure the right to vote nationwide. She finally saw this goal realized in 1920.

Factory Reform and Trade Unions

By 1912, Jane Addams had become an important figure in state and national affairs, and Theodore Roosevelt sought her help with the new Progressive Party which he founded in that year. In addition to women's suffrage, the Progressive Party platform expressed several of Miss Addams' most cherished dreams for reform in America. She had long campaigned for improved factory safety standards, regulation of hours and wages for women and restrictions on child labor. She and the other Hull House residents had supported an Illinois law passed in 1891 prohibiting children from working in dangerous occupations until their fourteenth year. The Hull House group sought this reform after observing the effects on children who were forced to work as much as fourteen hours a day, six days a week. However, the child labor law was not being enforced, and Miss Addams continued her efforts both for stronger laws and for better enforcement. Finally she was joined in this cause by Governor John Peter Altgeld.

As part of her concern for improved working conditions, Miss Addams also turned her attention to the growing trade union movement. Through her "Jane Club" she provided a meeting place for working girls, and Hull House served as the location for organizational gatherings of women shirt-makers and women cloak-makers. While Jane herself never experienced manual labor, working women came to trust her sincerity and her knowledge, and she became associated with the growth of a number of women's unions.

Winning the Nobel Prize

All of Jane Addams' activities up to World War I brought

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Flack - IL History - Option 2 - April 6-10th

her a degree of national prominence, but it was her pacifism in this war and in later years which gave her world-wide acclaim. To Jane the worst thing about war was not its destructiveness but that it prevented a mutual understanding between peoples. It was for her work to promote world peace that she was awarded the Nobel Peace Prize in 1931. Her pacifist views, partially derived from her Quaker upbringing, were already well-established before the outbreak of the war in 1914 and the next year she was elected chairwoman of the newly formed Women's Peace Party. Miss Addams went to Europe during the war to preside over an international meeting of the peace organization. From this point on, she was no longer simply Jane Addams of Hull House, but the leader of the Women's International League for Peace and Freedom. It is Jane Addams' many contributions to the cause of mankind that has made her a model for the best in social service. Her greatness as a woman and as a leader, sprang from her convictions about human brotherhood and from her deep desire to serve God's children whenever she found them in need.

SUGGESTED READING

Davis, Allen F. *Spearheads for Reform: The Social Settlements and the Progressive Movement, 1890-1914*. New York, 1967.
Farrell, John C. *Beloved Lady: A History of Jane Addams' Ideas on Reform and Peace*. Baltimore, 1967.
Linn, James Weber. *Jane Addams: A Biography*. New York, 1935.
Meigs, Cornelia. *Jane Addams: Pioneer of Social Justice*. Boston, 1970.
Tims, Margaret. *Jane Addams of Hull House, 1860-1935*. New York, 1961.

THE ORIGINAL HULL HOUSE
Courtesy Illinois State Historical Library

THE DAY OF THE MERCHANT PRINCES

In the years following the Civil War Chicago continued to grow and prosper. It was in this period that the "Merchant Princes" flourished. These were the men who were to become Chicago's great retailers. One of these was Marshall Field.

Go West Young Man

Born in the Berkshire Hills of Massachusetts in 1835, Marshall Field spent his boyhood working on his father's farm. Even as a youngster, his goal was success in business. When he was just sixteen, Field informed his parents that he wanted to be a businessman, and not a farmer. He moved to a nearby town to work as a store clerk. Field became an excellent salesman. At twenty-two he was offered a partnership in the store. But he declined and set out for Chicago to seek his fortune.

In Chicago Field found work as a clerk in a wholesale house. There, he made his first contact with the leaders among the retail merchants. Field again demonstrated his salesmanship and was soon considered so essential to the business that he was promoted to General Manager. In 1861, the firm loaned \$100,000 each to Marshall Field and another promising young man in their employ, Levi Leiter, so that the two could buy partnerships in the firm. In that same year, when the Civil War began, Marshall Field and Levi Leiter were not among the young men who rushed to Springfield to volunteer for service in the Union Army. Both stayed in Chicago and concentrated on business.

In 1864, Field and Leiter left the wholesale firm to join Potter Palmer in his retail and wholesale business. A few years later Palmer turned to real estate, and Field and Leiter took control of his business and rented his store. Marshall Field was on his way.

By 1871, the business of Field and Leiter was thriving. That year, the devastating Chicago Fire swept through downtown Chicago, including State Street, the location of their store. Both men worked feverishly to save the store, but it was hopeless. They gathered up as much of their goods as they could carry and moved to the safety of a barn on the south side. Just two days after the fire, Field and Leiter reopened for

