Notable Trade Book Lesson Plan

Jane Addams: Champion of Democracy

Written by Judith Bloom Fradin & Dennis Brindell Fradin

Janie Hubbard
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Jane Addams: Champion of Democracy is a biography incorporating history and social justice. This lesson involves students in grades 5-8 exploring social justice issues related to economic equality, racial equality, gender equality, health equality, peace, and justice. Students trace Jane Addams’s public service activities, in these areas of social justice, while simultaneously examining significant, external historical events and people, between 1860 and 1939, through the lens of Addams’s life. Students create a timeline and engage in ongoing discussions related to Addams’s involvement in these historical events and her connections to people, of this period, who, like Addams, were advocates for social change (e.g. Ida B. Wells-Barnett, W.E.B. Du Bois, Eleanor Roosevelt). Example activities and scoring rubrics are included in the appendix section. Inspired by descriptions of Jane Addams’s extraordinary life, an extension activity introduces students to social justice issues, within their own community, and provides steps to initiate community involvement.

About the Authors

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Citation for this Article


Book Title

Jane Addams: Champion of Democracy (2007 Notable Trade Book For Young People)
Written by Judith Bloom Fradin & Dennis Brindell Fradin
ISBN: 978-0-618-50436-7

Grade Level: 5-8; Ages: 10-15

This book is used as a read-aloud (over approximately two weeks) while studying significant historical events and people between 1860 and 1939.
Book Summary

*Jane Addams: Champion of Democracy* draws upon hundreds of historical documents and archival photographs to offer an inspiring story of Jane Addams (1860-1935) as a humanitarian, suffragist, pacifist, and civil rights leader. Born in privilege, Jane Addams established Chicago’s Hull House, a settlement house for immigrants and the poor, helped to found both the National Association for the Advancement of Colored People (NAACP) and American Civil Liberties Union, and received the Nobel Peace Prize in 1931 for her worldwide pacifist activities. In this story, other historic events and people, discussed in context of their relationship to Jane Addams, offer insight into American and world history between 1860 and 1939.

NCSS Standards

II. Time, Continuity, and Change
IV. Individual Development and Identity
VI. Power, Authority and Governance
X. Civic Ideals and Practices

Materials

**Exploratory Phase**

1. One piece of chart paper
2. One marker
3. One copy of Appendix A for each group of three to four students

**Invention Phase**

2. One paper timeline on the wall

**Expansion Phase**

1. One copy (for each group of three to four students) of a graphic organizer that demonstrates relationships or main idea and detail.
2. One pencil for each group

One computer (for each student or group) with Microsoft Office graphic organizers that can be inserted into word documents (optional)

*Jane Addams: Champion of Democracy* draws upon hundreds of historical documents and archival photographs to offer an inspiring story of Jane Addams (1860-1935) as a humanitarian, suffragist, pacifist, and civil rights leader.
Objectives

1. Students will demonstrate their prior knowledge of social justice issues by completing a concept web with sub-concepts: “economic equality,” “racial equality,” “gender equality,” “health equality,” and “peace & justice.”

2. Students will examine significant, external historical events and people, between 1865 and 1935, through the lens of Jane Addams’s life story.

3. Students will trace Jane Addams’s public service activities and distinguish those related to economic equality, racial equality, gender equality, health equality, and peace & justice.

Students will analyze a biography, which could influence and inspire their choices with respect to public service and the common good.

Procedures

Exploration/Introduction

1. Have a large concept web, drawn on chart paper, hanging on the wall in a prominent location. In the middle of the web the concept, “social justice” is written and around the spokes of the web are bubbles with sub-concepts: “economic equality,” “racial equality,” “gender equality,” “health equality,” and “peace & justice.”

2. Place students in groups of three to four students and give each group a regular paper copy of a concept web (see Appendix A). Ask groups to discuss the concept and sub-concepts and add their thoughts to the web. A basic question for students is, “What do they mean to you?”

3. Move around the room and listen to group conversations to get an idea of their prior knowledge on the topic.

4. Ask groups to share their ideas with the class and facilitate a whole class discussion.

Ask groups to add some of their ideas to the chart paper concept web on the wall. Tell students that we will return to this web at the end of our study.

