

# TEACHER'S GUIDE

Includes Common Core Standards Correlations



## Dangerous Jane: The Life and Times of Jane Addams, Crusader for Peace

Written by Suzanne Slade | Illustrated by Alice Ratterree

HC: 978-1-56145-913-1 | PB: 978-1-68263-206-2

Ages 6–10

AR • Lexile • F&P • GRL S; Gr 4

### ABOUT THE BOOK

Though once perceived to be an international threat, Jane Addams's resilience, dedication, and commitment to care for the impoverished affected the lives of countless refugees and aided in the establishment of peace during the ravaged times of WWI.

### THEMES

Humanitarianism | Compassion | Hope | Resilience  
Refugees | Persistence | Peace

### BEFORE YOU READ

As a group, use the following pre-reading discussion questions to spark interest in the book.

- Define the word “dangerous.” Give examples of dangerous things. Describe how the word dangerous makes you feel.
- Observe the illustration featured on the front cover. Describe the woman featured there. Identify the objects she is holding in her hands. Study her expression. Predict what she is thinking and/or feeling.
- Describe the scene depicted in the background. Explain who the people might be and what is happening to them.
- The title of this book is *Dangerous Jane*. Study the illustration to discover elements of danger. Which aspect of the illustration seems more “dangerous” to you—the woman holding letters or the battlefield behind her? Explain your answer.

- Predict what this story, *Dangerous Jane*, is going to be about.

### AFTER YOU READ

Use the following images and quotes from the book as post-reading discussion questions.

***“She felt like the ugly duckling in her storybook: different, unwanted, hopeless.”***

- Describe how Jane's illness and deformities caused her to feel “different” and “unwanted.”
- To have “hope” means to believe that good things will happen. Discuss how her mother's death caused Jane to feel hopeless and deeply sad.
- Explore ways that Jane's father empowered his daughter through love of books, travel, and one another.
- Consider how the troubles Jane endured as a very young child helped to prepare her to become a compassionate humanitarian as an adult.

***“She felt that familiar ache in her heart. Poverty seemed to be everywhere. How could she help?”***

- The word “familiar” means close, intimate, and well-known. Explain why the “ache in her heart” was a familiar feeling.
- The word “poverty” means needy, poorness, and hardship. Would it be fair to say that people who live in poverty are unwanted and hopeless? Explain your answer.
- Discuss how the experiences Jane had in London also helped to prepare her for her life's work.

***“Neighbors called her ‘Miss Kind Heart.’ Newspapers called her ‘Saint Jane.’”***

- An “immigrant” is a person from a foreign land. Determine ways that immigrants might feel different or unwanted.
- Oftentimes, immigrants are needy and have great trouble finding shelter and food. Identify ways that Jane’s Hull House met the needs of immigrants.
- A “saint” is someone who is good, righteous, and kind. How is helping immigrants find friendship, dignity, and hope considered a “saintly” thing to do?

***“She shared her peace resolutions with the British prime minister, the French foreign minister, the Austrian prime minister, and even the Pope.”***

- “Peace” means friendly, untroubled, and calm. A “resolution” is a plan to achieve something. Consider the importance of Jane’s leading the International Congress of Women in establishing plans for worldwide peace.
- Determine why newspapers called the twenty peace-making resolutions devised by Jane and fifteen hundred women from other twelve countries “silly.”
- Peace benefits all people, even the unwanted and those considered to be warring enemies. The pursuit of peace involves establishing respectful relations with all people regardless of their origin. Explain why some people think that bringing nations together in pursuit of peace is a dangerous thing to do.

***“Then the FBI named Jane ‘the Most Dangerous Woman in America’! What would Jane do now?”***

- Identify a few of the terrible things Jane did to deserve being called “dangerous.”
- A “traitor” is someone who is disloyal to their country, and even considered to be a spy. Determine how Jane’s efforts to establish worldwide peace were perceived as being an act of betrayal of the United States.
- Discuss Jane’s response to being unfairly judged as a traitor. Do you think her decision to continue to care for others was an easy choice to make? Why or why not?

