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# **Texas Essential Knowledge and Skills in Social Studies Annotated Bibliography of Literature**

## **❖ Introduction**

Literature is an important part of K-12 education today. Many teachers use it as a way to interest and motivate students in social studies. There are a number of excellent guides to using literature to teach but none tied specifically to the Social Studies Essential Knowledge and Skills.

The purpose of this document is to provide an updated version of the annotated bibliography prepared by Dr. Donna Norton and others which appears on the Social Studies Center for Educator Development (SSCED) web site [<http://www.tea.state.tx.us/resources/ssced>]. The bibliography is designed to help teachers implement the TEKS by providing suggestions of appropriate literature.

One chapter focuses on resources available to teachers at all grade levels interested in using literature in their social studies classrooms. The remaining chapters are arranged by grade level. Each chapter repeats the general information regarding the process by which the list was developed and the bibliography format. The annotations are organized by content strand, that is, books related to history first followed by geography, economics, government, citizenship, culture, and social studies skills.

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**HISTORY: STUDENTS UNDERSTAND U.S. HISTORY FROM 1877 TO THE PRESENT INCLUDING POLITICAL, ECONOMIC, AND SOCIAL CHANGES; THE EMERGENCE OF THE UNITED STATES AS A WORLD POWER, THE EFFECTS OF REFORM AND SOCIAL MOVEMENTS ON SOCIETY; THE EVENTS OF THE 1920s, WORLD WAR II, AND THE COLD WAR; AND THE INFLUENCE OF THE CIVIL RIGHTS MOVEMENT.**

*General*

Armstrong, William H. **SOUNDER**. Harper, 1969. ISBN 0-06-020143-6.

This classic novel tells the story of a black sharecropper, his family, and his coon dog named Sounder. See also the sequel **SOUR LAND**, 1971; reprint, 1991 ISBN 0-06-020142-8.

Flanders, Stephen A. **ATLAS OF AMERICAN MIGRATION**. Facts on File, 1998. ISBN 0-8160-3158-4.

This presents a portrait of U.S. history through the migration of its people. The book includes biographies of important migrants, first-person accounts, synopses of key legislation, and other features.

Fernández, Roberta. **INTAGLIO: A NOVEL IN SIX STORIES**. Arte Público, 1990. ISBN 1-55885-016-3.

For advanced readers, this novel tells the story of six women living in the Rio Grande Valley of Texas during the early 20th century. Zulema describes the events of the Mexican Revolution. Leonor tells fortunes. Andrea performs as a ballerina and maintains contact through postcards. Filomena migrates to the United States to seek work and never returns. All the stories reflect the perspective of a teenager in a South Texas community and the lives of her family and friends.

Gaines, Ernest J. **THE AUTOBIOGRAPHY OF MISS JANE PITTMAN**. Dial, 1971; Bantam, 1982. ISBN 0-553-26357-9.

This historical novel captures the major events in the life of Jane Pittman and her family from her birth as a slave to her death at 108 during the civil rights protests in the 1960s.

Hathaway, Nancy and Kurt Koegler. **NATIVE AMERICAN PORTRAITS, 1862-1918**. Chronicle Books, 1990. ISBN 0-877-01757-3.

Photographs from the collection of Kurt Koegler provide a rich document to excite students and bring traditional cultures to life.

Hooks, William H. **CIRCLE OF FIRE**. Simon & Schuster Children's, 1982. ISBN 0-689-50241-9.

A boy in North Carolina in 1936 begins to wonder if his father is a member of the Ku Klux Klan.

Jones, Douglas C. **REMEMBER SANTIAGO**. Henry Hold, 1988. ISBN 0-8050-0776-8.

The adventures of two people involved in the Spanish American War at the time of the invasion of Cuba are described..

Kelton, Elmer. **THE WOLF AND THE BUFFALO**. Texas Christian University Press, 1980;1986. ISBN 0-87565-058-9.

For advanced readers, this historical novel concentrates on encounters in West Texas between white officers, black soldiers, and the Comanche. Kelton describes life in the area in the 1870s including that of the black and white soldiers stationed at Fort Concho in San Angelo, Texas, and of the Comanche who sought to preserve their way of life. Conflict ensues as men and women, black and white, officers and enlisted men, and native and settler clash. Students gain an understanding of the limited opportunities open to Anglo Americans, African Americans, and Native Americans living in the area at the time. Students can discuss how previous experiences affected these expectations.

Lawrence, Jacob. **THE GREAT MIGRATION**. HarperCollins, 1993. ISBN 0-060-23038-X.

A series of paintings chronicles the journey of African Americans who, like the artist's family, left the rural South in the early 20th century to find a better way of life in the industrial North.

Lee, Gus. **CHINA BOY**. Dutton, 1991. ISBN 0-525-24994-X.

This is a tender coming-of-age story focused on a Chinese American boy growing up in an African American community in San Francisco.

Murphy, Jim. **CROSSING AMERICA ON AN IMMIGRANT TRAIN**. (1994 Orbis Pictus Award, National Council of Teachers of English, Nonfiction). **OP**

This book describes the experiences of many immigrants who traveled across North America to reach their destination.

McKissack, Patricia and McKissack, Frederick. **LONG HARD JOURNEY: THE STORY OF THE PULLMAN PORTER**. Walker, 1990; 1995. ISBN 0-8027-7437-7. (1990 Jane Addams Children's Book Award).

This book tells the story of how labor and civil rights leader A. Philip Randolph founded the Brotherhood of Sleeping Car Porters in 1925 to represent the interests of the men, predominately black, who attended those traveling on railroad sleeping cars. The cars were named for their inventor, George Pullman. Randolph led in the crusade to secure justice for the porters, finally winning a contract with the railroads in 1937.

Nixon, Joan Lowery. **LAND OF PROMISE**. Bantam, 1992; Dell, 1994. ISBN 0-440-21904-3.

This novel focuses on Irish immigrant Rose Carney who arrives in Chicago in 1902. She works hard to save money to bring her mother and sisters to America, and she copes with her father's drinking problem and her brothers pro-Irish radicalism. She faces poverty, is affected by politics, and even agrees to help other immigrants through Jane Addams' Settlement House program. This book is appropriate for younger readers.

Paredes, Americo. **GEORGE WASHINGTON GÓMEZ**. Arte Público, 1990. ISBN 1-55885-012-0.

For advanced readers, a young boy serves as the principal narrator in this tale of his childhood and maturation during the early 1900s. His father called him George Washington in an effort to bridge the culture gap between the Anglos and the Mexican farmers and ranchers living in the Rio Grande Valley of South Texas. The area was annexed by the United States following the defeat of Mexico during the Mexican American war in 1848. Tensions between the Mexicans and the Anglos increased as the Anglos sought greater control. The tension exists within the Gómez family. George's grandmother calls him Gualinto, not George, and his uncle Feliciano sides with the resistance but keeps his actions secret. Gualinto's father is killed as a result and the family moves to Jonesville and a new life in a politically active border town. The cultural conflict rages within Gualinto as he grows up in Jonesville. He never manages to balance his Mexican heritage with his existence in an Anglo world despite the expectations of his family to serve as a Mexican-American leader. Students can compare the experiences of the Gómez family with that of the ranching family in Martínez's **SCHOOLLAND**.

Rolvaag, O.E. **GIANTS IN THE EARTH: A SAGA OF THE PRAIRIE**. Harper, 1927. ISBN 0-808-51927-1.

This is a classic novel recounting the lives of Norwegian immigrants on the Dakota prairie.

Simmen, Edward. **NORTH OF THE RIO GRANDE: THE MEXICAN AMERICAN EXPERIENCE IN SHORT FICTION**. New American Library, 1992. ISBN 0-451-62834-9.

The work of Mexican American authors is highlighted in this engaging collection of short stories.

Twain, Mark. **THE ADVENTURES OF HUCKLEBERRY FINN**. NAL-Dutton, 1959. ISBN 0-451-51912-4.

This classic work of fiction tells the tale of Huck and Jim and their adventures on the Mississippi River.

Yep, Laurence. **DRAGONWINGS**. HarperCollins, 1975. ISBN 0-06-026738-0. (1976 Newbery Honor Book; 1995 Phoenix Award).

Moon Shadow, a young Chinese immigrant to San Francisco, respects his idealistic father, Windrider, who wants to fly. Yep found inspiration for **DRAGONWINGS** in the story of a young Chinese man who built and flew a biplane in 1909. Moon Shadow's experiences also provide evidence on the cultural adjustments Chinese immigrants experienced early in the 20th century.

### *World War I*

Cooper, Michael. **HELL FIGHTERS: AFRICAN AMERICAN SOLDIERS IN WORLD WAR I**. NAL Dutton, 1997. ISBN 0-525-67534-5.

This is the story of the 15th New York Voluntary Infantry of the National Guard. The author discusses some of the issues related to segregated regiments. Black-and-white photographs add to the sense of time and place.

Granfield, Linda. **IN FLANDERS FIELDS**. Delacorte, 1995. ISBN 0-385-32228-3.

John McCrae was a Canadian medical officer who attended injured soldiers in Flanders. He is best known for writing a well-known poem by the same name. This book chronicles McCrae's life and the war portrayed in his poem.

Rostkowski, Margaret I. **AFTER THE DANCING DAYS**. Harcourt Brace Children's Books, 1986. ISBN 0-06-025078-X.

Annie works with her father, a doctor, in a hospital for soldiers wounded in World War I. She develops a friendship with Andrew, a badly burned soldier, who helps her understand what happened to her Uncle Paul who never returned from the front. The book provides information on the medical treatment afforded the wounded and the influence of the war on the home front.

Thoene, Bodie. **IN MY FATHER'S HOUSE**. Bethany House, 1992. ISBN 1-55661-189-7.

Students learn about the experiences of soldiers who returned home from World War I and then faced racial, religious, and cultural intolerance.

*Depression: For other suggestions on books related to the Depression, see the article by Barbara Chatton and Shirley Tastad in **BOOK LINKS** (January 1993).*

Bascom, Lionel C. (ed.) **A RENAISSANCE IN HARLEM: LOST VOICES OF AN AMERICAN COMMUNITY**. Bard, 1999. ISBN 0-380-97664-1.

Writers employed by the Work Projects Administration were assigned to gather information about the lives of ordinary men and women living in New York's Harlem. This book collects the essays constructed from these interviews conducted between 1936-1940.

Curtis, Christopher. **BUD, NOT BUDDY**. Delacorte, 1999. ISBN 0-385-32306-9. (2000 Newbery Award; Coretta Scott King Award).

Curtis places his historical fiction in Michigan during the Depression. The author includes Hoovervilles, soup kitchens, conflicts over unionization of Pulman Porters, and jazz bands of the time. The hero is an orphan who uses both humor and logic to try to locate the man he believes to be his father.

Fremon, David K. **THE GREAT DEPRESSION IN AMERICAN HISTORY**. Enslow, 1997. ISBN 0-89490-881-2.

This history of the Great Depression highlights its causes and key figures.

Hesse, Karem. **OUT OF THE DUST**. Scholastic, 1997. ISBN 0-590-36080-9. (1998 Newbery Award)

The author uses a poetic style to tell the story of a fifteen year old girl who lives with her family in Oklahoma during both the Depression and the Dust Bowl. The text is divided into seasons beginning with "Winter 1934" and concluding with "Autumn 1935."

Meltzer, Milton. **BROTHER, CAN YOU SPARE A DIME?: THE GREAT DEPRESSION, 1929-1933**. Facts on File, Revised edition, 1990. ISBN 0-8160-2372-7. (Phoenix Award, nonfiction).

This book incorporates materials drawn from magazines, newspapers, and other publications of the era to present the experiences of the Depression in the people's own words.

**OKIES AND THE DUSTBOWL: MINI-PLAY**. Stevens & Shea Pub., 1975. ISBN 0-89550-335-2.

This collection of short plays allows students to explore the issues and events of the dustbowl and the migration of Okies from Oklahoma to California as a result of the environmental and economic pressures.

Peck, Richard. **A LONG WAY FROM CHICAGO**. Dial, 1998. ISBN 0-8037-2290-7. (1999 Newbery Honor).

A boy and his sister spend each summer with their grandmother in rural Illinois. Short stories are each set in sequential summers from 1929 through 1935. The final chapter describes the boy as he travels by his grandmother's house on a troop transport train in 1942.

Stanley, Jerry. **CHILDREN OF THE DUST BOWL: THE TRUE STORY OF THE SCHOOL AT WEED PATCH CAMP**. Crown, 1992. ISBN 0-517-58782-3. (1993 Orbis Pictus Award, National Council of Teachers of English, Nonfiction).

Illustrated with photographs of the era, this tells the stories of youngsters and how they coped during the Great Depression.

Steinbeck, John. **THE GRAPES OF WRATH**. Viking, 1939. ISBN 0-670-34791-4.

This classic piece of American literature provides a fictional account of the movement of Okies from Oklahoma to California. The dustbowl and mechanization cause the Joad family to leave Oklahoma for better opportunities on the coast. They quickly realize things are different than they expected when they sign on as itinerant workers on a large farm. The book chronicles their struggle for justice and dignity as they migrate.

Steinbeck, John. **OF MICE AND MEN**. Viking, 1968. ISBN 0-670-5207-3.

This novel describes the relationship of two migrant workers, one mentally disabled and the other a schemer. Students can compare the conditions under which these migrant workers labored with that depicted in Barrio's **THE PLUM PLUM PICKER**.

Taylor, Mildred. **ROLL OF THUNDER, HEAR MY CRY**. Illustrated by Jerry Pinkney. Dial, 1976. ISBN 0-8037-7473-7. (1977 Newbery Award).

Taylor writes about the Logan family and their life in the rural South in the 1930s during the Depression. The Logans, including Cassie and her four brothers, are a proud black family who deal with bigotry and discrimination as they go about their daily lives. A series of novels trace the maturity of the children. They include: **SONG OF THE TREES** (1975), **LET THE CIRCLE BE UNBROKEN** (1981; 1981 Coretta Scott King Award; 1981 ALA's Best Books for Young Adults), and **THE ROAD TO MEMPHIS** (1990; 1990 Coretta Scott King Award).

van Raven, Pieter. **A TIME OF TROUBLES**. Scribner, 1990. **OP**

This novel, set in the 1930s, describes the choices 14-year-old Roy Purdy makes after his father Harlow is released from prison and decides to head to California to find work. Roy accompanies him riding the rails and signs on as a migrant laborer picking oranges. His father becomes a security guard with the Growers' Association. Students can compare the Purdy's experiences with conditions under which Hispanic Americans labored when César Chavez began organizing a union for migrant laborers.

*World War II: The major biographies, informational books, and historical fiction about World War II include at least one of the following topics: War and North America, England and Europe at War, The Holocaust, The Resistance, and Internment of Japanese Americans. Librarians and teachers also may consult Desmond Taylor's THE JUVENILE NOVELS OF WORLD WAR II: AN ANNOTATED BIBLIOGRAPHY. Greenwood Press, 1994. ISBN 0-313-29194-2. This bibliography includes 438 books written for young readers. For other suggested readings on the Holocaust see Leslie Barban, "Remember to Never Forget," BOOK LINKS (March 1993) and Hazel Rochman, "Bearing Witness to the Holocaust," BOOK LINKS (January 1998).*

Atkinson, Linda. **IN KINDLING FLAME: THE STORY OF HANNAH SENESH**. Lothrop, Lee, and Shepherd, 1985. ISBN 0-688-02714-8.

This inspiring biography portrays the Jewish heroine whose resistance work during World War II made her a martyr and an inspiration to those with whom she worked.

Baer, Edith. **WALK THE DARK STREETS.** Farrar, Straus, and Giroux, 1998. ISBN 0-374-38229-8.

