



Jane Addams In The Classroom

California (State).



Jane Addams In The Classroom:

Jane Addams in the Classroom David Schaafsma, 2014-10-15 Once intent on being good to people Jane Addams later dedicated herself to the idea of being good with people establishing mutually responsive and reciprocal relationships with those she served at Hull House The essays in *Jane Addams in the Classroom* explore how Addams's life work and philosophy provide invaluable lessons for teachers seeking connection with their students Balancing theoretical and practical considerations the collection examines Addams's emphasis on listening to and learning from those around her and encourages contemporary educators to connect with students through innovative projects and teaching methods In the first essays Addams scholars lay out how her narratives drew on experience history and story to explicate theories she intended as guides to practice Six teacher scholars then establish Addams's ongoing relevance by connecting her principles to exciting events in their own classrooms An examination of the Jane Addams Children's Book Award and a fictional essay on Addams's work and ideas round out the volume Accessible and wide ranging *Jane Addams in the Classroom* offers inspiration for educators while adding to the ongoing reconsideration of Addams's contributions to American thought Contributors include Todd DeStigter Lanette Grate Susan Griffith Lisa Junkin Jennifer Krikava Lisa Lee Petra Munro Bridget O'Rourke David Schaafsma Beth Steffen Darren Tuggle Erin Vail and Ruth Vinz

Jane Addams and the Men of the Chicago School, 1892-1918 Mary Jo Deegan, 2017-07-12 Jane Addams is well known for her leadership in urban reform social settlements pacifism social work and women's suffrage The men of the Chicago School are well known for their leadership in founding sociology and the study of urban life What has remained hidden however is that Jane Addams played a pivotal role in the development of sociology and worked closely with the male faculty at the Department of Sociology at the University of Chicago By using extensive archival material Mary Jo Deegan is the first to document Addams's sociological significance and the existence of a sexual division of labor during the founding years of the discipline As the leader of the women's network Addams was able to bridge these two spheres of work and knowledge Through an analysis of the changing relations between the male and female networks Deegan shows that the Chicago men varied widely in their understanding and acceptance of her sociological thought and action Despite this variation it was through her work with the men of the Chicago School that Addams left a legacy for sociology as a way of thinking an area of study and a methodological approach to data collecting This previously unexamined heritage of American sociology will be of value to anyone interested in the history of the social sciences especially sociology and social work the development of American social thought the role of professional women the Progressive Era and the intellectual contributions of Jane Addams

[Review of Jane Addams in the Classroom \(David Schaafsma, 2014\)](#) Victoria Brown, 2015 [The Jane Addams School for Girls](#) Jane Addams Vocational High School for Girls (Cleveland, Ohio), 19?? **Peace and Bread**, 2003-05-01 **The Classroom Teacher** Milo Burdette Hillegas, Thomas Henry Briggs, 1927 [Junior-senior High School Clearing House](#), 1929 **Everyday Problems in Classroom**

Management Edwin John Brown,1933 **Why Community Matters** Nicholas V. Longo,2012-02-01 Providing a new perspective on the undeniable relationship between education reform and democratic revitalization Nicholas V Longo uncovers and examines practical models in which communities play an essential role in teaching the art of democracy

California. Court of Appeal (2nd Appellate District). Records and Briefs California (State)., *Michigan Journal of Community Service Learning* ,2000 *Jane Addams* Elizabeth Raum,2004 A biography of the social activist known for founding Hull House in Chicago and for winning the Nobel Peace Prize in 1931 **The Elementary School Journal** ,1920

Bulletin Chicago Teachers' Federation,1903 School Management ,1961 *The American School* ,1919 **The American School Board Journal** ,1903 School & Society James McKeen Cattell,Will Carson Ryan,Raymond Walters,1929 *The High School Teacher* ,1929 Cooperative Learning in the Social Studies Classroom Robert John Stahl,Ronald L. VanSickle,1992 This bulletin provides a context for and an overview of cooperative learning addressing concerns and answering questions teachers supervisors and parents may have about this group approach to teaching and learning in the social studies The intention was to help social studies educators construct a sound conceptual foundation for cooperative learning while eliminating misconceptions Nine chapters detail building an adequate introductory conceptual framework for envisioning cooperative learning as a viable alternative approach to teaching in the social studies classroom The first chapter introduces the concept philosophy and practice of cooperative learning The second chapter focuses on the classroom environment and classroom characteristics with and without cooperative learning groups Chapters 3 and 4 contain reviews of the literature that address effects of cooperative learning in classroom settings Chapter 5 6 and 7 focus on classroom teachers In these three chapters teachers from first grade through secondary school discuss how cooperative learning has worked in their classrooms They provide a unique perspective on how one can make the transition from using traditional teaching methods to becoming a successful user of cooperative learning Practical ideas about how to implement cooperative learning in social studies classrooms are included as well as some historical context for group learning The final chapter features a dialogue of a group of teachers who are training to use cooperative learning A position statement on ability grouping is included DK

Whispering the Techniques of Language: An Psychological Journey through **Jane Addams In The Classroom**

In a digitally-driven earth wherever displays reign supreme and immediate conversation drowns out the subtleties of language, the profound techniques and psychological nuances hidden within words often move unheard. However, situated within the pages of **Jane Addams In The Classroom** a fascinating fictional value pulsating with organic thoughts, lies an extraordinary quest waiting to be undertaken. Penned by a talented wordsmith, this enchanting opus attracts visitors on an introspective trip, delicately unraveling the veiled truths and profound influence resonating within the cloth of every word. Within the psychological depths of the touching evaluation, we will embark upon a heartfelt exploration of the book is key subjects, dissect their interesting publishing type, and succumb to the powerful resonance it evokes heavy within the recesses of readers hearts.

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