***“Dangerous Jane was given a new name—Nobel Laureate. Jane Addams became the first American woman to win the Nobel Peace Prize.”***

- Explore the reasons why Jane Addams earned high honors for a lifetime practice of caring for others. In

your opinion, what meant more to Jane, helping immigrants at Hull House or winning the Nobel Peace Prize? How so?

- The word “dignity” means greatness, honor, and excellence. Examine moments in Jane’s life in which she displayed dignity, even when she was wrongly accused of being dangerous.
- Jane Addams dedicated her life to the establishment of peace and the well-being of all. She inspired people all over the world to care for the unwanted and the hopeless. How about you? Has Jane Addams’s story inspired you to make a difference in the lives of others in some way? How so?

## ACTIVITY WORKSHEETS

The following activity worksheets are included in this guide:

- Vocabulary Crossword Puzzle
- Vocabulary Crossword Puzzle Answer Key
- Simile Poetry Introduction
- Simile Poetry Template
- Historical Timeline
- Timeline Strips
- Timeline Tabs

## REVIEWS

“A straightforward introduction to the dedication and purpose of an American heroine.”

—**Booklist**

“Slade tells the purposively inspiring story with a poetic flair, and Ratterree’s pale, evocatively washed-out watercolor illustrations are richly detailed...

An attractive volume introducing an important American to young readers.”

—**Kirkus Reviews**

“An inspiring testament to the power of activism.... An afterword and timeline round out a solid introduction to a woman who ‘kept doing what she’d always done: helping people. No matter where they were from. No matter what others thought. No matter the cost.’”

—**Publishers Weekly**

“Slade continues her line of outstanding nonfiction picture books with her latest offering, about Jane Addams....

This short biography emphasizes the value of doing what is right despite criticism.... In Slade’s and Ratterree’s hands, Addams’s legacy

shines brightly for the next generation of advocates....

A stirring addition to any school or public library's biography section."

—*School Library Journal*

"This is a quick read aloud, perfect for discussions regarding the importance of community service and advocating for the less fortunate.... The book's mission to share Jane's fascinating life might just inspire the next generation of social activists."

—*School Library Connection*

## AWARDS

- Best Children's Books of the Year (Starred) —Bank Street College of Education, 2018
- Notable Social Studies Trade Books for Young People —National Council for the Social Studies/Children's Book Council, 2018
- CCBC Choices (Biography and Autobiography) —Cooperative Children's Book Center, 2018
- Illinois Reads (3–5) —Illinois Reading Council, 2019
- Kansas State Reading Circle Recommended Reading List (Intermediate) —Kansas National Education Association, 2018
- Alabama Camellia Award (Nominee, Grades 4–5 Non-fiction) —Alabama Department of Education, 2018–2019

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## ABOUT THE AUTHOR

Suzanne Slade is the award-winning author of more than one hundred children's books, including *The Music in George's Head*, *The Inventor's Secret*, and *Out of School and Into Nature*. She lives near Chicago, not too far from Hull House, and has admired Jane Addams for many, many years.

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## ABOUT THE ILLUSTRATOR

Alice Ratterree began her love for illustration as an accomplished coloratura. With an M.M. in vocal performance from Boston University, Alice's audience has always been the young at heart. Her illustrations appear most recently in Elise Broach's *The Wolf Keepers* and Sam Gayton's *Lilliput*. She finds adventure at home in Greenville, South Carolina, with her unflappable husband, two precocious children, and a cat that thinks he is a dog.

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Peachtree Teacher's Guide  
prepared by Debbie Gonzales