This novel focuses on a Jewish girl living in Nazi Germany. The book includes descriptions of torched synagogues and night round-ups as her family struggles to escape. The author, Edith Bauer, was the only member of her immediate family to survive the Holocaust.

Bitton-Jackson, Livia. **I HAVE LIVED A THOUSAND YEARS: GROWING UP IN THE HOLOCAUST.** Simon and Schuster, 1997. ISBN 0-689-81022-9.

The author's personal narrative of her experiences in Auschwitz provides a powerful vehicle to describe events during World War II.

Boas, Jacob. **WE ARE WITNESS: FIVE DIARIES OF TEENAGERS WHO DIED IN THE HOLOCAUST.** Henry Holt, 1995. ISBN 0-805-03702-0.

These diaries provide a motivating, personal look at an aspect of World War II from the perspective of five teens.

Bradford, Richard. **RED SKY AT MORNING.** HarperCollins, 1986. ISBN 0-060-93190-6.

The experiences of a teenager growing up in a small town in New Mexico are at various times funny, sad, and poignant.

Brokaw, Tom. **THE GREATEST GENERATION.** Random House, 1998. ISBN 0-375-50202-5.

This adult collection of personal narratives includes the experiences of a range of World War II personages from ordinary people to famous men and women.

Davis, Daniel S. **BEHIND BARBED WIRE: THE IMPRISONMENT OF JAPANESE AMERICANS DURING WORLD WAR II.** Dutton, 1982. ISBN 0-5252-6320-9. (1983 Boston Globe-Horn Book Award, Nonfiction). **OP**

This book describes the treatment Japanese Americans received as internees in concentration camps in the United States during World War II.

Freedman, Russell. **ELEANOR ROOSEVELT: A LIFE OF DISCOVERY.** Clarion, 1993. ISBN 0-89919-862-7. (1994 Newbery Honor Book; 1993 Golden Kite Award, Nonfiction).

In this biography, Freedman realistically portrays Eleanor Roosevelt by drawing heavily on her memoirs. Freedman includes her reactions when she discovers her husband's love affair. Numerous photographs add to the depiction of this political leader's life.

Freedman, Russell. **FRANKLIN DELANO ROOSEVELT.** Clarion, 1990. ISBN 0-89919-379-X. (1991 Orbis Pictus Award, National Council of Teachers of English, Nonfiction).

This biography includes photographs from the Franklin D. Roosevelt Library, the Library of Congress, and the National Archives. The biography includes an in-depth look at Roosevelt's activities during World War II.

Guterson, David. **SNOW FALLING ON CEDARS.** Harcourt, 1994. ISBN 0-151-00100-6.

A murder trial set in the 1950s brings memories of lingering injustices dealt to Japanese Americans during World War II.

Hahn, Mary Downing. **STEPPING ON THE CRACKS.** Clarion, 1991. ISBN 0-395-58507-4. (1992 Scott O'Dell Award for Historical Fiction).

This novel set in College Park, Maryland during World War II develops person-versus-society and person-versus-self conflicts as the protagonists discover a deserter from the U.S. Army. Through various conversations and reactions, Hahn shows the attitudes of society toward a man who is a conscientious objector.

Hersey, John. **THE WALL.** Vintage, 1998. ISBN 0-394-75696-7.

This incredible story recounts the struggle of Polish Jews to survive life in the Warsaw Ghetto during World War II.

Kuhn, Betsy. **ANGELS OF MERCY: THE ARMY NURSES OF WORLD WAR II.** Atheneum, 1999. ISBN 0-689-82044-5.

The experiences of World War II nurses are used to tell about the war from a very human perspective. These brave women used their medical skills, courage, and cheer in hospitals throughout Europe, North Africa, and the Pacific. Among those profiled are nurses who walked 800 miles to freedom when their plane was shot down over German-held Albania, those who were prisoners of war in Manila, and those who helped liberate the concentration camp at Dachau.

Leapman, Michael. **WITNESS TO WAR: EIGHT TRUE LIFE STORIES OF NAZI PERSECUTION.** Viking, 1998. ISBN 0-670-87386-1.

This informational book includes an introduction to and a map of Europe in 1939. The chapters include: "Transported to Safety," "Escape from Occupied France," "Hidden in a Convent," "The Stolen Child," and "The Children of Lidice." Numerous photographs add to the authenticity.

Levitin, Sonia. **JOURNEY TO AMERICA.** Atheneum, 1972; Simon & Schuster Children's Books, 1993. ISBN 0-689-71130-1.

The five-member Platt family debate about emigrating from Germany in 1938. They realize the nation is no longer safe for Jews but do not have the money to leave as a group. Mr. Platt leaves the rest behind to earn enough money to pay for their passage. In the meantime the girls flee to Switzerland and live in refugee camps until they sail for America. Their story continues in **SILVER DAYS** (1989, ISBN 0-689-71570-6), a narration of war-time events told by 13-year-old Lisa, and **ANNIE'S PROMISE** (1993, ISBN 0-689-31752-2), in which the youngest daughter learns lessons about racial prejudice. This series is appropriate for younger readers.

Lipstadt, Deborah. **DENYING THE HOLOCAUST: THE GROWING ASSAULT ON TRUTH AND MEMORY.** Penguin, 1994. ISBN 0-452-27274-2.

Chapters such as “The First Stirrings of Denial in America” and “Twisting the Truth” are especially interesting for history students.

Lobel, Anita. **NO PRETTY PICTURES: A CHILD OF WAR.** Greenwillow, 1998. ISBN 0-688-15935-4.

The author of illustrated children’s books tells of her own experiences, first in a concentration camp and later in Sweden as she is helped to recover. The section in Sweden is especially interesting because Lobel contrasts her time in the camp with the positive settings in Sweden.

Matas, Carol. **DANIEL’S STORY.** Scholastic, 1993. ISBN 0-590-46920-7.

Daniel, whose family suffers as the Nazis rise to power in Germany, describes his imprisonment in a concentration camp and his eventual liberation.

Orlev, Uri. **THE MAN FROM THE OTHER SIDE.** Houghton Mifflin, 1991. ISBN 0-395-53808-4.

Living on the outskirts of the Warsaw Ghetto during World War II, fourteen year old Marek and his grandparents shelter a Jewish man in the days before the Jewish Uprising.

Oughton, Jerrie. **THE WAR IN GEORGIA.** Houghton Mifflin, 1997. ISBN 0-395-81568-1.

Set in the final days of World War II, the author develops the novel to parallel the actual war and focuses on the case of child abuse occurring in an Atlanta family.

Rabinovici, Schoschana. **THANKS TO MY MOTHER.** Dial Books, 1998. ISBN 0-8037-2235-4.

After struggling to survive in Nazi-occupied Lithuania, a young Jewish girl and her mother endure much suffering in Kaiserwald, Stutthof, and Tauntzien concentration camps and on an 11-day death march before being liberated by the Russian army.

Salisbury, Graham. **UNDER THE BLOOD RED SUN.** Delacorte, 1994. ISBN 0-385-32099-X.

The novel is set in Hawaii at the time of the bombing of Pearl Harbor. In this story, a Japanese American and his best friend discover that their carefree life of school and baseball is disrupted by the bombing and the war. Most of the conflicts developed in the story are person-against-society as Japanese American families are subjected to suspicion by neighbors and the military. Two of the strongest themes developed in the book are the importance of retaining cultural values and beliefs, even in times of great stress, and the importance of having the freedom to make choices.

Sorel, Nancy Caldwell. **THE WOMEN WHO WROTE THE WAR.** Arcade, 1999. ISBN 1-559-70493-4.

Women reporters during World War II discuss the discrimination they faced from both the military and male colleagues.

Yep, Laurence. **HIROSHIMA.** Scholastic, 1995. ISBN 0-590-20832-2.

Yep’s book is set in Japan during the time of the dropping of the atomic bomb. Although most of the book is based on historical fact, there is an element of historical fiction in the development of the main character whom Yep describes as a composite of several children who experienced the bombing. The book includes a discussion of the test agreements and the working for peace. Yep concludes the text with the theme: “It must not drop again” (p. 49).

### *Vietnam*

Hayslip, Le Ly, and Jay Wurts. **WHEN HEAVEN AND EARTH CHANGED PLACES: A VIETNAMESE WOMAN’S JOURNEY FROM WAR TO PEACE.** Doubleday & Company, 1993. ISBN 0-385-24758-3.

For advanced readers, this autobiography by Le Ly recounts her experiences in pre-war Vietnam and her maturation during the war years. She describes the views Vietnamese held towards Americans and their perception of the cause of the war. She writes that most Vietnamese did not understand the conflict between democracy and Communism. Instead, they struggled to resist outsiders, unite their country, and return it to the control of farmers. Le Ly continues her story in **CHILD OF WAR, WOMAN OF PEACE** (James Hayslip and Jenny Wurts. Doubleday, 1993: ISBN 0-385-47147-5), from her arrival in San Diego in 1970 to 1992. She describes her life as an immigrant and her role as founder of East Meets West, a nonprofit world peace organization. Oliver Stone directed **HEAVEN AND EARTH** (1994), an adaptation of the two books. Students can discuss the bias of personal reminiscences and compare the view of a young woman during the conflict to that of the military.

Hobblar, Dorothy and Hobblar, Thomas. **VIETNAM: WHY WE FOUGHT.** Knopf, 1990. ISBN unavailable. **OP**

The Hobblers use battlefield photographs and comments from politicians, soldiers, and others who fought in or protested against the war to show the multiple perspectives and complicated issues of war.

Jensen, Kathryn. **POCKET CHANGE.** Macmillan, 1989. ISBN 0-02-747731-2. **OP**

Josie’s father suffers from post-traumatic stress disorder as a result of his experiences during the Vietnam War. Students can compare the fictitious account with the experiences of soldiers described in the Hobblers’ **VIETNAM: WHY WE FOUGHT** to understand the factors which contributed to the disorder.

Johannessen, Larry R. **ILLUMINATION ROUNDS: TEACHING THE LITERATURE OF THE VIETNAM WAR.** National Council of Teachers of English, 1992. ISBN 0-8141-2272-8. **OP**

One of the most comprehensive texts on the literature of the Vietnam war, it includes both recommended books and suggestions for teaching the books. **ILLUMINATION ROUNDS** includes general nonfiction recommended for teachers, personal narratives and oral histories, novels, drama, poetry, short stories, short story collections, anthologies, photography and art collections, and films.

MacDonald, Peter. **GIAP: THE VICTOR IN VIETNAM.** Norton, 1993. ISBN 0-393-03401-1.

This is a biography of General Vo Nguyen Giap. MacDonald, a brigadier general in the British army, interviews American, French, and Vietnamese officers and Giap himself to understand how his self-discipline and diligence eventually earned the respect of the Vietnamese people and his acceptance as leader of the country. MacDonald's readable presentation makes this book appropriate for high school students and provides the perspective of the Vietnamese military to discussions of the Vietnam War.

Mason, Bobbie Ann. **IN COUNTRY.** Harper and Row, 1993. ISBN 0-06-091350-9.

Sam Hughes' father was killed in Vietnam. In an attempt to understand him and the war, Hughes makes a pilgrimage to Washington D.C. to see the Vietnam Memorial.

Myers, Walter Dean. **FALLEN ANGELS.** Scholastic, 1988. ISBN 0-590-40942-5 (1989 Coretta Scott King Award; 1989 Best Books for Young Adults Award).

Richie Perry, 17 and black, seeks to escape the drugs and crime of Harlem by enlisting in the U.S. army. In Vietnam, he experiences different but equally destructive behavior as troops fight among themselves, officers send men into combat to further their personal objectives, and soldiers begin to question themselves and their religion. Despite the hardships, Richie manages to make lasting friends and lifetime associations with people sharing the same situation. Students can compare Richie's view of the war with that depicted in Nelson's **AND ONE FOR ALL.**

Nelson, Theresa. **AND ONE FOR ALL.** Orchard Books, 1989. ISBN 0-531-05804-2. (1990 Notable Children's Book; 1990 Best Books for Young Adults).

Nelson focuses on domestic issues during 1967 in this story told through the eyes of twelve-year-old Geraldine. Her brother Wing, encouraged by her father, an ex-marine, enlists as a way to show his patriotism. Wing's friend Sam, a pacifist whose own father died in the Korean War, tries to convince Wing not to enlist but fails to dissuade him. The book captures the frustration of two young men with different political views and the way the Vietnam War affected family relationships and friendships.

O'Brien, Tim. **THE THINGS THEY CARRIED.** Penguin, 1991. ISBN 0-14-014773-X.

The American foot soldier's experience in Vietnam is reconstructed through related stories linking recurring characters and an interwoven plot.

White, Ellen Emerson. **THE ROAD HOME.** Scholastic, 1995. ISBN 0-590-46738-7.

The Vietnam War is seen through the eyes of a young nurse who had been stationed in Vietnam as she reflects upon her experiences once she has returned home.

#### *Civil Rights Movement*

Atkin, Beth S. **VOICES FROM THE FIELDS: CHILDREN OF MIGRANT FARMWORKERS TELL THEIR STORIES.** Little, Brown and Co., 1993. ISBN 0-316-05633-2.

Nineteen children share their experiences through prose and poetry. They discuss social and psychological problems which plague migrant laborers including poverty, racism, gang violence, and abuse.

Barrio, Raymond. **THE PLUM PLUM PICKERS.** Second edition, Bilingual Press/Editorial Bilingue, 1984. ISBN 0-916950-51-4.

For advanced readers, this classic of Chicano literature depicts the struggle of migrant workers for unionization in the Santa Clara Valley of California in the 1960s. Manuel Gutiérrez tells the story from his point of view, that of a hard-working but disadvantaged migrant farm worker who struggles with his wife to raise three children in a one-room shack. They seek education for their offspring as a way to free them from the oppression. Characters in the novel present the different perspectives of the struggle: the nursery and farm owners, managers, labor recruiters, and labor activists.

Ellison, Ralph. **INVISIBLE MAN.** Vintage, 1947; 1995. ISBN 0-679-73276-4.

For advanced readers, this is a classic of African-American literature which describes the trials and tribulations of a black man born in the rural South. He becomes involved in a series of events in which he has little control. These include pursuing an advanced education at a traditionally black southern college, moving to New York City to earn a living, and experiencing urban poverty. Teachers can use this novel to encourage students to think about the history of African Americans in the United States, rural and urban society and culture, class and racial conflict, and the psychology of the downtrodden.

Haskins, James. **I HAVE A DREAM: THE LIFE AND WORDS OF MARTIN LUTHER KING, JR.** Millbrook, 1993. ISBN 1-56294-087-2.

The biographer examines King's life and achievements. He provides excerpts from King's speeches and other communications that shed light on King's beliefs and struggles.

Grimes, Nikki. **JAZMIN'S NOTEBOOK.** Dial Books, 1998. ISBN 0-803702224-9.

Life in Harlem in the 1960s is described through the eyes of Jazmin, a young African American teenager who keeps a record of her sometimes challenging life.

Haskins, James. **THURGOOD MARSHALL: A LIFE FOR JUSTICE.** Holt, 1992; 1995 ISBN 0-8050-4256-3 (ppb).

This is a biography of the first African-American justice of the U.S. Supreme Court. The biographer presents Marshall's fight against racism and segregation. The text includes an extensive bibliography useful for conducting research.

Macy, Sue. **WINNING WAYS: A PHOTOHISTORY OF AMERICAN WOMEN IN SPORTS.** Hippo, 1998. ISBN 0-590-76336-9.