Development

1. Use Jane Addams: Champion of Democracy as a read-aloud book for approximately two weeks.

2. Use references to historic events and people, found in the book, as a context in which to stop, study, and discuss those events and people.

   A. The Civil War and Addams’s father’s relationship with Lincoln from 1860-1865
   B. Chicago Fire in 1871
   C. President James Garfield’s assassination in 1881
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>D. Chicago corruption in the late 1800s (Johnny Powers)</td>
<td>E. Immigration in 1889</td>
</tr>
<tr>
<td></td>
<td>F. Hull House, established in 1889. During the early 1900s it grew to 13 buildings, park, &amp; summer camp.</td>
<td>G. President William McKinley’s assassination in 1901</td>
</tr>
<tr>
<td></td>
<td>H. Addams’s friendship with W.E.B. Du Bois &amp; Ida B. Wells-Barnett during the early 1900s</td>
<td>I. Addams co-founded the NAACP in 1909</td>
</tr>
<tr>
<td></td>
<td>J. Addams’s friendships with Susan B. Anthony &amp; Carrie Chapman Catt</td>
<td>K. Addams’s service as National American Woman Suffrage Association Vice President in 1911</td>
</tr>
<tr>
<td></td>
<td>L. Addams’s public support of Theodore Roosevelt’s campaign for U.S. President under the Progressive Party (Bull Moose Party) in 1912</td>
<td>M. World War I (WWI) begins in 1914</td>
</tr>
<tr>
<td></td>
<td>N. Addams organized the Women’s Peace Party with Catt in 1915</td>
<td>O. Addams became co-founder of the Women’s International League of Peace and Freedom (WILPF) in 1915</td>
</tr>
<tr>
<td></td>
<td>P. German submarine sank the British ocean liner, Lusitania, 1915</td>
<td>Q. Automaker Henry Ford contributed to the peace campaign in 1915</td>
</tr>
<tr>
<td></td>
<td>R. President Wilson asked Congress to declare war on Germany 1917</td>
<td>S. Herbert Hoover (U.S. Food Administrator during the Wilson administration) involved Addams in efforts to relieve hunger in Europe during 1917</td>
</tr>
<tr>
<td></td>
<td>T. WWI ended – 10 million soldiers died, and 21 million were wounded by 1918</td>
<td>U. Allies met in France to frame a peace treaty in 1919</td>
</tr>
<tr>
<td></td>
<td>V. Nineteenth Amendment to the Constitution granted women the right to vote in 1920</td>
<td>W. Addams was listed as a dangerous individual by the U.S. government (accused of having “communist tendencies”) in 1923</td>
</tr>
<tr>
<td></td>
<td>X. Daughters of the American Revolution (DAR) rescinded Addams’s membership, after 20 years, in the early 1920s</td>
<td>Y. Stock market crash in 1929</td>
</tr>
<tr>
<td></td>
<td>Z. Addams stepped up efforts to help people during the Great Depression in the 1920s-30s (her reputation rebounded)</td>
<td>AA. Addams received the Nobel Peace Prize in 1931</td>
</tr>
<tr>
<td></td>
<td>BB. Japan invaded Manchuria in 1931</td>
<td>CC. Addams participated in the “Round-the-World Peace Broadcast” (radio) in May 1935</td>
</tr>
<tr>
<td></td>
<td>DD. Addams passed away on May 21, 1935</td>
<td>EE. U.S. passed the Social Security Act in 1935</td>
</tr>
<tr>
<td></td>
<td>FF. U.S. Food Stamp Program and Job Corp was established in 1935</td>
<td>GG. WWII began in 1939</td>
</tr>
</tbody>
</table>
3. Create an ongoing paper timeline on the wall to span the years 1860-1935.

4. Add events and people to the timeline as students move through the book.

**CLOSURE:** There should have been an ongoing discussion, throughout the lesson, related to Addams’s involvement in these historical events and her connections to people, of the time, who were also advocates for social change. After the read-aloud and the timeline are complete, facilitate a whole class discussion to review historical events and people as well as Addams’s role in social justice activities.