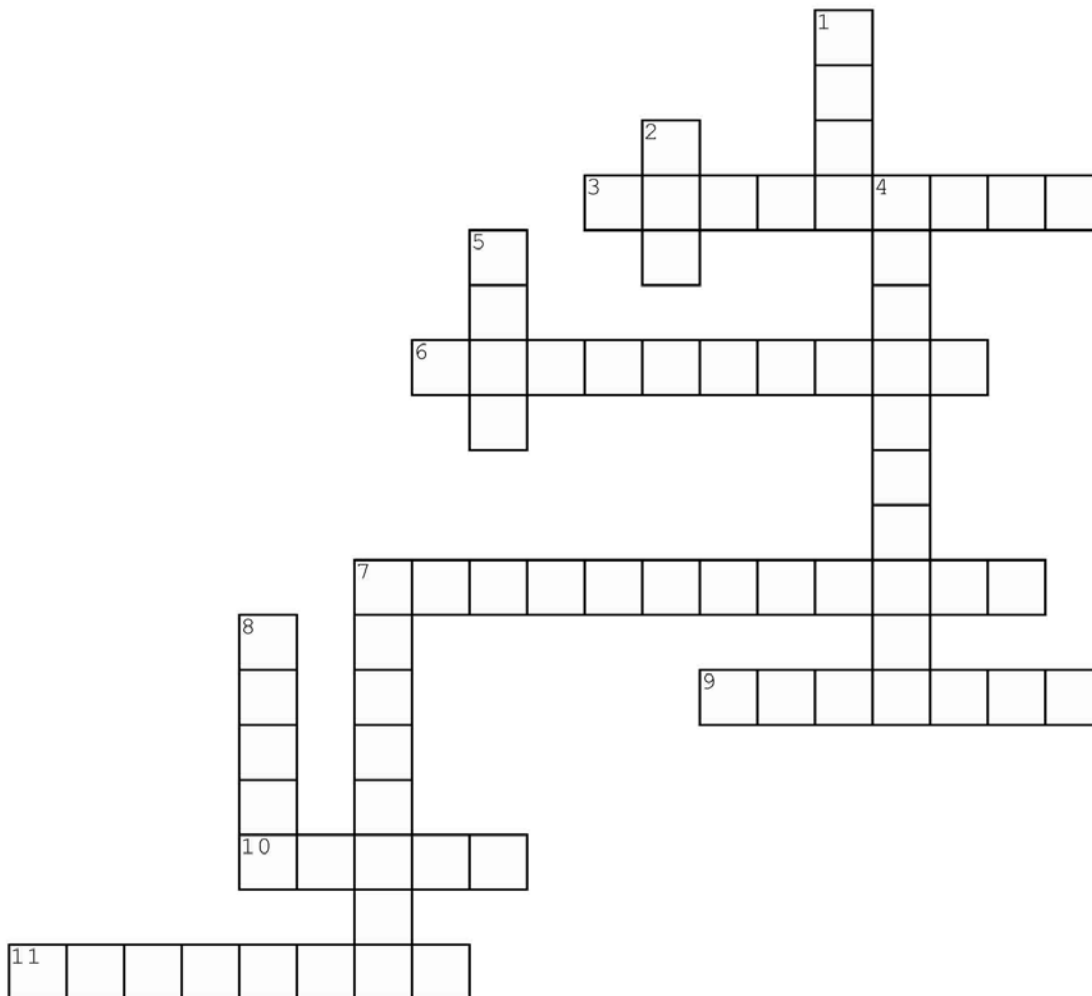
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## ACTIVITY SHEET 1 – VOCABULARY CROSSWORD PUZZLE