This informational book chronicles the history of American women in sports beginning with bicycles in the 1880s and progressing into contemporary sports. The author includes anecdotes as well as some sobering statistics. For example, Little League was only for boys until the mid-1970s, and in 1992 colleges spent 20 percent of their athletic budgets on women's sports. This provides students with another way of documenting U.S. history. It should also be of considerable interest to females. Students could do research that compares the history of males and females in sports.

Myers, Walter Dean. **NOW IS YOUR TIME: THE AFRICAN AMERICAN STRUGGLE FOR FREEDOM.** Harper-Collins, 1992. ISBN 0-06-024371-6. (1992 Coretta Scott King Award; 1992 Orbis Pictus Award Honor Book, National Council of Teachers of English, Nonfiction).

Myers describes the ways African Americans struggled to regain their freedom after their capture in Africa and their enslavement in the United States. African Americans served in the Revolutionary and Civil wars, they fought for education, and they fought for the right to tell their stories.

Myers, Walter Dean. **MALCOLM X: BY ANY MEANS NECESSARY.** Scholastic, 1993. ISBN 0-590-98759-3.

The life of controversial African American leader Malcolm X makes this a story of militancy within the civil rights movement.

Severance, John B. **GANDHI, GREAT SOUL.** Clarion, 1997. ISBN 0-395-77179-X.

This biography presents both a chronological depiction of Gandhi's life and a discussion about the impact of his teachings on other world leaders such as Nelson Mandela and

Martin Luther King, Jr. The text includes maps and photographs as well as a bibliography for additional research and reading. The section on how Gandhi influenced others could be of special interest in a world history course.

Walter, Mildred Pitts. **MISSISSIPPI CHALLENGE.** Bradbury, 1992. ISBN 0-02-792301-0. (1993 Coretta Scott King Award; 1993 Carter G. Woodson Book Award).

This book chronicles the lives of African Americans in Mississippi beginning with slavery and continuing through the Civil War, the formation of the Mississippi Freedom Democratic Party, the struggle to gain and hold the right to vote, and the culmination of mistreatment in the struggle for civil rights in the 1960s.

Williams, Juan. **EYES ON THE PRIZE.** Viking, 1987. ISBN 0-670-81412-1.

This volume served as a companion to the PBS television series of the same name and describes the events between the Supreme Court's 1954 ruling against segregated schools and the approval of the 1965 Voting Rights Act.

**ECONOMICS: STUDENTS UNDERSTAND DOMESTIC AND FOREIGN ISSUES RELATED TO U.S. ECONOMIC GROWTH FROM THE 1870S TO 1920; THE SIGNIFICANT DEVELOPMENTS BETWEEN WORLD WAR I AND WORLD WAR II; AND THE ECONOMIC EFFECTS OF WORLD WAR II, THE COLD WAR, AND INCREASED WORLDWIDE COMPETITION ON CONTEMPORARY SOCIETY. EXAMPLES OF LITERATURE INCLUDE:**

Coleman, Penny. **ROSIE THE RIVETER: WOMEN WORKING ON THE HOME FRONT IN WORLD WAR II.** Crown Publishers, 1995. ISBN 0-517-59790-X.

The war changed much about women's roles in the American workforce.

Josephson, Judith Pinkerton. **MOTHER JONES: THE WORKER'S COMPANION.** Lerner, 1997. ISBN 0-8225-4924-7.

This is a biography about a labor organizer. It provides insights into changes in labor movements over time and explores the requirements to protect workers' rights today.

Martínez, Max. **SCHOOLLAND.** Arte Público, 1988. ISBN 0-934770-87-5.

For advanced readers, this novel describes life in a large, close-knit Mexican-American ranch family in South Texas during the 1950s from the perspective of the seventh of the nine children. Students can identify the economic hierarchy evident in the rural area between the ranch owners, farm hands, and migrant laborers. They can also determine how poverty affects other aspects of life including education, health, life choices, and how some manage to escape the poverty while others seem trapped.

**GOVERNMENT AND CITIZENSHIP: STUDENTS UNDERSTAND CHANGES IN THE ROLE OF GOVERNMENT OVER TIME; THE CHANGING RELATIONSHIPS AMONG THE THREE BRANCHES OF THE FEDERAL GOVERNMENT; AND THE IMPACT OF CONSTITUTIONAL ISSUES ON AMERICAN SOCIETY IN THE 20TH CENTURY. STUDENTS ALSO UNDERSTAND EFFORTS TO EXPAND THE DEMOCRATIC PROCESS AND THE IMPORTANCE OF EFFECTIVE LEADERSHIP IN A DEMOCRATIC SOCIETY. EXAMPLES OF LITERATURE INCLUDE:**

Abodaher, David J. **PUERTO RICO: AMERICA'S FIFTY-FIRST STATE.** Franklin Watts, Inc., 1993. ISBN 0-531-13024-X.

This book describes the three choices open to the citizens of Puerto Rico: to remain a territory, become the fifty-first state, or become an independent nation. Abodaher describes the history of the island and its residents and includes photographs and maps to help readers gain a greater understanding of a U.S. territory.

Betancourt, Jeanne. **MORE THAN MEETS THE EYE.** Bantam, 1990. ISBN 0-553-05871-1. **OP**

Students can discuss racism and prejudice after reading this book about a girl's friendship with a Chinese-American boy.

Betancourt, T. Ernesto. **THE ME INSIDE OF ME.** Lerner, 1985. ISBN 0-8225-0728-5. **OP**

A Mexican-American boy enrolls in a fashionable prep school after receiving some money unexpectedly, but he encounters prejudice as a result. Students can discuss racism and how this limits opportunities and thereby undermines the democratic process.

Cozic, Charles P. and Winters, Paul. **WELFARE.** Greenhaven, 1997. ISBN 1-56510-519-2.

The book focuses on issues related to welfare. The author explores the following questions: Does welfare cause problems? and Should there be welfare reform? Excerpts from speeches and articles written by economists and politicians are included. The text can stimulate research and debate about the issue.

Jaffe, Steven H. **WHO WERE THE FOUNDING FATHERS? TWO HUNDRED YEARS OF REINVENTING AMERICAN HISTORY.** Holt, 1996. ISBN 0-8050-3102-2.

The author looks at how revisionists have interpreted and tried to change the words and actions of the founding fathers. He discusses how various groups, the government, and historians, have tried to revise history. The text includes an extensive bibliography.

Marrin, Albert. **PLAINS WARRIOR: CHIEF QUANAH PARKER AND THE COMANCHES.** Simon & Schuster, 1996. ISBN 0-689-80081-9.

This biography traces the history of Quanah Parker's involvement with battles to try to ensure the survival of the

Comanches. The author analyzes the U.S. policy toward Native Americans. An excellent bibliography provides additional sources for students who are conducting research on the Indian Wars. Students can learn about Parker's upbringing and the life of his mother in Meyer's **WHERE THE BROKEN HEART STILL BEATS.**

Stevens, Leonard A. **THE CASE OF ROE V. WADE.** Putnam, 1996. ISBN 0-399-22812-8.

The author discusses the constitutional issues, not the moral issues, in this book about the abortion case. The author documents the text with footnotes and a bibliography. In addition to the historic case, the author discusses ongoing ramifications of the decision.

Warren, James A. **COLD WAR: THE AMERICAN CRUSADE AGAINST THE SOVIET UNION & WORLD COMMUNISM, 1945 - 1991.** Lothrop, Lee & Shepard, 1996. ISBN 0-688-10596-3.

The author chronicles the nearly 50 years of America's opposition to communism. The text considers the Cold War both in America and in Europe. The text includes discussions about the Truman Doctrine, the Korean War, and the destruction of the Berlin Wall.

**CULTURE: STUDENTS UNDERSTAND THE RELATIONSHIP BETWEEN THE ARTS AND THE TIMES DURING WHICH THEY WERE CREATED AND HOW PEOPLE FROM VARIOUS GROUPS, INCLUDING RACIAL, ETHNIC, AND RELIGIOUS GROUPS, ADAPTED TO LIFE IN THE UNITED STATES AND CONTRIBUTED TO OUR NATIONAL IDENTITY. EXAMPLES OF LITERATURE INCLUDE:**

Ashby, Ruth and Ohrn, Deborah Gore, edited by. **HERSTORY: WOMEN WHO CHANGED THE WORLD.** Viking, 1995. ISBN 0-670-85434-4.

The 120 biographical sketches in this text present history, government, economics, and culture. The text is divided chronologically into three parts: "The Dawn: Prehistory to 1750," "From Revolution to Revolution: 1750-1850," and "The Global Community: 1890 to the Present." The text includes a bibliography and suggested further readings, a list of contributors, acknowledgments, a geographical index, an alphabetical index, and an occupational index. The occupational index identifies women in politics, religion, the arts, science and medicine, education and social reform, sports, adventure and exploration, and military.

Crow Dog, Leonard and Richard Erdoes. **CROW DOG: FOUR GENERATIONS OF SIOUX MEDICINE MEN.** HarperCollins, 1995. ISBN 0-060-16861-7.

The beliefs and history of a Sioux family are told from the perspective of its religious leaders.

Cisneros, Sandra. **THE HOUSE ON MANGO STREET**. Random, 1991. ISBN 0-679-73477-5. (1985 Before Columbus Foundation American Book Award).

For advanced readers, this collection of short stories focuses on the thoughts of a young girl named Esperanza growing up in the barrios of Chicago. It includes her perceptions of what a house should be and what she thinks of her friends on the street: Lucy, the Texas girl who smells like corn, Rachel, and Sally. Esperanza overcomes the challenges of her urban environment through the support of a strong family and her own creativity. A companion volume, **WOMAN HOLLERING CREEK AND OTHER STORIES** (Random, 1991. ISBN 0-394-57654-3) features the reminiscences of Esperanza recalling her childhood friends and the challenges they faced reaching maturity as Chicana women in Texas.

Flores-Turney, Camille and Luis Jimenez. **HOWL: THE ARTWORK OF LUIS JIMENEZ**. New Mexico Magazine, 1997. ISBN 9-3720648-2.

New Mexican Hispanic culture is explained through the art of Southwestern artist Luis Jimenez.

Gardner, Mary. **BOAT PEOPLE: A NOVEL**. W. W. Norton & Co., Inc., 1993. ISBN 0-393-03738-X. (1993 Associated Writing Programs Award).

This novel describes the life and culture of Vietnamese fishermen living in Galveston, Texas, and their interaction with a Vietnamese doctor and an African-American woman who works with their children.

Hoobler, Dorothy and Hoobler, Thomas. **THE AFRICAN AMERICAN FAMILY ALBUM**. Oxford University Press, 1995. ISBN 0-19-508128-5.

Through the use of personal histories, autobiographies, original documents, and photographs, the text presents both an historical and a cultural view of African Americans. The text includes chapters on the African homeland, the middle passage, slavery, developing a new life, moving up in the promised land, overcoming during the Civil Rights Movement, and other experiences. The text includes a timeline of African-American history, a bibliography, text and picture credits, and an index.

Hoobler, Dorothy and Hoobler, Thomas. **THE JEWISH AMERICAN FAMILY ALBUM**. Oxford University Press, 1995. ISBN 0-19-508135-8.

The authors use a similar approach as found in **THE AFRICAN AMERICAN FAMILY ALBUM**. The text documents the history and culture of the Jewish people in America through chapters that focus on life in the old countries, departure from home, arrival in America, developing a new life, putting down roots, and becoming part of America. The text includes a timeline of Jewish American history, a bibliography of further reading, and an index.

Kerr, M. E. **DINKY HOCKER SHOOTS SMACK!** Harper, 1972. ISBN 0-06-023151-3. (1972 ALA's Best Books for Young Adults; 1972, **SLJ**'s Best Books).

Dinky is a compulsive eater who tries everything to get her mother's attention. Her mother is too busy working with drug addicts through her church group to take time for her own daughter. Dinky eventually claims she takes drugs to get attention. From this book, students can gain a greater understanding of how people from various groups adapt to life in the U.S. In 1993, Kerr received the **SLJ**'s Margaret A. Edward's Award for Lifetime Achievement for her novels dealing with the ways young adults cope with modern challenges. These include: **DINKY HOCKER SHOOTS SMACK!**; **GENTLEHANDS** (1978), the story of a teenager who learns that his grandfather was a Nazi; her autobiography **ME, ME, ME, ME, ME: NOT A NOVEL** (1983); and **NIGHT KITES** (1986), the story of a teenager dealing with the knowledge that his brother has AIDS.

Lyons, Mary. **PAINTING DREAMS: MINNIE EVANS, VISIONARY ARTIST**. Houghton Mifflin, 1996. ISBN 0-395-72032-X.

The art of Minnie Evans, a North Carolina painter, had its origins in her religious visions and the African traditions of her ancestors, enslaved persons.

Martínez, Max. **THE ADVENTURES OF THE CHICANO KID AND OTHER STORIES**. Arte Público, 1989. ISBN 0-934770-08-5.

For advanced readers, this collection of short stories concentrates on the cultural and racial conflict between Anglos and Hispanics living in the Southwest. The interactions occur in small towns as well as in barrios in San Antonio and Houston. Students can compare these short stories to longer works by Martínez (**SCHOOLLAND**) or by Paredes (**GEORGE WASHINGTON GÓMEZ**).

Naranjo-Morse, Nora. **MUD WOMAN: POEMS FROM THE CLAY**. University of Arizona Press, 1992. ISBN 0-8165-1248-5.

Poetry concerning the complexities of life for Pueblo Indian women is illustrated with photographs of clay sculptures.

**SCIENCE AND TECHNOLOGY: STUDENTS UNDERSTAND THE IMPACT OF SCIENCE AND TECHNOLOGY ON THE ECONOMIC DEVELOPMENT OF THE UNITED STATES AND HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS INFLUENCE DAILY LIFE IN THE UNITED STATES. EXAMPLES OF LITERATURE INCLUDE:**

Aaseng, Nathan. **TWENTIETH CENTURY INVENTORS**. Facts on File, 1991. ISBN 0-8160-2485-5.

This book presents biographical summaries of inventors active during the 20th century and their accomplishments.

Denberg, Barry. **AN AMERICAN HERO: THE TRUE STORY OF CHARLES A. LINDBERGH**. Scholastic, 1996. ISBN 0-590-46923-1.

The biographer uses several techniques that stimulate inter-

est in the controversial aviator's life and add a feeling of authenticity. For example, he introduces each of the chapters with quotes from Charles or Anne Lindbergh's own writings. Photographs showing Lindbergh's experiences, charts, and maps illustrate the biography. The book serves as a model to help students analyze the techniques biographers use to add interest to their subject.

Northrup, Mary. **AMERICAN COMPUTER PIONEERS**. Enslow, 1998. ISBN 0-7660-1053-8.

This book presents biographical summaries of innovators in the computer industry in America.

**SOCIAL STUDIES SKILLS: STUDENTS APPLY CRITICAL-THINKING SKILLS TO ORGANIZE AND USE INFORMATION AND USE PROBLEM-SOLVING AND DECISION MAKING SKILLS. EXAMPLES OF LITERATURE INCLUDE:**

Hentoff, Nat. **THE DAY THEY CAME TO ARREST THE BOOK**. Dell, 1983. ISBN 0-440-91814-6.

Students at George Mason High School form different opinions about the book **HUCKLEBERRY FINN**. Some think it is racist. Students can read **THE ADVENTURES OF HUCKLEBERRY FINN** and then discuss how different interpretations are possible.

Jackson, Donna M. **THE BONE DETECTIVES: HOW FORENSIC ANTHROPOLOGISTS SOLVE CRIMES AND UNCOVER MYSTERIES OF THE DEAD**. Photographs by Charlie Fellenbaum. Little, Brown, 1996. ISBN 0-316-82935-8.

The book develops the work of forensic anthropologists as they study bones and teeth to determine sex, race, height, and weight. The text includes historical accounts of famous forensic investigations.

