

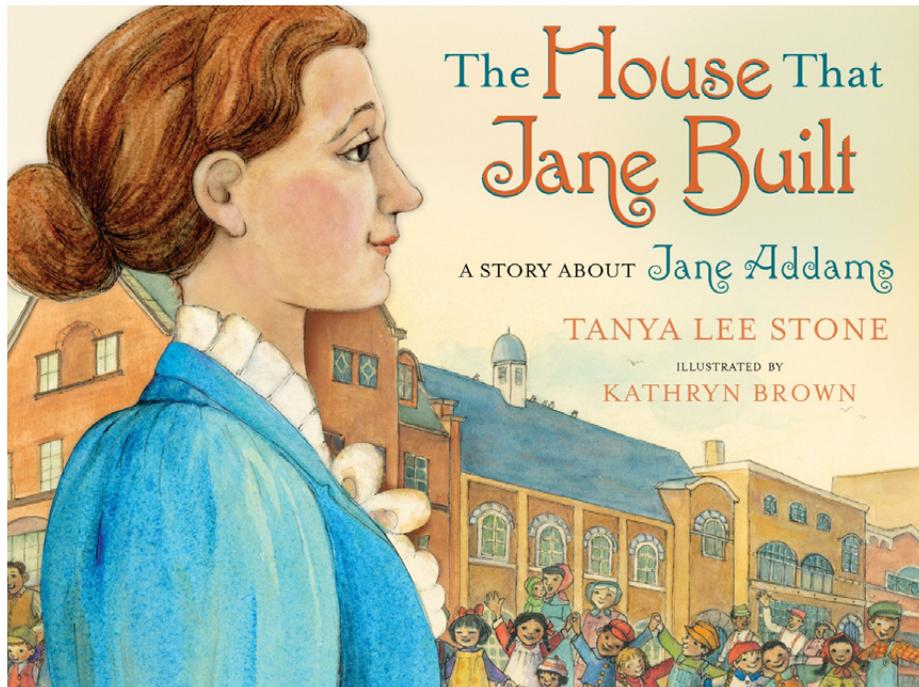


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A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 3/4



THE HOUSE THAT JANE BUILT

WRITTEN BY TANYA LEE STONE
ILLUSTRATED BY KATHRYN BROWN

Watch the video of actor
Kiernan Shipka
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

This is the story of Jane Addams, the first American woman to receive the Nobel Peace Prize, who transformed a poor neighborhood in Chicago by opening up her house as a community center.

THEMES IN THE STORY

Empathy, Empowerment, Education, Ambition

TALK IT UP!

Use the following questions to discuss the themes of the story:

- Jane Addams was almost seven years old when she first sensed that she was more fortunate than others. The daughter of a well-to-do Illinois businessman, Jane often went with her father on his trips. On one of these trips, Jane saw children dressed in ragged, dirty clothes playing in the streets. She vowed that one day, she would live “right in the midst of horrid little houses” and “find a way to fix the world”. Jane was passionate and ambitious. What are some causes (arts and culture, children and youth, seniors, homelessness and housing, health and medicine, advocacy and human rights, education, environment) that you are passionate about? Would you be willing to dedicate your life to your cause? Why or Why not?
- Jane was a “strong soul from the start”. She was very brave and courageous. In what ways have you been brave and courageous in your life? 🔍 **Google It:** Search “Women’s Peace Party” to learn more about Jane’s bravery.
- Jane’s father believed women should be educated and sent Jane and her sisters to college. Today, over 100 years later, some girls are not provided an equal education. Do you think everyone should be given the opportunity of a quality education? Why or Why not? 🔍 **Google It:** Search “girls’ education” to learn more about education and gender equality.
- The very first night at Hull House, Jane forgot to lock a side door before going to sleep. Since no one broke in, Jane decided to leave Hull House unlocked so people would know they could come in at any time. Do you think this was a good idea? Why or Why not? Would you be comfortable leaving your door unlocked for neighbors in your community?
- Jane had her own way of looking at things and finding the positive solution in any negative circumstance. For example, she gave a “thief” a job, she built a public bath to decrease illness, she created a playground for children so they would not be restless, and she started a morning kindergarten and after-school clubs and classes to accommodate working parents. If you were able to have lunch with Jane Addams, what questions would you ask her? In what ways could she help you become a better problem-solver?

READING AND WRITING

BEFORE READING

Standards: CCSS.SL.3.1, 3.2 CCSS.SL.4.1, 4.2

1. Introduce or review the genre of biography.
2. Build Background and tap knowledge about people who have fought for social justice using familiar figures like Martin Luther King, Rosa Parks, Cesar Chavez, etc.
3. Introduce Jane Addams and provide some basic background information about life in the United States in the late 1800s.

DURING READING

Standards: CCSS.RI.3.1, RI.3.2 CCSS.RI.4.1, 4.2

Objectives: Students will listen to the read aloud to answer the reading focus question:

Why did Jane Addams decide to move into a house in one of the poorest neighborhoods of Chicago?

Procedure: 1. Listen to the read aloud of the first page.

2. Stop the video after the question at the end of the page:

Why would a wealthy young woman do this when she could have lived anywhere?

3. Tell students to listen for information in the story to answer the question.

4. After reading the story, have students share their ideas in small groups and present to class.

AFTER READING

Activity: Make a Bio Cube

Standards: CCSS.RI.3.2 CCSS.RI.4.2

Objectives: Students will choose important information from the story to create a Bio Cube.

Materials: Bio Cube Template ( **Google It:** Search for Bio Cube, Bio Cube Template)

Procedure: Have students listen to the story on their own and make a list of six important facts about Jane Addams. Students then take their facts and create a Bio Cube.

READING RESPONSE

Standards: CCSS.RI.3.1 CCSS.RI.4.1

Objectives: Students will answer the prompt using at least two details from text to support the response.

Materials: Writing paper

Procedure: If necessary, review the process for answering a response in a complete sentence before students begin.

Prompt: Jane Addams vowed that one day she would find a way to fix the world. Use details from the story to explain how she accomplished this.

WRITING

Standards: CCSS.W.3.2 CCSS.W.4.2

Suggested Activity: Use the book for a modeled or shared writing activity to guide students in writing a biography.

ACROSS THE CURRICULUM ACTIVITIES

SOCIAL STUDIES: CREATE A TIMELINE

OBJECTIVE —

Students will create a timeline of the important events in the life of Jane Addams.

PROCEDURE —

Provide students with a premade timeline and have them fill in the information. Students can also add pictures to illustrate events.

GOOGLE IT —

Timeline template

COLLABORATIVE ACTIVITY: SOCIAL JUSTICE PROJECT

OBJECTIVE —

Students will develop awareness of and compassion for social injustice.

PROCEDURE —

Provide students with samples of social injustice, i.e. girls' rights to education. Students can work in groups to make important connections between history, culture, economics and science.

GOOGLE IT —

Social Justice Projects in the Classroom

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. Visit sagaftra.foundation.

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