### ACROSS

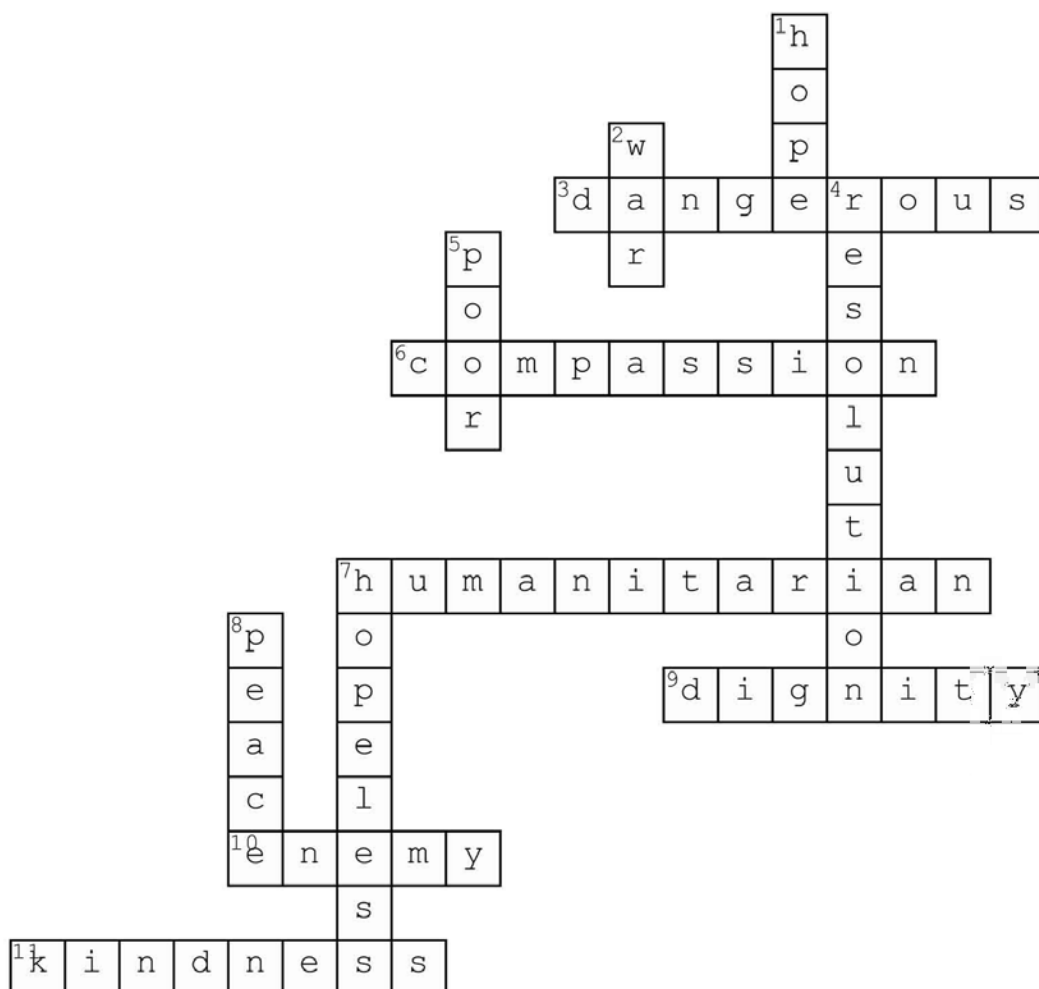
- 3. Troubling, treacherous, alarming
- 6. Mercy, sympathy, tenderheartedness
- 7. A person who gives generously
- 9. Excellence, prestige, nobleness
- 10. Someone hated
- 11. Generosity, good will, helpfulness

### DOWN

- 1. Long for, dream about, aspire
- 2. Battle, combat, fighting
- 4. Proposition, determination, judgment
- 5. Impoverished, needy, penniless
- 7. Pointless, in despair, unfortunate
- 8. Harmony, agreement, friendship

## ACTIVITY SHEET 1 – VOCABULARY CROSSWORD PUZZLE

### ANSWER KEY



#### ACROSS

- 3. Troubling, treacherous, alarming
- 6. Mercy, sympathy, tenderheartedness
- 7. A person who gives generously
- 9. Excellence, prestige, nobleness
- 10. Someone hated
- 11. Generosity, good will, helpfulness

#### DOWN

- 1. Long for, dream about, aspire
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- 8. Harmony, agreement, friendship

## ACTIVITY SHEET 2 – SIMILIE POETRY

At a very young age, Jane Addams experienced the emptiness and loss of her mother's passing. Though she was too young to express her emotions, the sadness she felt consumed her and eventually served as foundation for a life filled with compassion and empathy for others. Jane's ability to experience the suffering of the less fortunate caused her to become a humanitarian who changed the lives of countless individuals—worldwide! In this activity, students will write a form poem in which they will explore a range of emotions in a sensorial manner. Instruct students to choose a term from the list below. Have them use the Simile Poem template found on the following page to creatively examine how their chosen term feels, tastes, sounds, appears, and smells. Students are encouraged to illustrate their work in the space provided in the upper portion of the template. Like young Jane Addams, students will come to understand the depths of an emotional experience and, perhaps, become inspired to make a difference in the world in a similar way.