Woodtor, Dee. **FINDING A PLACE CALLED HOME: A GUIDE TO AFRICAN AMERICAN GENEALOGY AND HISTORICAL IDENTITY**. Random House, 1999. ISBN 0-375-40595-X.

This guide provides step by step advice to African Americans on how to find their roots and trace their family trees. Included in the work is information on how to interview family members, how to find and use census reports, slave schedules, and other sources of information, and how to use the Internet to conduct research.



**HISTORY: STUDENTS UNDERSTAND HOW GEOGRAPHIC CONTEXTS AND PROCESSES OF SPATIAL EXCHANGE INFLUENCED EVENTS IN THE PAST AND HELPED SHAPE THE PRESENT; AND HOW PEOPLE, PLACES, AND ENVIRONMENTS CHANGED OVER TIME AND HOW THE CHANGES AFFECTED HISTORY. EXAMPLES OF LITERATURE INCLUDE:**

Fagan, Brian M. **THE GREAT JOURNEY: THE PEOPLING OF ANCIENT AMERICA.** Thames and Hudson, 1989. ISBN 0-500-27515-7.

The book on archaeology is divided into five parts: "Ideas," "Ancestry," "The Crossing," "The First Americans," and "The Great Diversity." The text is illustrated with black-and-white photographs, drawings, and maps. The text concludes with an extensive listing of further readings, a list of illustrations, and an index. The author, a professor of anthropology, served as director of the Bantu Studies Project at the British Institute in Nairobi.

Gallant, Roy A. **BEFORE THE SUN DIES: THE STORY OF EVOLUTION.** Macmillan, 1989. ISBN 0-02-735771-6.

The author presents the theories, controversies, and latest scientific thinking on how the Solar System, the Earth, and the first biological organisms came to be here and changed and adapted for survival. The author has written over 70 books on scientific subjects. He served on the staff of New York's Museum of Natural History and as director of the Southworth Planetarium at the University of Southern Maine. The text includes a glossary, a list of further readings, and an index.

Paulsen, Gary. **DOGSONG.** Simon & Schuster, 1985. ISBN 0-02-770180-8. (1985 Newbery Honor Book; 1985 Notable Children's Book).

Russell Susskit, a young Eskimo, hesitates to adopt modern ways. He sets off on a dog sled journey to mourn the lost traditions, the songs, the stories, and the greatness of the old ways. On the journey he tests himself and grows personally from the tragedies. Students can discuss the degree to which the environment of Alaska contributed to the Eskimo culture.

**GEOGRAPHY: STUDENTS UNDERSTAND HOW PHYSICAL PROCESSES SHAPE PATTERNS IN THE PHYSICAL ENVIRONMENT; THE PATTERNS AND CHARACTERISTICS OF MAJOR LANDFORMS, CLIMATES, AND ECOSYSTEMS OF EARTH AND THE INTERRELATED PROCESSES THAT PRODUCE THEM; HOW POLITICAL, ECONOMIC, AND SOCIAL PROCESSES SHAPE CULTURAL PATTERNS AND CHARACTERISTICS IN VARIOUS PLACES AND REGIONS; THE TYPES AND PATTERNS OF SETTLEMENT, THE FACTORS THAT AFFECT WHERE PEOPLE SETTLE, AND PROCESSES OF SETTLEMENT DEVELOPMENT OVER TIME; THE GROWTH, DISTRIBUTION, MOVEMENT, AND CHARACTERISTICS OF WORLD POPULATION; HOW PEOPLE, PLACES, AND ENVIRONMENTS ARE CONNECTED AND INTERDEPENDENT; AND THE CONCEPT OF REGION AS AN AREA OF EARTH'S SURFACE. EXAMPLES OF LITERATURE INCLUDE:**

Ambrose, Stephen. **UNDAUNTED COURAGE.** Simon and Schuster, 1996. ISBN 0-684-81107-3.

This combination biography and history presents the three-year expedition of Meriwether Lewis and William Clark as they travel from the Mississippi River to the Pacific Ocean. The text includes numerous details of the geography of the regions.

Armstrong, Jennifer. **SHIPWRECK AT THE BOTTOM OF THE WORLD: THE TRUE STORY OF THE ENDURANCE EXPEDITION.** Crown, 1998. ISBN 0-517-80014-4.

In 1914, Shackleton led an expedition to Antarctica. After being trapped in a frozen sea for nine months, the ship, the *Endurance*, was finally crushed, forcing Shackleton and his men to make a very long and perilous journey across ice and stormy seas to reach inhabited land.

Arnosky, Jim. **NEARER NATURE.** Lothrop, Lee, and Shepard, 1996. ISBN 0-688-122132.

The author takes readers through winter and spring on Arnosky's Vermont farm. The text provides a basis for comparative geography as students compare this Northeastern environment in winter and spring with other parts of the world.

Carter, Alden R. **BETWEEN A ROCK AND A HARD PLACE.** Scholastic, 1995. ISBN 0-590-48684-5.

Two boys begin a canoe trip in the Minnesota lake district in this survival story. They discover that they must rapidly learn survival techniques. The descriptions of the terrain, the animals, and the water provide an in-depth look at surviving in a northern wilderness. The fact that one of the boys is a diabetic adds another dimension to the conflict and plot.

Farmer, Nancy. **A GIRL NAMED DISASTER.** Jackson/Orchard, 1996. ISBN 0-531-09539-8. (1997 Newbery Honor Book).

This novel is set in contemporary Mozambique and Zimbabwe. It is a tale of physical and personal survival as the heroine travels from her remote village down a river until she finally reaches Zimbabwe. The survival portion of this novel tells about her person-against-nature experiences as she uses her survival skills to live on a series of islands. The text includes numerous descriptions of the geograph, and students can analyze how the heroine uses her knowledge of geography to survive in the environment.

Larson, Erik. **ISAAC'S STORM: A MAN, A TIME, AND THE DEADLIEST HURRICANE IN HISTORY.** Crown, 1999. ISBN 0-609-60233-0.

The story of Galveston is told through its geography and history, in particular through the hurricane that destroyed it in 1900.

Oldfield, Sara. **RAIN FORESTS.** Lerner, 1996. ISBN 0-8225-2778-2.

This text is part of the "Endangered People and Places" se-

ries. The text includes photographs and diagrams that detail the people, the cultures, and the uses of the land. The text emphasizes the future of rain forests and discusses the abuses of the land.

**ECONOMICS: STUDENTS UNDERSTAND THE REASONS FOR THE LOCATION OF ECONOMIC ACTIVITIES IN DIFFERENT ECONOMIC SYSTEMS; AND THE ECONOMIC IMPORTANCE OF, AND ISSUES RELATED TO, THE LOCATION AND MANAGEMENT OF KEY NATURAL RESOURCES. EXAMPLES OF LITERATURE INCLUDE:**

Ashabranner, Brent. **DARK HARVEST: MIGRANT FARMWORKERS IN AMERICA.** Illustrated by Paul Conklin. Linnet, 1993. ISBN 0-2080-2391-7. (1986 Carter G. Woodson Book Award).

This book explains the daily routines and hardships migrant farmworkers experience as they adjust their lives to be at the right place at the right time to plant, harvest, or tend crops.

Major, John S. **THE SILK ROUTE: 7,000 MILES OF HISTORY.** HarperCollins, 1996. ISBN 0-06-443468-0.

This highly illustrated text presents and discusses the history of the route between China and Byzantium, providing an interesting introduction to the Silk Route. It includes insights into both the importance of trade and the geography of the various regions along the route. The book helps students as they identify and discuss the “Five Themes of Geography.”

**CITIZENSHIP: STUDENTS UNDERSTAND HOW DIFFERENT POINTS OF VIEW INFLUENCE THE DEVELOPMENT OF PUBLIC POLICIES AND DECISION-MAKING PROCESSES OF LOCAL, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF LITERATURE INCLUDE:**

Scott, Michael. **THE YOUNG OXFORD BOOK OF ECOLOGY.** Oxford, 1996. ISBN 0-19-521167-7.

The author discusses environmental conditions, both natural and manmade, that threaten the ecology of Earth’s habitats and ecosystems. The text includes photographs, diagrams, drawings, and maps.

**SCIENCE AND TECHNOLOGY: STUDENTS UNDERSTAND THE IMPACT OF TECHNOLOGY AND HUMAN MODIFICATIONS ON THE PHYSICAL ENVIRONMENT AND HOW TECHNOLOGY AFFECTS DEFINITIONS OF, ACCESS TO, AND USE OF RESOURCES. EXAMPLES OF LITERATURE INCLUDE:**

Ashabranner, Brent. **MORNING STAR, BLACK SUN: THE CHEYENNE INDIANS AND AMERICA’S ENERGY CRISIS.** Macmillan, 1982. ISBN 0-022-74983-7. (1983 Carter G. Woodson Book Award). **OP**

This book describes the ways the traditions of the Cheyenne Indians were threatened by the energy crisis of the 1980s.

Psihoyos, Louis. **HUNTING DINOSAURS.** Random, 1995. ISBN 0-679-43124-1.

The author introduces the important scientists in modern paleontology. The text includes colored photography.

# Texas Essential Knowledge and Skills in Social Studies

## Annotated Bibliography of Literature

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### World History

#### ABOUT THE LIST AND CRITERIA FOR SELECTION

Dr. Donna Norton, Texas A&M University, began this annotated list of books to provide teachers with another resource to help them teach the social studies as outlined in the Texas Essential Knowledge and Skills (TEKS). These suggested readings match or reinforce the social studies curriculum for grade levels K-12. Her search for appropriate literature included surveying starred reviews such as those found in *School Library Journal*, *Horn Book*, and *Booklist*, as well as reviews in journals that emphasize science, social studies, and geography. Teachers and media specialists working in Texas also contributed to the list providing references for books they find useful in fulfilling the TEKS. These comments and suggestions were collated and edited by Debra Reid and Sharon Gilmore, SSCED Research Associates. The materials listed in the section entitled *Resources* proved invaluable in the search for appropriate literature.

Winners of the Caldecott Medal or Caldecott Honor Book, the Newbery Award and Newbery Honor Book, the Boston Globe-Horn Book Award, the Phoenix Award, the Coretta Scott King Award, the Carter G. Woodson Book Award, and other awards received special attention. A bold **OP** in the citation means the book is currently out of print but should not be forgotten as a resource.

The number of books published for children and young adult readers, especially those at the primary and elementary grade levels, greatly exceeds those published for teenagers at the intermediate and secondary levels. Thus, this list suggests more literature for use with younger than for older readers. Several appropriate publications geared toward the adult reader do appear in the courses at the secondary level but most suggested literature was published for young adult readers.

#### ABOUT THE ANNOTATIONS

- 1 Author
- 2 Title: Subtitle
- 3 Publisher
- 4 Year of Publication
- 5 International Standard Book Numbers (ISBNs)
- 6 Out of Print
- 7 Brief descriptive annotation

1 | 2 | 3 | 4 | 5 | 6  
Hoban, Tana. **ROUND & ROUND & ROUND**. Greenwillow, 1983. ISBN 0-688-01813-0. **OP**  
Photographs in this wordless book depict various objects in the environment that are round. The book helps develop observational skills by encouraging children to search for other round objects in their environment.

7

**HISTORY, GEOGRAPHY, GOVERNMENT, AND CITIZENSHIP: STUDENTS UNDERSTAND TRADITIONAL HISTORICAL POINTS OF REFERENCE IN WORLD HISTORY; HOW THE PRESENT RELATES TO THE PAST; AND HOW NEW POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS EVOLVED FOLLOWING THE COLLAPSE OF THE WESTERN ROMAN EMPIRE. THEY ALSO UNDERSTAND THE WAYS THE EUROPEAN RENAISSANCE AND REFORMATION INFLUENCED THE WORLD; THE CAUSES AND EFFECTS OF EUROPEAN EXPANSION BEGINNING IN THE 16TH CENTURY; THE MAJOR DIVISIONS OF CIVILIZATIONS OF SUB-SAHARAN AFRICA, MESOAMERICA, ANDEAN SOUTH AMERICA, AND ASIA; THE IMPACT OF POLITICAL AND ECONOMIC IMPERIALISM THROUGHOUT HISTORY; THE CAUSES AND EFFECTS OF MAJOR POLITICAL REVOLUTIONS SINCE THE 17TH CENTURY; THE IMPACT OF TOTALITARIANISM IN THE 20TH CENTURY; AND THE INFLUENCE OF SIGNIFICANT INDIVIDUALS OF THE 20TH CENTURY.**

**STUDENTS UNDERSTAND THE IMPACT OF GEOGRAPHIC FACTORS ON MAJOR HISTORIC EVENTS; THE HISTORICAL ANTECEDENTS OF CONTEMPORARY POLITICAL SYSTEMS; THE PROCESS BY WHICH DEMOCRATIC-REPUBLICAN GOVERNMENT EVOLVED; THE SIGNIFICANCE OF POLITICAL CHOICES AND DECISIONS MADE BY INDIVIDUALS, GROUPS, AND NATIONS; AND THE HISTORICAL DEVELOPMENT OF SIGNIFICANT LEGAL AND POLITICAL CONCEPTS.**

**THE FOLLOWING SELECTIONS COVER MANY OF THESE SUBJECTS BUT DO SO WITHIN THE BOUNDARIES OF A POLITICAL OR GEOGRAPHIC REGION. CONSEQUENTLY, THE SELECTIONS ARE DIVIDED BY REGION, NOT TOPIC.**

### *Europe*

Bawden, Nina. **CARRIE'S WAR**. HarperCollins, 1973. ISBN 0-397-31450-7. (1993 Phoenix Award).

Carrie and Nick Willow are evacuated from London to Wales to escape the bombing during World War II. When Carrie returns 30 years later, she tries to come to terms with her involvement in the war, including a fire she feels responsible for starting. The book is based partially on Bawden's own experiences.

Connolly, Peter. **POMPEII**. Oxford University Press, 1990. ISBN 0-199-17159-9.

The eruption of Mt. Vesuvius and consequent destruction of Pompeii in 79 A.D. is described through its re-discovery and subsequent excavation.

Dickens, Charles. **A TALE OF TWO CITIES**. Bantam Classics, 1989. ISBN 0-553-21176-5. Teacher's edition ISBN 0-318-51005-7.

Charles Dickens (1812-1870) wrote of the challenges faced by people in England during the 19th century. **A TALE OF TWO CITIES** also describes life in France during and after the French Revolution (1789-1799). Other classics appropriate

for students studying European history at the secondary level include **A CHRISTMAS CAROL**, **GREAT EXPECTATIONS**, **OLIVER TWIST**, and **DAVID COPPERFIELD**.

Frank, Anne. **THE DIARY OF A YOUNG GIRL: THE DEFINITIVE EDITION**, edited by Otto H. Frank and Mirjam Pressler. Translated by Susan Massotty. Doubleday, 1995. ISBN 0-385-47378-8.

This latest edition contains about 30 percent more material than was included in the earlier edition. Students may compare the two editions as well as other biographies about Anne Frank.

Harris, Robert. **ENIGMA**. Random House, 1995. ISBN 0-679-42887-9.

The plot in this novel is based on the problems of deciphering the German code during World War II. The setting is Bletchley Park in England.

Heneghan, James. **WISH ME LUCK**. Farrar, Straus, and Giroux, 1997. ISBN 0-3743-8453-3.

Set in World War II, a British boy sails to Canada on a ship which is torpedoed enroute. The novel illustrates the dangers of living in a country during times of war and the efforts made to save young people.

Hunter, Mollie. **A SOUND OF CHARIOTS**. HarperCollins, 1972. ISBN 0-06-022669-2. (1992 Phoenix Award).