Fleck - IL History - Option 2 - April 6th - 10th



MARSHALL FIELD I

Courtesy Illinois State Historical Library

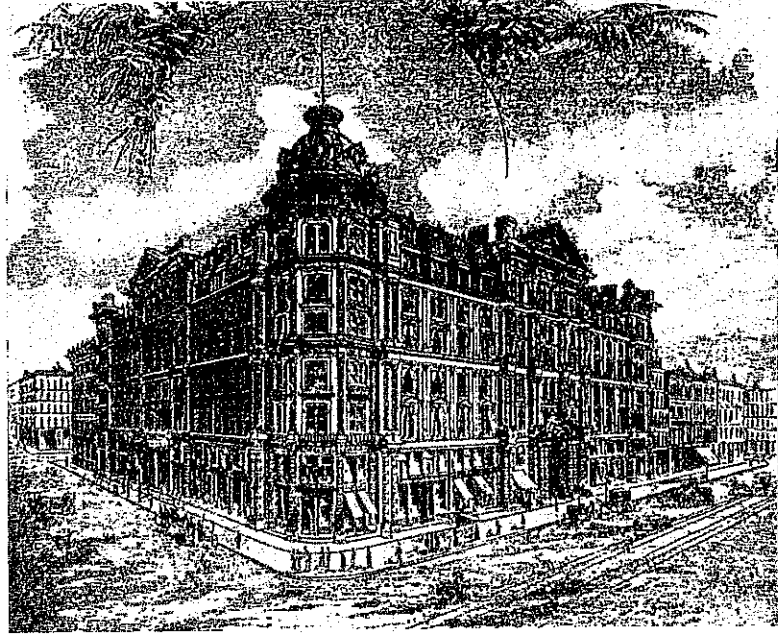
business in the barn. The barn was soon filled with shoppers, and Field and Leiter, who had an excellent credit rating, rushed in more goods from the East.

The partners returned to the site of their old store where they designed and constructed an even larger and more lavish building than they had had before the fire. The growth of their business after the fire was rapid. To keep the store supplied and to guarantee a steady flow of materials, Field bought or built his own factories. At the same time he began importing expensive and exotic goods from abroad in order to "give the lady what she wants."

In 1881, Field and Leiter dissolved their partnership, and Field took over the business. When he died in 1906, Marshall Field, always the careful calculating businessman, was the wealthiest man in Chicago.

The Man Who "Owned" State Street

Another man who made his first fortune in Chicago retailing was Potter Palmer. Originally from rural Albany, New York, Palmer came to Chicago in 1852 and opened a dry goods store. A progressive man, Palmer was called rash by his



THE PALMER HOUSE, CHICAGO

Courtesy Illinois State Historical Library

contemporaries when he bought large newspaper ads promoting his business, filled his windows with enticing displays, and let his female customers run up large bills. Palmer's ideas were rewarded when his business started thriving. When the Civil War began, Palmer seized the opportunity which it offered. He quickly bought up large quantities of wool and cotton goods and later sold them at high prices, realizing enormous profits.

After the Civil War, Palmer sold out to Field and Leiter in order to devote his full time to his real estate business. Palmer bought the property along the narrow dirt road that is today State Street. Moving the buildings back from the street, he soon persuaded the city to pave the street which was then 100 feet wide. It was on State Street that Palmer built the store which he rented to Field and Leiter for an incredible \$50,000 a year, and it was there that he built his expensive and plush hotel, the Palmer House. It was frequently said that Potter Palmer "owned" State Street.

The Street That Was Built on a Lake

In 1871, the Chicago Fire nearly destroyed Palmer. His property lay in ruins, but he risked all of his remaining capital and went heavily into debt to rebuild. Gradually Palmer recovered, but he was no sooner out of debt than he began to borrow again. This time he bought the swampland along Lake Michigan, filled it in and built a row of stone houses. Lake Shore Drive, as the new street was called, was soon the home of Chicago's wealthy, and the Potter Palmers were among the leaders of Chicago society.

Field, Palmer and Leiter are merely representative of those many talented leaders who made Chicago business supreme in the midwest. Though many names could be added to the list, these were truly "merchant princes" as the twentieth century opened.

SUGGESTED READING

- Poole, Ernest. *Giants Gone: Men Who Made Chicago*. New York, 1943.
Twyman, Robert W. *History of Marshall Field & Co., 1852-1906*. Philadelphia, 1954.
Wendt, Lloyd and Herman Kogan. *Give the Lady What She Wants! The Story of Marshall Field & Co.* Chicago, 1952.

Fleck- Illinois History - Option 2 - April 6th - 10th

Illinois History

The Day of the Merchant Princes

1. Who were the Merchant Princes?
2. What did Marshall Field do when he was offered a partnership in the store that he worked at?
3. What was Field's first job in Chicago?
4. What was Field promoted to in his new job in Chicago?
5. What did the firm do in order for Field and Leiter to be able to buy partnerships in the firm?
6. How did Field and Leiter get control of Potter Plamer's wholesale business?
7. What did Field and Leiter do when they realized they could not save their store from the Chicago fire?
8. How long did it take Field and Leiter to reopen their business?

Fleck ~ IL History - Option 2 - April 6th - 10th

7. Who founded the most important of the settlement houses in Chicago in 1889?

8. Where did Hull House get its name?

9. Why did Jane Addams feel it was important for women to get the right to vote?

10. Which former president sought Jane Addams help with the new Progressive Party?

11. Name three things that Jane Addams had long campaigned for.

12. Why was Jane Addams awarded the Nobel Peace Prize in 1931?

13. What did Jane Addams do during the First World War?