**Expansion**

1. After students have a full understanding of Addams’s social justice activities, give each of the original groups (from the exploratory phase of the lesson) a graphic organizer to complete. The graphic organizer should be one that either shows relationships or one designed to show main ideas and details. Ask students to label the graphic organizer using these sub-concepts:

   A. Health Equality  
   B. Economic Equality  
   C. Racial Equality  
   D. Gender Equality  
   E. Peace & Justice

2. Have groups discuss Addams’s social justice activities and categorize them according to the sub-concept to which they belong (*see Appendix C for examples of completed organizers*). Students may look at the timeline if needed.

3. **OPTIONAL** – Students may jigsaw this activity with six groups with one sub-concept for each group.

   **OPTIONAL** - Students may complete this activity on computers that have Microsoft Office graphic organizers (*see SmartArt icon*). After creating the organizer, have students copy and paste it into a Microsoft Word document. Students also may download pictures and insert these into the organizers (*see reference list for web links to photos*).

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This lesson involves students in grades 5 - 8 exploring social justice issues related to economic equality, racial equality, gender equality, health equality, peace, and justice.
Assessment 1

Objective 1

Students will demonstrate their prior knowledge of social justice issues by completing a web with sub-concepts: “economic equality,” “racial equality,” “gender equality,” “health equality,” and “peace & justice.”

Assessment 1

Listen to students during their group discussions and classroom sharing, and use the group webs to determine which students are contributing and/or which students have prior knowledge of the concept.

Recording for Assessment 1

Use a checklist (see Appendix B) to record individual student’s accomplishment of the objective.

Objective 2

Students will examine significant, external historical events and people, between 1865 and 1935, through the lens of this biography.

Assessment 2

Observe individual student’s participation in discussions related to the read-aloud and contributions to the time-line.

Recording for Assessment 2

Use a checklist (see Appendix B) to record individual student’s accomplishment of the objective.

Objective 3

Students will trace Jane Addams’s public service activities and distinguish those related to economic equality, racial equality, gender equality, health equality, and peace & justice.

Assessment 3

The completed graphic organizer will be scored with a rubric (see Appendix D).
Suggested Extension Activities

Objective 4

Students will analyze a biography that could influence and inspire their choices with respect to public service and the common good.

1. After reading the book, facilitate a whole class discussion about these specific social justice issues (racial equality, gender equality, economic equality, health equality, peace, and justice) in the local community.
2. Ask students to prioritize and gain consensus on one major social justice issue within the local community.
3. Provide materials and support (e.g. guest speakers, field trips, newspaper articles, etc.) for students to research the problem and gather data.
4. Provide materials and support for students to analyze the data and reach a conclusion.
5. Provide materials and support for students to create and/or participate in a service project to help solve the problem in their local community (e.g. raising money, raising awareness, letter-writing campaigns, and projects such as Habitat for Humanity, etc.).

Accommodations

1. Read the book to students as a read-aloud.
2. Pre-select members for group work to assure equitable participation opportunities. Monitor each group and provide assistance and feedback.
3. Provide leveled reading materials for students who need assistance in understanding historic people and events discussed in the book. Allow more time by having students to take reading materials home to read.
4. Pre-teach vocabulary and assist students in creating operational definitions for concepts (e.g. social justice).

Provide examples and non-examples of concepts (e.g. gender equity).

Additional References


Digital Resources


Digital Resources


Web Links to Photographs (To Use with this Lesson Plan)


7. From Abolition to Progressivism: Women in Public Life Slide Show www.ashp.cuny.edu/investigatinghistory/m8a.html

Students create a timeline and engage in ongoing discussions related to Addams’ involvement in these historical events and her connections to people, of this period, who, like Addams, were advocates for social change.
Appendix A

Exploration Activity --- Phase I

What is Social Justice?

Together, we will read and discuss the book, Jane Addams, Champion of Democracy, and we will focus on the following five issues related to social justice: economic equality, gender equality, racial equality, health equality, and peace & justice. Before we start reading, talk with your group and write as much as you currently know about these issues. There are no right or wrong answers. You will share your work with the class when you are finished.
Appendix B

Assessment Checklist for Exploratory & Invention Phases of the Lesson Cycle

**Assessment 1 (Exploratory):** Teacher will listen to students during their group discussions and classroom sharing and observe the group webs to determine which students are contributing and/or which students have prior knowledge of the concept.

**Assessment 2 (Invention):** Teacher will observe individual student’s participation in discussions related to the read-aloud and contributions to the time-line.