This autobiographical novel tells the story of Bridie McShane's father, a veteran of World War I who returns to his Scottish home a changed man. His daughter Bridie must cope with his death, hastened by the mental and physical trauma caused by the war.

Hunter, Mollie. **THE KING'S SWIFT RIDER: A NOVEL ON ROBERT THE BRUCE**. HarperCollins, 1998. ISBN 0-060-27186-8.

Unwilling to fight but feeling a sense of duty, sixteen year old Martin joins Scotland's rebel army as a swift rider and master of espionage for the leader, Robert the Bruce.

Lipstadt, Deborah. **DENYING THE HOLOCAUST: THE GROWING ASSAULT ON TRUTH AND MEMORY**. Penguin, 1994. ISBN 0-452-27274-2.

Chapters such as "The First Stirrings of Denial in America" and "Twisting the Truth" are especially interesting for history students. The discussion about **THE DIARY OF ANNE FRANK** may be read along with Anne Frank's diary.

Marrin, Albert. **HITLER**. Viking, 1987. ISBN 0-670-81546-2.

By reading this biography, students will discover the roots of Hitler's anti-Semitism and his developing hatred for the Jewish people. The book could be combined with a study of various world leaders during World War II.

Walsh, Jill Paton. **A CHANCE CHILD** (Farrar/Sunburst, 1978. ISBN 0-374-41174-3. (1998 Phoenix Award).

This fantasy finds a young boy escaping his abusive family through travel on a canal boat in England during the Industrial Revolution. During his trip he sees the brutality of child labor in the mills and ultimately realizes happiness.

### Asia

Alexander, Lloyd. **THE IRON RING**. Dutton, 1997. ISBN 0-525-45597-3.

This is a modern fantasy novel that has foundations in the myths and literature of India.

Fong, Wen C. and Watt, James C. Y. **POSSESSING THE PAST: TREASURES FROM THE NATIONAL PALACE MUSEUM, TAIPEI**. Metropolitan Museum of Art/Harry N. Abrams, 1996. ISBN 0-8109-6494-5.

This is a large text that illustrates the collection from the Chinese Palace Museum. The text introduces the cultural dynamics of Chinese history and art. The illustrations may be used to authenticate other Chinese texts.

Haugaard, Erik Christian. **THE BOY AND THE SAMURAI**. Houghton Mifflin, 1991. ISBN 0-395-56398-4.

This historical novel is set in feudal Japan between 1480 and 1603. A boy's life changes when he meets a samurai and is brought under his guidance. The book is filled with details about the culture of this time period.

Ho, Minfong. **RICE WITHOUT RAIN**. Lothrop, Lee, and Shepherd, 1990. ISBN 0-688-06355-1.

After social rebels convince the headman of a small village in northern Thailand to resist the land rent, his seventeen year old daughter Jinda finds herself caught up in the student uprising in Bangkok.

Namioka, Lensey. **THE COMING OF THE BEAR**. HarperCollins, 1992. ISBN 0-06-020288-2.

This historical novel is set in 16th-century Japan at the time of conflicts between the Ainu and a band of Japanese settlers. Two samurai play a major role in the story. The theme of the book stresses that tolerance and understanding are essential between cultures, but this tolerance and understanding may be achieved only through effort and personal sacrifice.

Namioka, Lensey. **TIES THAT BIND, TIES THAT BREAK**. Delacorte Press, 1999. ISBN 0-385-32666-1.

Ailin's life takes a different turn when she defies the traditions of upper class Chinese society by refusing to have her feet bound.

Paterson, Katherine. **OF NIGHTINGALES THAT WEEP**. HarperCollins, 1974. ISBN 0-690-00485-0. (1994 Phoenix Award).

This narrative describes the life of Takiko whose samurai father was killed in the clan wars in Japan in the 12th century. She longs to retain the status of the court and resents her peasant stepfather. Her beauty and musical abilities make her a favorite at court and she flees with the royal household when another war erupts. In the process she learns painful lessons about loyalty, beauty, and love. For information on related works see Laura Robb, "Three Novels of Feudal Japan by Katherine Paterson," **BOOK LINKS** (March 1992).

Ramanujan, A. K. **FOLKTALES FROM INDIA: A SELECTION OF ORAL TALES FROM TWENTY-TWO LANGUAGES**. Pantheon, 1994. ISBN 0-679-74832-6.

This is a large collection of tales augmented by an introduction which explains the cultures represented. Source notes indicate the origins of the tales.

Severance, John B. **GANDHI, GREAT SOUL**. Clarion, 1997. ISBN 0-395-77179-X.

This biography presents both a chronological depiction of Gandhi's life and a discussion about the impact of his teachings on other world leaders such as Nelson Mandela and Martin Luther King, Jr. The text includes maps and photographs as well as a bibliography for additional research and reading. The section on how Gandhi influenced others could be of special interest in a world history course.

Tyler, Royall. **JAPANESE TALES**. Pantheon, 1987. ISBN 0-394-75656-8.

Many of the source notes provide approximate dates for the events described in the tales. This information provides excellent support for students who are investigating the history of the Japanese culture and literature.

Ung, Loung. **FIRST THEY KILLED MY FATHER**. HarperCollins, 2000. ISBN 0-06-019332-8.

Ung's memoir of her childhood in Pol Pot's Cambodia offers a haunting parallel to the writings of Anne Frank in the Europe of Adolf Hitler.

Yep, Laurence. **HIROSHIMA**. Scholastic, 1996. ISBN 0-590-20833-0.

Yep's book is set in Japan during the time of the dropping of the atomic bomb. Although most of the book is based on historical fact, there is an element of historical fiction in the development of the main character who Yep describes as a composite of several children who experienced the bombing. The book includes a discussion of the test agreements and the working for peace. Yep concludes the text with the theme: "It must not drop again" (p. 49).

**Central and South America and Mexico**

Arnold, Caroline. **MEXICO'S ANCIENT CITY OF TEOTIHUACAN: THE FIRST METROPOLIS IN THE AMERICAS.** Photography by Richard Hewitt. Houghton Mifflin Co., 1994. ISBN 0-395-66584-1.

For more than 800 years, Teotihuacan served as the most important city in Mexico. Color photographs capture the remains and provide readers the visual evidence of an extinct civilization. The narrative interprets the ruins of the city, the statues of deities, paintings, and ceremonial areas.

Barreiro, José. **THE INDIAN CHRONICLES.** Arte Público, 1993. ISBN 1-55885-067-8.

For advanced readers, this novel describes the encounters of the Taíno Indians and Christopher Columbus beginning with their first encounter when he landed on Hispaniola in 1492 and continuing for 50 years. The novel tells the story of Diego Colón, a young Taíno Columbus adopted as his son. Diego witnessed the clashes between the Spaniards and the natives and described them in memoirs he began at the insistence of Father Bartolomé de las Casas. Barreiro bases the novel on primary source documents which focus on the experiences of real people and presents the narrative from the perspective of the natives.

Bierhorst, John, edited by. **THE MONKEY'S HAIRCUT: AND OTHER STORIES TOLD BY THE MAYA.** Illustrated by Robert Andrew Parker. Morrow, 1986. ISBN 0-688-04269-4.

This collection of legends from the Maya includes an introduction with easy-to-read information about the divisions of the Maya, their homes and communities, their slash-and-burn agriculture, their gods and demons, and their art of storytelling.

Bierhorst, John. **THE MYTHOLOGY OF SOUTH AMERICA.** Morrow, 1988. ISBN 0-688-06722-0. **OP**

The myths in this collection are divided by regions including Brazil, Guiana, Gran Chaco, Southern South America, Northwestern South America, and the Central Andes. Maps, introductory materials, sources, and an extensive bibliography help students explore the subject more completely.

Guthrie, Jill, edited by. **THE OLMEC WORLD: RITUAL AND RULERSHIP.** Art Museum, Princeton University; and Abrams, 1995. ISBN 0-8109-6311-6.

The art and ritual of ancient Mesoamerica is presented through both essays and photographs of sculptures and other art objects. This is an extensive adult source that provides considerable information about topics such as "Olmec Archaeology," "Ritual and Rulership," "Shamanism," "Rainmakers," and "Tree of Creation." An extensive bibliography helps students conducting research.

Markman, Roberta H. And Markman, Peter T. **THE FLAYED GOD: THE MYTHOLOGY OF MESOAMERICA: SACRED TEXTS & IMAGES FROM PRE-COLUMBIAN MEXICO & CENTRAL AMERICA.** Harper, 1992. ISBN 0-06-250749-4. **OP**

This is a large collection of mythological texts divided into the following categories: "The Historical Framework," "The Figure of the Goddess: The Mythological Images of the Village Cultures," "Of Time, Space, and Earth: The Mythology of the Urban Tradition," "The Fourfold Unfolding: The Myths of Creation," "Flayed Gods, Snake Women, and Were-Jaguars: The Myths of Fertility," and "Feathered Serpents and Hero Twins: The Mythic Structure of Rulership." Time lines, maps, and introductory materials provide additional sources of information. The myths provide sources for analyzing values and beliefs of the people.

Miller, Mary and Taube, Karl. **THE GODS AND SYMBOLS OF ANCIENT MEXICO AND THE MAYA: AN ILLUSTRATED DICTIONARY OF MESOAMERICAN RELIGION.** Thames and Hudson, 1993. ISBN 0-500-05068-6.

The text and illustrations in this dictionary will assist a student who is conducting research on Mesoamerica.

Myer, Carolyn and Gallenkamp, Charles. **THE MYSTERY OF THE ANCIENT MAYA.** Margaret K. McElderry Books for Young Readers, 1985; 1995. ISBN 0-689-50619-8.

This book provides a range of information on the culture, art, daily life, and language of the Maya.

Moseley, Michael E. **THE INCAS AND THEIR ANCESTORS: THE ARCHAEOLOGY OF PERU.** Thames and Hudson, 1992. ISBN 0-500-05063-5.

The text follows the history of the Incas from the first settlements over 10,000 years ago to the Spanish conquest. Numerous maps, drawings, and photographs support the text. An extensive bibliography provides additional sources for students conducting research.

**Classic Greece and Rome**

Alexander, Lloyd. **THE ARKADIANS.** Dutton, 1995. ISBN 0-525-45415-2.

This high fantasy has foundations in Greek mythology. Alexander's fantasy includes many similarities with Greek mythology such as a wooden animal with a hollow stomach, men with special abilities, winged horses, prophecies that come true, and voyages that include fantastic adventures.

Clare, John D., edited by. **CLASSICAL ROME.** Harcourt Brace, 1993. 0-15-200513-7.

The strength of this book is in the colored photographs showing costumed models posing for scenes from ancient Roman life. The models depict such occupations as farming and trade as well as daily life. The book could be used to authenticate descriptions of ancient life described in other texts.

Fleischman, Paul. **DATELINE: TROY**. Candlewick, 1996. ISBN 1-56402-469-5.

The author retells the story of the Trojan War and also includes newspaper clippings of modern events that have similarities with instances in the Trojan War. The modern events range from the First World War to the Gulf War. This book provides a model for comparing other ancient and contemporary events.

Liberati, Annamaria and Fabio Bourbon. **ANCIENT ROME: HISTORY OF A CIVILIZATION THAT RULED THE WORLD**. Stewart, Tabori, and Chang, 1996. ISBN 1-556-70531-X.

The rise, fall, and lasting contributions of this great empire are chronicled in this book.

Grant, Michael. **THE CLASSICAL GREEKS**. Weidenfeld & Nicolson, 1996. ISBN 0-297-81771-X.

The author discusses 37 critical moments in Greek politics, beliefs, and art. The author discusses the contributions of Greeks such as Pericles and Euripides.

MacDonald, Fiona and Bergin, Mark. **A GREEK TEMPLE**. Bedrick, 1992. ISBN 0-87226-361-4.

This book provides an introduction to Greek architecture by focusing on the construction of the Parthenon in Athens. The illustrations depict topics such as building technology and temple design.

Powell, Anton and Steele, Philip, edited by. **THE GREEK NEWS**. Walker, 1996. ISBN 0-7445-2868-2.

This book could be used as a model for reporting research into a culture. The text is written like a newspaper that is covering ancient Greek history and daily life. Headlines and articles emphasize interesting aspects of life and focus on issues associated with the culture. There could be an interesting comparison with **DATELINE TROY**.

Rothfarb, Ed. **IN THE LAND OF THE TAJ MAHAL: THE WORLD OF THE FABULOUS MUGHALS**. Holt, 1998. ISBN 0-8050-5299-2.

This informational book focuses on the Mughal dynasty from Babur to Shah Jahan. Numerous photographs, copies of paintings, and maps help to clarify the text. A timeline, glossary, a list of further readings, sources to each chapter, and an index provide useful additional information.

Sutcliff, Rosemary. **THE EAGLE OF THE NINTH**. Oxford University Press/Penguin, 1954; Farrar, Straus & Giroux, 1993. ISBN 0-374-41930-2 (ppb).

This historical novel is set in Roman Britain about A.D. 117 when the Ninth Legion was stationed at Eburacum, where York now stands. The author was motivated to write the book after a wingless Roman Eagle was dug up during an excavation. Rosemary Sutcliff is considered one of the best authors of historical fiction about this time period. Her writings could be used to introduce a research study in which

students investigate the requirements for writing authentic historical fiction.

Turner, Megan Whalen. **THE THIEF**. Greenwillow, 1996. ISBN 0-688-14627-9. (1997 Newbery Honor Book).

This fantasy novel has foundations in Greek mythology. The style of language, the settings, and the characters are similar to those found in mythology.

### *Middle East*

Bayat, Mojdeh and Jamnia, Mohammad Ali. **TALES FROM THE LAND OF THE SUFIS**. Shambhala, 1994. ISBN 0-87773-955-2,

These are traditional stories from the mystical traditions of Islam known as Sufism. Three types of Sufi stories are included: stories dealing with one's relationship to oneself, stories that deal with one's relationship to society and to other people, and stories dealing with one's relationship to God.

Blair, Sheila S. and Bloom, Jonathan M. **THE ART AND ARCHITECTURE OF ISLAM: 1250-1800**. Yale University Press, 1994. ISBN 0-300-05888-8.

This heavily illustrated informational book includes discussions of the art and architecture of Iran, Central Asia, Egypt, and Syria between 1250 and 1500 A.D., and the art and architecture of Iran, Central Asia, Egypt, and India from 1500 to 1800 A.D. The various discussions focus on the Ilkhanids, the Timurids, the Bahri Mamluks, the Ottomans, the Sultanates, the Safavids, the Uzbeks, and the Mughals. The text concludes with a discussion on "The Legacies of Later Islamic Art."

Clapp, Nicholas. **THE ROAD TO UBAR: FINDING THE ATLANTIS OF THE SANDS**. Houghton Mifflin, 1998. ISBN 0-395-87596-X.

The most fabled city in Arabia was Ubar. Ubar was destroyed and buried in the desert without a trace. Over the centuries, many people searched for it unsuccessfully. In the 1980s, Ubar was found through remote sensing and excavation began.

Dalokay, Vedat. **SISTER SHAKO AND KOLO THE GOAT: MEMORIES OF MY CHILDHOOD IN TURKEY**. Lothrop, Lee & Shepard, 1994. ISBN 0-688-13271-5. (1995 Batchelder Award).

Written by the former mayor of Ankara, Turkey, the book provides insights into life in the Middle East.

Faulkner, R. O. **THE ANCIENT EGYPTIAN BOOK OF THE DEAD**. Macmillan, 1985; University of Texas Press, 1990. ISBN 0-292-70425-9.

This informational book presents the religious and magical texts used by ancient Egyptians to secure the dead with a satisfactory afterlife. Most of the examples in the text date from 1500 to 250 B.C.