### WORD LIST

sadness  
 hopeless  
 rejection  
 poverty  
 compassion  
 empathy  
 confidence  
 dignity  
 peace  
 kindness  
 love

### SAMPLE SIMILE POEM

<div style="text-align: center;">           Joy  <small>Title</small> </div>			
Joy	tastes	sweet	like lemon candy.
Joy	smells	fresh	like a spring breeze.
Joy	sounds	happy	like children laughing.
Joy	looks	bright	like fireworks at night.
Joy	feels	soft	like a bunny's tail.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ACTIVITY SHEET 2 – SIMILIE POETRY TEMPLATE

### WORD LIST

sadness    hopeless    rejection    poverty    compassion  
empathy    confidence    dignity    peace    kindness    love

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### Title

\_\_\_\_\_ tastes \_\_\_\_\_ like \_\_\_\_\_

\_\_\_\_\_ smells \_\_\_\_\_ like \_\_\_\_\_

\_\_\_\_\_ sounds \_\_\_\_\_ like \_\_\_\_\_

\_\_\_\_\_ looks \_\_\_\_\_ like \_\_\_\_\_

\_\_\_\_\_ feels \_\_\_\_\_ like \_\_\_\_\_

## ACTIVITY SHEET 3 – HISTORICAL TIMELINE

Jane Addams's compassion for the impoverished changed history. Though many questioned that her intent to care for individuals deemed as "enemies," she remained dedicated to caring for the less fortunate and to establishing peace.

Examine the life and times of Jane Addams by creating a Historical Timeline. Use scissors, tape, and the Timeline Strips to construct the Historical Timeline. Match the dated Timeline Tabs near the year printed in the text. Once all tabs have been sequentially arranged by dates on either side of the Timeline Strip, consider the placement of each tab as it relates to history.

Discover the consequences of events as they occurred in Jane's life. Determine how experiences of compassion, kindness, suffering, determination, and hope affected Jane's determination to help others. After studying and discussing connections presented in the Historical Timeline, write an essay summarizing events of Jane Addams's life. Identify ways that she influenced others and, possibly, inspired you to do the same.



## TIMELINE STRIPS

1860	Tape strip under 1880	Tape strip under 1900	Tape strip under 1920
1865	1885	1905	1925
1870	1890	1910	1930
1875	1895	1915	1935
1880	1900	1920	1940

## TIMELINE TABS

Woodrow Wilson becomes  
President of the United States.

1913

1860

Laura Jane Addams is born  
in Cedarville, Illinois, on  
September 6, 1860.

World War I begins on July 28,  
1914.

1914

1863

Jane's mother dies.

The United States enters  
World War I on April 6, 1917.

1917

1865

Jane contracts what doctors  
believe to be tuberculosis of  
the spine.

World War I ends on November 11,  
1918.