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exploratory objective (Yes/No)</td>
<td>Invention objective (Yes/No)</td>
</tr>
<tr>
<td></td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
### Appendix C

Expansion Activity – Phase III

<table>
<thead>
<tr>
<th>Economic Equality &amp; Health Equality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may enlarge this area and insert photos (see list of web links to photos).</td>
</tr>
<tr>
<td>• Addams established Hull House in Chicago and ran it for 46 years as a settlement house for the poor and needy.</td>
</tr>
<tr>
<td>• Addams fought against Chicago corruption to provide sanitary, healthy conditions for immigrants and the poor.</td>
</tr>
<tr>
<td>• Addams helped find jobs for immigrants and the poor in the Nineteenth District of Chicago</td>
</tr>
<tr>
<td>• During the Great Depression, Addams stepped up efforts to provide jobs and assistance to the poor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender Equality &amp; Racial Equality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may enlarge this area and insert photos (see list of web links to photos).</td>
</tr>
<tr>
<td>• Addams became friends with Susan B. Anthony and Carrie Chapman Catt, famous suffragists.</td>
</tr>
<tr>
<td>• Addams was involved in the suffrage movement, which resulted in the Nineteenth Amendment to the Constitution allowing women to vote (1920).</td>
</tr>
<tr>
<td>• Addams became friends with Ida B. Wells-Barnett and W.E.B. Du Bois, advocates for racial civil rights.</td>
</tr>
<tr>
<td>• Addams was a co-founder of the NAACP.</td>
</tr>
<tr>
<td>• Addams invited African American speakers to Hull House to speak about civil rights issues during the early 1900s.</td>
</tr>
<tr>
<td>• Addams &amp; Wells-Barnett calmed rioters during a Chicago race riot (1919).</td>
</tr>
<tr>
<td>• Family home was a stop for the Underground Railroad before Civil War.</td>
</tr>
</tbody>
</table>
Students may enlarge this area and insert photos (see list of web links to photos).

<table>
<thead>
<tr>
<th>Peace &amp; Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Addams established the Woman's Peace Party (1915).</td>
</tr>
<tr>
<td>• Helped establish Women's International League for Peace and Freedom (WILPF).</td>
</tr>
<tr>
<td>• Spoke out for world peace during WWI and later at &quot;Round-the-World Peace Broadcast&quot; (radio) 1935.</td>
</tr>
<tr>
<td>• Won the Nobel Peace Prize in 1931.</td>
</tr>
<tr>
<td>• Addams pressured Illinois legislators to pass a law protecting women &amp; children factory workers (Illinois Factory Act of 1893).</td>
</tr>
<tr>
<td>• During widespread persecution of U.S. government anarchists, Addams argued for Constitutional rights for those held illegally.</td>
</tr>
<tr>
<td>• Helped found American Civil Liberties Union.</td>
</tr>
<tr>
<td>• Campaigned to raise money for starving German children after WWI.</td>
</tr>
</tbody>
</table>
# Appendix D

Expansion Phase III - Scoring Rubric

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Student Name</th>
<th>Total Score</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4-5</th>
<th>2-3</th>
<th>0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying Specific Information from the Text</strong></td>
<td>Student was able to identify three or more details related to each of the six sub-concepts of social justice.</td>
<td>Student was able to identify two details related to each of the six sub-concepts of social justice.</td>
<td>Student was able to identify one detail related to each of the six sub-concepts of social justice. OR Student was unable to contribute to the task.</td>
</tr>
<tr>
<td><strong>Matching the Details with the Sub-concepts</strong></td>
<td>Student was able to match three or more details to the related social justice sub-concept.</td>
<td>Student was able to match two details to the related social justice sub-concept.</td>
<td>Student was able to match one detail to the related social justice sub-concept. OR Student was unable to contribute to the task.</td>
</tr>
<tr>
<td><strong>Work &amp; Discussion Participation</strong></td>
<td>Student participated consistently in the work and the discussion during this project.</td>
<td>Student participated most of the time in the work and the discussion during this project.</td>
<td>Student participated some of the time in the work and the discussion during this project. OR Student was unable to contribute to the project.</td>
</tr>
</tbody>
</table>

**Comments**

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