Ferber, Elizabeth. **YASIR ARAFAT: A LIFE OF WAR & PEACE**. Millbrook, 1995. ISBN 1-562-94585-8.

This biography focuses on Arafat's life and the struggle for peace in the region.

Franch, Irene M. and Brownstone, David M. **ACROSS AFRICA AND ARABIA: TRADE AND TRAVEL ROUTES**. Facts On File, 1991. ISBN 0-816018-782.

This informational book covers the development of the Nile Route, the Incense Road, and the Sahara Routes. Students could trace the routes of these transportation corridors and investigate their influence on contemporary trade and commerce.

Harper, Paul. **THE ARAB-ISRAELI ISSUES**. Rourke Enterprises, 1988. ISBN 0-8659-2029-X.

This text focuses on the history of the conflicts between Arab and Jewish peoples and serves as a useful introduction for further study of conflicts in the Middle East.

Hicyilmaz, Gaye. **AGAINST THE STORM**. Viking Kestrel, 1990. ISBN 0-67082-960-9; Little, Brown, 1992. ISBN 0-316-36078-3.

This novel is set in Ankara, Turkey. The conflicts in the novel develop because of the consequences of urban poverty. Students could authenticate the text through references to contemporary newspaper articles that focus on Turkey.

King, John. **BEDOUIN: THREATENED CULTURES**. Raintree, 1993. ISBN 0-811-42304-2.

This informational book describes the social life and customs of these nomadic peoples and discusses threats to their continued existence. The text could be compared with Suzanne Fisher Staples's historical fiction, **SHABANU: DAUGHTER OF THE WIND**.

Macdonald, Fiona. **A SIXTEENTH CENTURY MOSQUE**. Bedrick, 1994; Kazi, 1996. ISBN 0-614-20979-X.

Detailed illustrations show the mosques built in Istanbul for sultan Suleyman the Magnificent.

Staples, Suzanne Fisher. **SHABANU: DAUGHTER OF THE WIND**. Knopf, 1989. ISBN 0-394-84815-2. (1990 Newbery Honor Book). Study guide by Barbara Reeves. Learning Links, 1996. ISBN 1-56982-672-2.

This contemporary novel tells the story of a girl in a desert region of Pakistan who tries to assert her independence. Students may apply knowledge of cultural values and beliefs to this novel and evaluate the authenticity of these values and beliefs.

Staples, Suzanne Fisher. **HAVELL**. Knopf, 1993. ISBN 0-06-798443-6.

In this sequel to **SHABANU: DAUGHTER OF THE WIND**, the author continues the conflict as the heroine struggles against the traditions of an ancient past.

Zeman, Ludmilla. **GILGAMESH THE KING**. Tundra Books, 1992. ISBN 0-887-76283-2.

This retelling of the Gilgamesh legend describes the kind who became a cruel tyrant over the citizens of Uruk.

### *Medieval Europe*

Adler, Elizabeth. **THE KING'S SHADOW**. Farrar, Straus, & Giroux, 1995. ISBN 0-374-34182-6.

This historical novel is set in Anglo-Saxon England prior to the Battle of Hastings in 1066. It tells the story of a young Welsh serf who is mute but learns to read and write and eventually serves Harold Godwinson. The author uses accounts in the **ANGLO-SAXON CHRONICLE** to provide historical authenticity.

Barrett, Tracy. **ANNA OF BYZANTIUM**. Delacorte, 1999. ISBN 0-385-32626-2.

In the 11th century, the teenage princess Anna Comnena fights for her birthright, the throne of the Byzantine Empire. Anna fears it will be taken from her by her younger brother John because he is male.

Brooks, Polly Schoyer. **QUEEN ELEANOR: INDEPENDENT SPIRIT OF THE MEDIEVAL WORLD: A BIOGRAPHY OF ELEANOR OF AQUITAINE**. Lippincott, 1983. ISBN 0-397-31995-9.

This is a biography of the 12th-century queen. Brooks portrays Eleanor of Aquitaine as she develops from a frivolous, immature girl who acts to satisfy her whims to a mature queen with a shrewd talent for politics. Brooks includes verses composed about Eleanor to describe the attitudes expressed toward the queen and reinforce the mood of medieval chivalry.

Cushman, Karen. **CATHERINE, CALLED BIRDY**. Clarion, 1994. ISBN 0-395-68186-3 (1995 Newbery Honor Book). Study guide by Bonnie Ferraro. Learning Links, 1996. ISBN 1-56982-652-8.

In this historical novel, 14-year-old Catherine lives in England. The year is 1290 A.D. The major conflicts are caused by society's demands. The author develops excellent descriptions of medieval settings and the roles of males and females during this time period. Students can compare the roles of females living in a nobleman's home with the role of a heroine living in poverty in **THE MIDWIFE'S APPRENTICE**.

Cushman, Karen. **THE MIDWIFE'S APPRENTICE**. Clarion, 1995. ISBN 0-395-69229-6 (1996 Newbery Award). Study guide by P. Street. Learning Links, 1997. ISBN 0-7675-0164-0.

A nameless, homeless girl living in poverty becomes the apprentice of a midwife. Students will discover many characteristics of 14th-century England and the medical practices common for the time period. Cushman's two books provide an excellent depiction of the various societal roles and the roles of women living during this time period.

Harpur, James. **REVELATIONS, THE MEDIEVAL WORLD**. Holt, 1995. ISBN 0-8050-4140-0. **OP**

The text provides details about cathedrals, knights, and castles. It includes examples of illuminated manuscripts.

Konigsburg, E. L. **A PROUD TASTE FOR SCARLET AND MINIVER**. Simon & Schuster, 1973. ISBN 0-689-30111-1. (1993 Phoenix Award).

Eleanor of Aquitaine, the wife of two kings and mother of two more waits in heaven hoping that her husband, Henry II of England can join her. As she waits, she reminiscences about her life in France and England during the 1100s.

Macaulay, David. **CASTLE**. Houghton Mifflin, 1977. Illustrated by David Macaulay. ISBN 0-395-25784-0. (1978 Caldecott Honor Book).

This highly illustrated text traces the step-by-step planning and construction of a castle and a town in the 13th century.

Nardo, Don, edited by. **READINGS ON THE CANTERBURY TALES**. Greenhaven, 1997. ISBN 1-56510-586-9.

The author introduces the works with a biographical sketch. The text is divided into three sections: language and verse, themes, and characterizations.

Pyle, Howard. **THE STORY OF KING ARTHUR AND HIS KNIGHTS**. Scribner's, First published in 1903. ISBN 0-684-14814-5.

This is the classic version of the legend which supports study of language and art using the original words and illustrations. The text includes three sections: "The Book of King Arthur," "The Book of Three Worthies," and "The Story of Sir Gawaine."

Temple, Frances. **THE RAMSAY SCALLOP**. Orchard Books, 1994. ISBN 0-531-08686-0.

In 14th century England, fourteen year old Eleanor finds her betrothal to an ambitious lord's son launching her on a memorable pilgrimage to far-off Spain.

Voight, Cynthia. **ELSKE**. Atheneum, 1999. ISBN 0-689-82472-6.

Thirteen year old Elske escapes death at the hands of the leaders of her barbaric society and later becomes handmaiden to a rebellious noblewoman whose rightful throne they reclaim.

**CITIZENSHIP: STUDENTS UNDERSTAND THE SIGNIFICANCE OF POLITICAL CHOICES AND DECISIONS MADE BY INDIVIDUALS, GROUPS, AND NATIONS THROUGHOUT HISTORY AND THE HISTORICAL DEVELOPMENT OF SIGNIFICANT LEGAL AND POLITICAL CONCEPTS INCLUDING THE IDEAS ABOUT RIGHTS, REPUBLICANISM, CONSTITUTIONALISM, AND DEMOCRACY. EXAMPLES OF LITERATURE INCLUDE:**

Coffey, Michael. **DAYS OF INFAMY: MILITARY BLUNDERS OF THE 20TH CENTURY**. Hyperion, 1999. ISBN 0-786-86556-3. The inside stories behind some of the most notorious military blunders of the 20th century provide detail regarding their causes and effects.

Howe, Irving, edited by. **1984 REVISITED: TOTALITARIANISM IN OUR CENTURY**. Harper, 1983. ISBN 0-06-015158-7. **OP** This collection of 13 essays analyzes the themes of **1984** and their relevancy to life in the early 1980s. Students can debate whether or not the issues remain relevant as the millennium approaches.

Keneally, Thomas. **SCHINDLER'S LIST**. Simon and Schuster, 1993. ISBN 0-671-88031-4.

A German businessman saves the lives of his Jewish employees from the Nazi holocaust.

Kross, Jaan. **THE CZAR'S MADMAN**. Pantheon Books, 1993. ISBN 0-394-58437-6.

In the Baltic, the 19th century was a time of questioning liberty and freedom.

Mathabane, Mark. **KAFFIR BOY**. New American Library, 1986. ISBN 0-452-26471-5.

This autobiography describes how the author raised himself from the squalor of the streets of apartheid South Africa.

Orwell, George. **ANIMAL FARM**. NAL Dutton (Everyman's Library Classics Series), 1996. ISBN 0-451-52634-1. Study guide by Maureen Kirchoefer. Novel Units, 1991. ISBN 1-561-373052.

This satirical fantasy describes the different opinions of democracy held by animals on a farm in Britain in the 20th century and then describes the revolt which occurs as they overturn unfair rule and try to form a society based on equality. This classic was originally published in 1946.

Orwell, George. **NINETEEN EIGHTY-FOUR (1984)**. Harcourt Brace & Co., 1983. ISBN 0-15-166038-7. See also **1984 BY GEORGE ORWELL: CURRICULUM UNIT**. The Center for Learning, 1996. ISBN 1-56077-323-5.

This classic, originally published in 1945, describes a future of totalitarian rule based on complete mind control. Teachers can assign students different essays included in Howe's **1984 REVISITED: TOTALITARIANISM IN OUR CENTURY** and can discuss the options available to an informed citizenry.

**CULTURE: STUDENTS UNDERSTAND THE HISTORY AND RELEVANCE OF MAJOR RELIGIOUS AND PHILOSOPHICAL TRADITIONS; THE RELATIONSHIP BETWEEN ARTS AND THE TIMES DURING WHICH THEY WERE CREATED; THE ROLES OF WOMEN, CHILDREN, AND FAMILIES IN DIFFERENT HISTORICAL CULTURES; AND HOW THE DEVELOPMENT OF IDEAS INFLUENCED INSTITUTIONS AND SOCIETIES. EXAMPLES OF LITERATURE INCLUDE:**

Achebe, Chinua. **THINGS FALL APART.** Anchor Books, 1994. ISBN 0-385-47454-7.

Set in an Ibo village in Nigeria, the novel recreates pre-Christian tribal life and shows how the coming of Europeans led to the break up of traditional life.

Gay, Peter. **MOZART.** Viking Books, 1999. ISBN 0-670-88238-0.

This biography traces the life of Wolfgang Amadeus Mozart and describes his development as a composer.

Janson, H. W. **HISTORY OF ART,** Fifth edition. Prentice Hall, 1997. ISBN 0-810-93442-6.

This large text is divided into four parts. Part One includes the ancient world of prehistoric art, Egyptian art, Near Eastern art, Aegean art, Greek art, Etruscan art, Roman art, and Early Christian and Byzantine art. Part Two includes art of the middle ages, including Islamic art, Early Medieval art, Romanesque art, and Gothic art. Part Three includes Renaissance art through the Rococo period. Part Four includes art of the modern world, including: Neoclassicism, Realism, Impressionism, sculpture, architecture, photography, and post-modernism. The text includes an extensive list of primary sources; a time line that relates history, politics, religion, music, literature, science, and technology; a bibliography of books for further reading; a glossary; an index; and maps showing the different locations and empires discussed in the text. The text provides an excellent source for research into various topics in the history of art.

Janson, H. W. And Janson, Anthony F. **HISTORY OF ART FOR YOUNG PEOPLE,** Fourth edition. Abrams, 1992. ISBN 0-8109-4150-3.

This text surveys the history of art from cave paintings to modern art. It is divided into four parts: "The Ancient World;" "The Middle Ages;" "The Renaissance, Mannerism, and the Baroque;" and "The Modern World." Numerous illustrations accompany the text.

Schwartz, Gary. **REMBRANDT. H.N.** Abrams, 1992. ISBN 0-810-93760-3.

The life and work of the well-known Dutch artist is described in the context of reasons which affect the rise and fall of artists' reputations.

Sills, Leslie. **VISIONS: STORIES ABOUT WOMEN ARTISTS.** Whitman, 1993. ISBN 0-807-58491-6.

Four pioneering women artists, Mary Cassatt, Leonora Carrington, Betye Saar, and Mary Frank, are the focus of this book.

Stokstad, Marilyn. **ART HISTORY,** Vol. 1. Prentice Hall, 1995. ISBN 0-13-357500-4.

Volume One of this art history includes topics such as: pre-historic art, art of the ancient Near East, art of Ancient Greece, Roman art, Jewish art, Chinese art, Japanese art, art of ancient Africa, and Medieval art. The text is heavily illustrated and includes time lines and maps.

Stokstad, Marilyn. **ART HISTORY,** Vol. 2. Prentice Hall, 1995. ISBN 0-13-357527-6.

Volume Two of this art history includes topics such as: early Renaissance art, early American art, art of India, Chinese art after 1280, art of the Americas, realism to impressionism, rise of modernism, and art in the United States and Europe since World War II. When combined, the two volumes present a history of art from prehistoric times to contemporary art. These two volumes provide research references.

Strickland, Carol. **THE ANNOTATED MONA LISA: A CRASH COURSE IN ART HISTORY FROM PREHISTORIC TO POST-MODERN.** Andrews and McMeel, 1992. ISBN 0-8362-8005-9.

The chapters in this art history text are divided according to five sections: "The Birth of Art: Prehistoric through Medieval," "The Rebirth of Art: Renaissance and Baroque," "The 19th Century: Birth of the 'Isms,'" "The 20th Century: Modern Art," and "The 20th Century and Beyond: Contemporary Art."

**SCIENCE AND TECHNOLOGY: STUDENTS UNDERSTAND HOW MAJOR SCIENTIFIC AND MATHEMATICAL DISCOVERIES AND TECHNOLOGICAL INNOVATIONS AFFECTED SOCIETIES THROUGHOUT HISTORY AND HOW MAJOR DEVELOPMENTS IN SCIENCE AND TECHNOLOGY INFLUENCED THE GROWTH OF INDUSTRIAL ECONOMIES AND SOCIETIES IN THE 18TH, 19TH, AND 20TH CENTURIES. EXAMPLES OF LITERATURE INCLUDE:**

Anderson, Margaret J. **ISAAC NEWTON: THE GREATEST SCIENTIST OF ALL TIME.** Enslow, 1996. ISBN 0-89490-681-X.

Part of the "Great Minds of Science" series, this biography describes the life and work of the scientist. The text includes a chapter on color, paddle wheels, and gravity.

Krensky, Stephen. **BREAKING INTO PRINT: BEFORE AND AFTER THE INVENTION OF THE PRINTING PRESS.** Illustrated by Bonnie Christensen, Little, Brown, 1996. ISBN 0-316-50376-2.

The heavily illustrated text begins with a description of early medieval life and continues through the development of modern printing. The illustrations allow students to trace changes in, and the influence of, printing.

Meltzer, Milton. **WEAPONS AND WARFARE**. HarperCollins, 1996. ISBN 0-06-024876-9.

Weapons of war are explained in terms of how and why they have been developed, the various responses people have had to them, and the impact these weapons have had upon society.