1918

1866

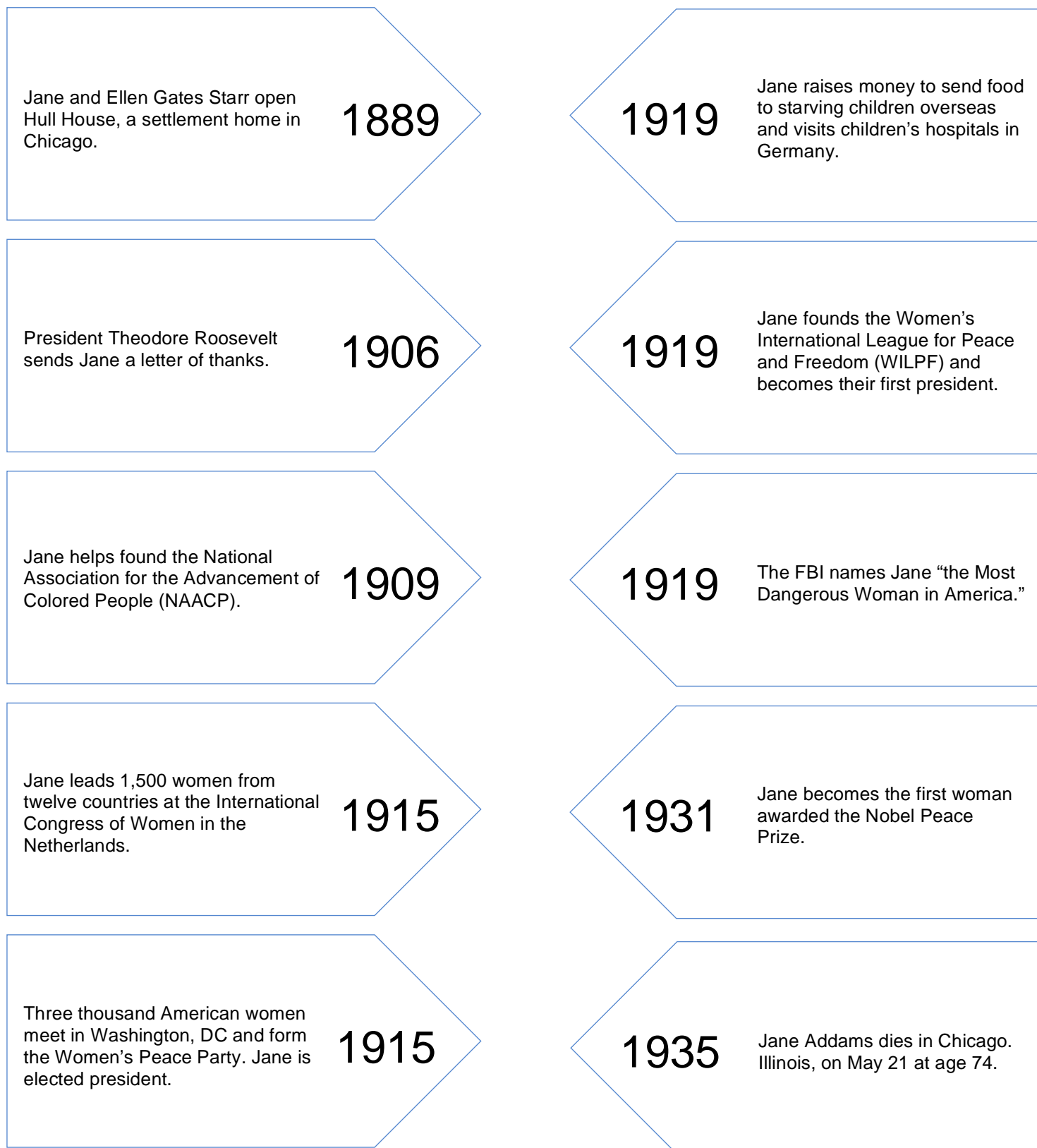
On a business trip with her  
father, Jane sees rundown  
shacks and announces she will  
buy a big house someday to  
share with poor families.

The Great Depression 1929–1939

1888

Jane visits Toynbee Hall, the  
world's first settlement house in  
England.

## TIMELINE TABS



## COMMON CORE STATE STANDARDS ALIGNMENT

### English Language Arts Standards » Reading: Literature

		Discussion Questions	Crossword Puzzle	Simile Poem	Timeline
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	✓			✓
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓			✓
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	✓	✓	✓	
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓			✓
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓			
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	✓			✓
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓		✓
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓			✓
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	✓			
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓			✓
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)	✓			✓

## COMMON CORE STATE STANDARDS ALIGNMENT

### English Language Arts Standards » Writing

		Discussion Questions	Crossword Puzzle	Simile Poem	Timeline
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				✓
CCSS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).			✓	
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				✓
CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			✓	
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				✓
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			✓	
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				✓
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			✓	

## COMMON CORE STATE STANDARDS ALIGNMENT

### English Language Arts Standards » Speaking & Listening

		Discussion Questions	Crossword Puzzle	Simile Poem	Timeline
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓			✓
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓			✓
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓		✓	✓
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			✓	
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓			✓
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓			✓
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓		✓	✓
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓			✓

## COMMON CORE STATE STANDARDS ALIGNMENT

### English Language Arts Standards » Reading: Informational Text

		Discussion Questions	Crossword Puzzle	Simile Poem	Timeline
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.	✓			✓
CCSS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓			✓
CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓	✓		
CCSS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.	✓	✓		✓
CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	✓	✓	✓	✓
CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓			✓
CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	✓			✓
CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	✓	✓		✓
CCSS.ELA-Literacy.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	✓			✓
CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓			✓
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓			✓
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	✓			✓
CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✓			✓
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	✓	✓	✓	✓
CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓			✓
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	✓			✓
CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓	✓		✓
CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	✓	✓	✓	✓