**ECONOMICS: STUDENTS FOCUS ON THE BASIC PRINCIPLES CONCERNING PRODUCTION, CONSUMPTION, AND DISTRIBUTION OF GOODS AND SERVICES IN THE UNITED STATES AND A COMPARISON WITH THOSE IN OTHER COUNTRIES AROUND THE WORLD. EXAMPLES OF LITERATURE INCLUDE:**

Allen, Larry. **ENCYCLOPEDIA OF MONEY**. ABC-CLIO, 1999. ISBN 1-57607-037-9.

This reference provides information about all aspects of money including money standards, people who have had an impact on money, currencies, and economic principles.

Ashabranner, Brent. **TO SEEK A BETTER WORLD: THE HAITIAN MINORITY IN AMERICA**. Photographs by Paul Conklin. Cobblehill, 1997. ISBN 0-525-65219-1.

The text provides profiles of people who have made a difference within the economic and cultural history of Haitian people in America. The author focuses on the professional and personal lives of selected individuals such as a doctor, a teacher, a minister, and a business leader.

Cozic, Charles P. and Winters, Paul A, edited by. **WELFARE**. Greenhaven, 1996. ISBN 1-56510-5192.

This text provides sources for debating a controversial subject by seeking answers to a series of questions. Is welfare necessary? Does welfare encourage dependency? Is abuse of the system a serious problem? The text includes speeches and articles by journalists and economists.

Kuklin, Susan. **IRREPRESSIBLE SPIRIT**. Putnam, 1996. ISBN 0-399-230459.

The author focuses on the lives of 11 activists and their experiences with human rights abuses. One of the rights that the author stresses is the right for equality under the law. The text includes names and addresses of human rights organizations.

Lo Steven C. **THE INCORPORATION OF ERIC CHUNG**. Algonquin, 1989. ISBN 0-945575-18-1.

This novel presents the story of Eric Chung, told in his own words. He moves from Taiwan to Texas in 1972 and starts work as a computer operator on the night shift. He manages to progress in the corporate America structure and becomes division president of a major electronics company charged with opening trade with China. Chung describes the mistakes made by inexperienced American executives and how their lack of cultural awareness of China contributes to their failures. He also describes the college life of Taiwanese graduate students in America. The author draws on his own experiences as an international business consultant.

Marrin, Albert. **EMPIRES LOST AND WON: THE SPANISH HERITAGE IN THE SOUTHWEST**. Simon & Schuster, 1997. ISBN 0-689-80414-8.

The informational text stresses how the lust for gold and land affected human behavior and changed history.

Martinez, Victor. **PARROT IN THE OVEN: MI VIDA**. HarperCollins, 1996. ISBN 0-06-026704-6.

This novel focuses on a Mexican-American family's struggle to overcome poverty and cultural alienation.

Naidoo, Beverley. **NO TURNING BACK**. Viking, 1995. ISBN 067085-9966.

This novel is set in Johannesburg just prior to the election of Mandela. The story centers around the economic and social problems of living as part of the *malunde* (street kids) culture.

# Texas Essential Knowledge and Skills in Social Studies

## Annotated Bibliography of Literature

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### Government

#### ABOUT THE LIST AND CRITERIA FOR SELECTION

Dr. Donna Norton, Texas A&M University, began this annotated list of books to provide teachers with another resource to help them teach the social studies as outlined in the Texas Essential Knowledge and Skills (TEKS). These suggested readings match or reinforce the social studies curriculum for grade levels K-12. Her search for appropriate literature included surveying starred reviews such as those found in *School Library Journal*, *Horn Book*, and *Booklist*, as well as reviews in journals that emphasize science, social studies, and geography. Teachers and media specialists working in Texas also contributed to the list providing references for books they find useful in fulfilling the TEKS. These comments and suggestions were collated and edited by Debra Reid and Sharon Gilmore, SSCED Research Associates. The materials listed in the section entitled *Resources* proved invaluable in the search for appropriate literature.

Winners of the Caldecott Medal or Caldecott Honor Book, the Newbery Award and Newbery Honor Book, the Boston Globe-Horn Book Award, the Phoenix Award, the Coretta Scott King Award, the Carter G. Woodson Book Award, and other awards received special attention. A bold **OP** in the citation means the book is currently out of print but should not be forgotten as a resource.

The number of books published for children and young adult readers, especially those at the primary and elementary grade levels, greatly exceeds those published for teenagers at the intermediate and secondary levels. Thus, this list suggests more literature for use with younger than for older readers. Several appropriate publications geared toward the adult reader do appear in the courses at the secondary level but most suggested literature was published for young adult readers.

#### ABOUT THE ANNOTATIONS

- 1 Author
- 2 Title: Subtitle
- 3 Publisher
- 4 Year of Publication
- 5 International Standard Book Numbers (ISBNs)
- 6 Out of Print
- 7 Brief descriptive annotation

1
2
3
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5
6

Hoban, Tana. **ROUND & ROUND & ROUND**. Greenwillow, 1983. ISBN 0-688-01813-0. **OP**  
 Photographs in this wordless book depict various objects in the environment that are round. The book helps develop observational skills by encouraging children to search for other round objects in their environment.

7

**HISTORY: STUDENTS UNDERSTAND MAJOR POLITICAL IDEAS AND FORMS OF GOVERNMENT IN HISTORY; HOW CONSTITUTIONAL GOVERNMENT, AS DEVELOPED IN THE UNITED STATES, WAS INFLUENCED BY PEOPLE, IDEAS, AND HISTORICAL DOCUMENTS; AND THE ROLES PLAYED BY INDIVIDUALS, POLITICAL PARTIES, INTEREST GROUPS, AND THE MEDIA IN THE U.S. POLITICAL SYSTEM, PAST AND PRESENT. EXAMPLES OF LITERATURE INCLUDE:**

Faber, Doris and Faber, Harold. **WE THE PEOPLE: THE STORY OF THE UNITED STATES CONSTITUTION SINCE 1787.** Scribner's, 1987. ISBN 0-684-18753-1. **OP**

The authors begin with the Constitutional Convention and proceed with the writing of the Constitution and the adoption of its various amendments. The authors consider the role of the Supreme Court under justices John Marshall and Earl Warren in determining the application of constitutional law.

Hentoff, Nat. **THE FIRST FREEDOM: THE TUMULTUOUS HISTORY OF FREE SPEECH IN AMERICA.** Delacorte Press, 1980. ISBN 0-440-03850-2.

The history of free speech in our country is explained in this book, including some of the most controversial court cases of today involving school demonstrations and the right of Nazis to march.

Warren, James A. **COLD WAR: THE AMERICAN CRUSADE AGAINST WORLD COMMUNISM.** Lothrop, Lee, and Shepherd, 1996. ISBN 0-688-10596-3.

For almost 50 years after World War II, democracy and communism dominated international politics as two rival ideologies. This account of the rivalry is rich in details of this battle of titans.

**WORDS THAT MADE AMERICA GREAT.** Random House, 1997. ISBN 0-679-44959-0.

This is a collection of the key documents that have played a historic role in the evolution of America. The pieces selected illuminate American national identity and national policy. Included are more than 200 excerpts from speeches and legislation.

Sigler, Jay A. **CIVIL RIGHTS IN AMERICA: 1500 TO THE PRESENT.** Gale, 1998. ISBN 0-7876-0612-X.

The book provides readers with an overview of America rights from earliest times to the present. The experiences of various ethnic, religious, racial, and cultural minorities are described with regard to their civil rights.

**GOVERNMENT: STUDENTS UNDERSTAND THE AMERICAN BELIEFS AND PRINCIPLES REFLECTED IN THE U.S. CONSTITUTION; THE STRUCTURE AND FUNCTIONS OF THE GOVERNMENT CREATED BY THE U.S. CONSTITUTION; THE CONCEPT OF FEDERALISM; THE PROCESSES FOR FILLING PUBLIC OFFICES IN THE U.S. SYSTEM OF GOVERNMENT; THE ROLE OF POLITICAL PARTIES; AND THE**

**SIMILARITIES AND DIFFERENCES THAT EXIST AMONG THE U.S. SYSTEM OF GOVERNMENT AND OTHER POLITICAL SYSTEMS. EXAMPLES OF LITERATURE INCLUDE:**

Kuklin, Susan. **IRREPRESSIBLE SPIRIT: CONVERSATIONS WITH HUMAN RIGHTS ACTIVISTS.** Putnam, 1996. ISBN 0-399-22762-8.

This informational book discusses human rights such as the right to live, the right to free speech, the right to practice religion, and the right of equality before the law. The author focuses on 11 activists and discusses human rights abuses in each activist's particular country. The book includes addresses for human rights organizations. It provides an excellent introduction into human rights and can stimulate a discussion of the importance of these human rights and what happens when the rights are taken away from the citizens.

**CITIZENSHIP: STUDENTS UNDERSTAND THE RIGHTS GUARANTEED BY THE U.S. CONSTITUTION; THE DIFFERENCE BETWEEN PERSONAL AND CIVIC RESPONSIBILITIES; THE IMPORTANCE OF VOLUNTARY INDIVIDUAL PARTICIPATION IN THE U.S. DEMOCRATIC SOCIETY; AND THE IMPORTANCE OF THE EXPRESSION OF DIFFERENT POINTS OF VIEW IN A DEMOCRATIC SOCIETY. EXAMPLES OF LITERATURE INCLUDE:**

Alderman, Ellen and Kennedy, Caroline. **IN OUR DEFENSE: THE BILL OF RIGHTS IN ACTION.** Morrow, 1991. ISBN 0-688-07801-X.

Human interest stories are used to illustrate the historical and legal significance of the Bill of Rights.

Bradbury, Ray. **FARENHEIT 451.** Ballantine Books, Inc. 1996. ISBN 0-345-41001-7.

This science fiction novel set in the future describes a society where reading books is a crime. The narrator is a man whose job requires him to burn books.

Jacobs, Thomas A. **WHAT ARE MY RIGHTS? 95 QUESTIONS AND ANSWERS ABOUT TEENS AND THE LAW.** Free Spirit Publications, 1997. ISBN 1-575-42028-7.

The reader is guided through a friendly question and answer format to understand laws, recognize responsibilities, and appreciate rights especially in relation to parents, school, jobs, and personal matters.

Levine, Ellen. **FREEDOM'S CHILDREN: YOUNG CIVIL RIGHTS ACTIVISTS TELL THEIR OWN STORIES.** Putnam, 1993. ISBN 0-399-21893-9.

Southern African Americans who were young and involved in the Civil Rights Movement tell their stories and describe their experiences.

Morin, Isobel V. **OUR CHANGING CONSTITUTION: HOW AND WHY WE HAVE AMENDED IT.** Millbrook Press, 1998. ISBN 0-761-30222-0.

Readers explore the amendments that have been made to the Constitution as well as the proposed amendments that were not passed, detailing the controversies and Supreme Court cases surrounding them.

Renstrom, Peter G. **CONSTITUTIONAL LAW AND YOUNG ADULTS.** ABC-Clio, 1992. ISBN 0-87436-850-2.

The author discusses major legal issues such as drinking laws that affect young adults. The text of the U.S. Constitution is included as well as test cases. This book could serve as a textbook for topics related to constitutional law.

**CULTURE: STUDENTS UNDERSTAND THE RELATIONSHIP BETWEEN GOVERNMENT POLICIES AND THE CULTURE OF THE UNITED STATES. EXAMPLES OF LITERATURE INCLUDE:**

Archer, Jules. **RAGE IN THE STREETS: MOB VIOLENCE IN AMERICA.** Browndeer Press, 1994. ISBN 0-152-77691-5.

The history of mob violence in the United States is recounted in this book.

Beals, Melba. **WHITE IS A STATE OF MIND.** Putnam's Sons, 1999. ISBN 0-399-14464-1.

The author chronicles the experiences she had after she and eight other African American students integrated Little Rock's Central High School.

Fremont, David K. **JAPANESE AMERICAN INTERNMENT IN AMERICAN HISTORY.** Enslow, 1996.

This book recounts the internment of Japanese Americans during World War II and includes the issues and controversy surrounding the decision.

Kraft, Betsy Harvey. **SENSATIONAL TRIALS OF THE TWENTIETH CENTURY.** Scholastic, 1998. ISBN 0-590-37205-X.

Eight significant trials are the focus of this examination of key contemporary legal and constitutional issues.

Lavender, David. **LET ME BE FREE: THE NEZ PERCE TRAGEDY.** HarperCollins, 1992. ISBN 0-06-016707-6. **OP**

This adult history text chronicles the experiences of the Nez Perce Indians of Idaho as they experience conflicts with the white explorers and the settlers until they finally sign treaties with the U.S. government establishing territorial rights. Following the Civil War, these treaties were broken. The text includes maps of the Nez Perce flight in 1877 and the Nez Perce territories. The text provides an example of how a government policy affected the Native Americans.

Neihardt, John G., as told by. **BLACK ELK SPEAKS: BEING THE LIFE STORY OF A HOLY MAN OF THE OGLALA SIOUX.** Introduction by Vine Deloria, Jr. University of Nebraska Press, 1932, 1979, 1988. ISBN 0-8032-8359-8.

In the introduction to this autobiography, Vine Deloria states that young Native Americans look to the book "for spiritual guidance, for sociological identity, for political insight, and for affirmation of the continuing substance of Indian tribal life" (p. xiii). By reading the book, students discover how various policies have affected the Native Americans.



**THE INDIVIDUAL IN SOCIETY: STUDENTS UNDERSTAND THE DYNAMICS OF THE RELATIONSHIPS BETWEEN SELF AND OTHERS TO BE A CONTRIBUTING MEMBER OF THE COMMUNITY; THE CONSEQUENCES OF BELIEFS, DECISIONS, AND ACTIONS; THE WAYS BEHAVIORAL, SOCIAL LEARNING, AND COGNITIVE PERSPECTIVES OF MOTIVATION INFLUENCE INDIVIDUAL ECONOMIC DECISIONS; THE INFLUENCE OF SENSORY PERCEPTIONS ON THE SHAPING OF INDIVIDUAL BELIEFS AND ATTITUDES; THE RELATIONSHIP BETWEEN BIOLOGY AND BEHAVIOR; AND THE BASIC PRINCIPLES OF TESTS AND MEASUREMENTS. EXAMPLES OF LITERATURE INCLUDE:**

Bode, Janet. **BEATING THE ODDS.** Watts, 1991. ISBN 0-560-54591-7.

This text focuses on teenagers who battle unexpected odds. Included are stories of inhabitants of welfare hotels, Salvadoran immigrants, and teenagers who must fight against drug addiction and violence. The book supports discussions of the personal characteristics young people need to cultivate to overcome problems.

Childress, Alice. **A HERO AIN'T NOTHING BUT A SANDWICH.** Putnam Pub. Group, 1973. ISBN 0-698-20278-3. (1973 *New York Times* Outstanding Book of the Year Award).

This book tells the story of Benjie, a 13-year-old boy living in the inner city who uses heroin. Each chapter in the book presents the opinion of different people regarding Benjie's addiction. Childress wrote the book to help get young people to appreciate themselves and see their innate magnificence without the use of mind-altering stimulants. It was one of the first books for young adults which dealt with such pressing social and psychological problems.

Chbosky, Stephen. **THE PERKS OF BEING A WALLFLOWER.** Pocket Books, 1999. ISBN 0-671-02734-4.

Charlie, a freshman in high school, explores the dilemmas of growing up through a collection of letters he sends to an unknown receiver.

Cleary, Beverly. **A GIRL FROM YAMHILL: A MEMOIR.** Morrow, 1988. ISBN 0688-07800-1.

This popular author tells about her early life through high school. Students can analyze the impact her early experiences had on the stories she tells, including such children's literature favorites as the Ramona Series and **DEAR MR. HENSHAW.**

Cromier, Robert. **THE CHOCOLATE WAR.** Pantheon, 1974. ISBN 0-394-82805. (1974 Outstanding Book of the Year Award; 1974 Best Book for Young Adults; 1979 Lewis Carroll Shelf Award; 1991 Margaret A. Edwards Award).

This book is noted for its realism and its message about human manipulation and conforming to pressure exerted by peers and superiors. Jerry Renault, 14 years old and a freshman at Trinity High School, becomes confident enough in his convictions after repeated bullying that he refuses to sell 50 boxes of chocolate as required by corrupt Brother Leon.

In the end, Jerry receives a battering at the hands of the Vigils, a school gang, and realizes that challenging authority appears futile. Students can discuss the pessimism of the book and consider other options Jerry could have pursued to lessen or avoid the violence but accomplish the same goals. The sequel is **BEYOND THE CHOCOLATE WAR** (Pantheon, 1986. ISBN 0-440-90580-X; 1985 *NEW YORK TIMES* Notable Books).

Dessen, Sarah. **THAT SUMMER.** Orchard, 1996. ISBN 0-531-08888-X.

A 15-year-old girl who is 5 feet 11 inches tall is especially concerned about her height when her sister is to be married. How can a girl of that height fit into the wedding plans and wear a bridesmaid dress? Psychology students can discuss the problems related to being different in a family and how to overcome those problems.

Fleischman, Sid. **THE ABRACADABRA KID: A WRITER'S LIFE.** Greenwillow, 1996. ISBN 0-688-14859-X.

This autobiography presents the varied activities in the author's background that finally led to his writing a book which won the Newbery Award. The text illustrates how important individual experiences are in the formation of later writing. The author concludes his books with tips for writing novels. Readers' responses to Fleischman's books may also be analyzed because he introduces each chapter with quotations from readers' letters.

Grove, Vicki. **REACHING DUSTIN.** Putnam, 1998. ISBN 0-399-23008-4.

The author deals with emotional problems of an anti-social boy who lives in rural Missouri. The author's note reveals that she has "tried to accurately portray current Missouri legislation regulating home schooling, tricky balance of parental responsibility, and administrative policy" (200).

Haskins, Jim. **SPIKE LEE: BY ANY MEANS NECESSARY.** Walker, 1997. ISBN 0-8027-84941.

This biography presents the life of a person who is known for his controversial statements. Several sides of Lee are developed through Lee's published comments as well as quotes from various secondary sources such as **ROLLING STONE.** The author includes descriptions of Lee's films such as **MALCOLM X.** The author explains many of the struggles and issues that a person must face when planning an enterprise.

Hautman, Pete. **STONE COLD.** Simon and Schuster, 1998. ISBN 0-689-81759-2.

Sixteen year old Denn finds himself alienating both friends and family when he becomes obsessed with playing high stakes poker with adult gamblers.

Hesse, Karen. **THE MUSIC OF DOLPHINS**. Scholastic, 1996. ISBN 0-590-89797-7.

This novel tells how a four-year-old survivor from a plane crash is nurtured by dolphins until she is finally rescued by the Coast Guard and taken to a scientist who has a grant to study language and socialization. The novel explores many issues associated with the links between humanity and nature. The novel could stimulate numerous discussions about the complexity of personal development.

Hesser, Terry Spencer. **KISSING DOORKNOBS**. Delacorte, 1998. ISBN 0-385-32329-8.

Fourteen year old Tara describes how her increasingly strange compulsions begin to take over her life and affect her relationships with her family and friends.

Hinton, S. E. **THE OUTSIDERS**. Viking Children's Books, 1967. ISBN 0-670-53257-6. (1967 **NEW YORK HERALD TRIBUNE** Best Teenage Books).

Hinton wrote **THE OUTSIDERS** during her junior year in high school. She writes from the perspective of the male members of a group of greasers, lower-class students who exist outside the upper-class high school scene. Students can discuss how the upper-class "socs" make friends and date to preserve their status in the society, not out of sincerity, and how this promotes hostility and violence from students not integrated in the system. The "outsiders" exhibit surprising tenderness and loyalty toward each other, both important characteristics of their group dynamics. Students can also discuss why they relate to various characters in the book.

Hinton, S. E. **THAT WAS THEN, THIS IS NOW**. Petersmith, 1971. ISBN 0-8446-6371-9.

Similar to **THE OUTSIDERS** in setting, this novel focuses on the friendship of two 16-year-olds who are growing apart. Mark begins pushing drugs and Byron disapproves. The book explores trust and betrayal as well as friendship. It is also available in Spanish as **ESTO YA ES OTRA HISTORIA**. Santillano USA, 1998. ISBN 84-204-4121-X.

Lee, Marie G. **NECESSARY ROUGHNESS**. HarperCollins, 1996. ISBN 0-06-025124-7.

Sixteen year old Korean American Chan moves from Los Angeles to a small town in Minnesota where he must cope not only with racism on the football team but also with the tensions in his relationship with his strict father.

Lester, Helen. **AUTHOR: A TRUE STORY**. Houghton Mifflin, 1997. ISBN 0-395-82744-2.

This short book provides insights into the need for personal perseverance if one's goal is to become an author. Helen Lester describes her own struggles first with learning disabilities and later with rejection slips, before she becomes a published author.

Livingston, Myra Cohn, edited by. **A TIME TO TALK: POEMS OF FRIENDSHIP**. Macmillan, 1992. ISBN 0-689-50558-2.

This large collection of poems from both classical and contemporary sources focuses on various aspects of friendship. Psychology students could analyze the poems for the way they reveal both happy and sad associations with friendship. For example, friends bring joy but they may also bring sadness and even anger.

Mooney, Bel. **THE VOICES OF SILENCE**. Delacorte, 1997. ISBN 0-385-32326-3.

This historical novel is set in the last days of Romania under the rule of Ceausescu. Psychology students could read the book to analyze the complexities of friendship and family loyalty. When a girl betrays her family's plans for escape to a friend whose family is associated with the oppressive regime, the person-against-society and person-against-self conflicts emerge.

Peck, Richard. **STRAYS LIKE US**. Dial, 1998. ISBN 0-8037-2291-5.

The author deals with problems of social isolation, a drug-addicted parent, and the development of interpersonal relations. The author deals with problems related to feelings of not belonging.

O'Connor, Barbara. **BEETHOVEN IN PARADISE**. Farrar, Straus & Giroux, 1997. ISBN 0-374-30666-4.

Psychology students could analyze the responses of the main character and his father to a situation in which the boy wants to be a musician and his father wants him to play sports. The contemporary realistic fiction text also includes many humorous experiences.

Sachar, Louis. **HOLES**. Farrar, Straus and Giroux, 1998. ISBN 0-374-33265-7. (1999 Newbery Award, National Book Award)

The novel examines juvenile delinquents in a juvenile detention center located in Camp Green Lake, a dried up lake bed in Texas. The author uses humor as the boys search for the truth. Why should they each dig a hole every day? This is not a small hole, but one that is five feet deep and five feet across.

Strachan, Ian. **FLAWED GLASS**. Little, Brown, 1990. ISBN 0-316-81813-5.

A physically handicapped girl learns to appreciate her true worth and overcomes her person-against-self conflict. Shona MacLeod has a physical disability that makes it difficult to walk and speak. The action increases as Shona tries to overcome her fear and her problems. The author describes Shona's feeling of being trapped in her body, her fears associated with leaving her island home, her comparisons between herself and flawed glass, her struggles to warn a friend about quicksand, and her struggles to make her fingers use com-

puter keys. When she is successful at using the computer, she believes that she is finally able to communicate and be understood. The author develops themes related to the power of persistence and the negative results when people judge others by their physical appearance.

Toll, Nelly S. **BEHIND THE SECRET WINDOW: A MEMOIR OF A HIDDEN CHILDHOOD DURING WORLD WAR TWO.** Dial, 1993. ISBN 0-8037-1362-2.

This book makes an interesting psychological study because, even though the author is telling about her life in hiding, she is also showing how she remembered happier times through her drawings. Toll's use of both the descriptions of the terrifying conditions and her inclusion of 29 paintings from this period in her life reveal how she gained insights into her experiences and helps readers understand the trauma of living during the Holocaust.

Wallace, Rich. **WRESTLING STURBRIDGE.** Knopf, 1996. ISBN 0-679-87803-3.

The main character is a high-school senior who must decide if he is going to challenge his best friend for the wrestling title. The author explores many issues faced by high school students such as applying for college and developing one's own desires.

**SCIENCE AND TECHNOLOGY: STUDENTS UNDERSTAND THE IMPLICATION OF TECHNOLOGY FOR THE COLLECTION, STORAGE, AND USE OF PSYCHOLOGICAL DATA; AND THE RELATIONSHIP OF CHANGES IN TECHNOLOGY TO PERSONAL GROWTH AND DEVELOPMENT. EXAMPLES OF LITERATURE INCLUDE:**

Dickinson, Peter. **EVA.** Delacorte, 1989. ISBN 0-385-29702-5.

In this science fiction novel, a comatose girl's memory and brain patterns are transferred to the body of a chimp. The book could be used to discuss various ethical questions associated with technological possibilities.

**SOCIAL STUDIES SKILLS: THE STUDENT APPLIES CRITICAL-THINKING SKILLS; USES PROBLEM-SOLVING AND DECISION-MAKING SKILLS; AND DEVELOPS LONG-TERM AND SHORT-TERM GOAL-SETTING SKILLS FOR INDIVIDUAL AND COMMUNITY PROBLEM SOLVING. EXAMPLES OF LITERATURE INCLUDE:**

Avi. **NOTHING BUT THE TRUTH: A DOCUMENTARY NOVEL.** Orchard, 1991. ISBN 0-531-05959-6. (1992 Newbery Honor Book).

This contemporary novel written in documentary format allows readers to interpret each of the incidents, draw their own conclusions about the truthfulness of the documents, and decide which characters represent the truth. As a consequence, readers gain insights into how emotions can define and distort the truth. Teachers have used this book to develop debates as students decide whether Philip, a ninth grader, or Margaret Narwin, an English teacher, is telling

the truth or is justified in his or her position.

Hillerman, Tony. **SACRED CLOWNS.** HarperCollins, 1994. ISBN 0-00-224263-X

Joe Leaphorn and Jim Chee work with tribal police and the FBI to solve a crime involving an object significant in Navajo culture. Leaphorn forces Chee to think systematically about the clues, to record details, and to push beyond the obvious. Chee exhibits his own problem-solving and decision-making skills in balancing his cultural beliefs with his personal goals and professional responsibilities. Throughout the book, individual and cultural differences influence decisions.



**HISTORY: STUDENTS UNDERSTAND THE THEORETICAL PERSPECTIVES OF THE HISTORIC INTERPRETATIONS OF HUMAN SOCIAL DEVELOPMENT; THE CAUSES AND EFFECTS OF SOCIAL AND INSTITUTIONAL CHANGES; AND BASIC SOCIOLOGICAL PRINCIPLES RELATED TO CHANGE WITHIN A GROUP AND ACROSS GROUPS INCLUDING THE ORIGINS OF THE CIVIL RIGHTS MOVEMENT. EXAMPLES OF LITERATURE INCLUDE:**

Haskins, James. **BAYARD RUSTIN: BEHIND THE SCENES OF THE CIVIL RIGHTS MOVEMENT.** Hyperion, 1997. ISBN 0-7868-0168-9.

This biography explores the life of a controversial African-American leader. The author discusses the forces that shaped Rustin's beliefs and describes his political activism. Many of his teachings were based on Gandhi's principles of non-violence. Rustin helped organize the 1963 March on Washington.

Heinemann, Sue. **AMAZING WOMEN IN HISTORY.** Wiley and Sons, 1998. ISBN 0-471-19216-3.

This informational book is written in the form of questions and answers. The content includes the following: "Speaking Out-Against Slavery and For Women's Rights (1800-1870)," "Going to School and to Work (1820-1870)," and "From Flappers to Depression and War (1920-1950)". The text includes a comprehensive list of additional recommended readings.

Hunter-Gault, Charlayne. **IN MY PLACE.** Farrar, Straus and Giroux, 1992. ISBN 0-374-17563-2.

The well-known news correspondent Charlayne Hunter-Gault provides her personal story of attending a previously segregated university in the 1960s South.

Meltzer, Milton. **TEN QUEENS: PORTRAITS OF WOMEN OF POWER.** Illustrated by Bethanne Anderson. Dutton, 1998. ISBN 0-525-45643-0.

The author chose women who had great power including Esther, Cleopatra, Boudicca, Zenobia, Eleanor of Aquitaine, Isobel of Spain, and Catherine the Great to illustrate changing roles for women in different societies throughout time.

Parezo, Nancy J. **PATHS OF LIFE: AMERICAN INDIANS OF THE SOUTHWEST AND NORTHERN MEXICO.** University of Arizona Press, 1996. ISBN 0-816-51549-2.

Portraits of 15 Native American tribes are used to show how groups of peoples can survive despite external pressures, exile, and subjugation with a sense of being and identity.

**GEOGRAPHY: STUDENTS COLLECT, ANALYZE, AND INTERPRET SOCIOLOGICAL DATA BY CREATING THEMATIC MAPS, GRAPHS, AND CHARTS AND UNDERSTAND THAT SOCIALIZATION, CULTURAL VALUES, AND NORMS VARY IN DIFFERENT GEOGRAPHIC PLACES AND REGIONS. EXAMPLES OF LITERATURE INCLUDE:**

Avi. **THE TRUE CONFESSIONS OF CHARLOTTE DOYLE.** Illustrated by Ruth E. Murray. Orchard, 1990. ISBN 0-53105893-X. (1991 Newbery Honor Book; 1990 Golden Kite Award). Study guide by Kathleen Fischer. Learning Links, 1993. ISBN 0-88122-900-8.

This historical fiction novel takes place in 1802 as a 12-year-old girl travels from England to Rhode Island on a sailing ship. Her interactions with the crew and the sea change her from a prim girl to an adventurer. Students can analyze the influence of both time periods and geography on her life. They can also chart her trip from England to the United States.

DeFelice, Cynthia. **WEASEL.** Macmillan, 1990. ISBN 0-02-726457-2.

This historical fiction novel takes place in the frontier wilderness when a family is victimized by a ruthless character and the son decides to avenge the family. Students can consider the influence of the wilderness on behavior as well as discuss the moral choices that must be made.

**GOVERNMENT: STUDENTS UNDERSTAND HOW GOVERNMENTS PROMOTE CULTURAL VALUES AND PROVIDE FOR SOCIAL CONTROLS, UNDERSTAND DIFFERENT FORMS OF LEADERSHIP, AND EVALUATE DIFFERENT COMMUNICATION TECHNIQUES INCLUDING PROPAGANDA AND ADVERTISING. EXAMPLES OF LITERATURE INCLUDE:**

Temple, Frances. **GRAB HANDS AND RUN.** Orchard, 1993. ISBN 0-531-05480-2.

This novel traces the experiences of a family escaping from El Salvador and trying to reach Canada. The role of a government in providing controls can be discussed.

Temple, Frances. **TASTE OF SALT: A STORY OF MODERN HAITI.** Orchard Books, 1992. ISBN 0-531-08609-7.

In the hospital after being beaten by Macoutes, young Djo tells the story of his impoverished life to a woman who, like him, has been working with the social reformer Father Aristide to fight the repression in Haiti.

**CITIZENSHIP: STUDENTS UNDERSTAND THE INTERACTIONS OF GROUPS AND COMMUNITY, MEMBERSHIP ROLES, SOCIOECONOMIC STRATIFICATION, AND RELATIONSHIP BETWEEN SOCIOECONOMIC STRATIFICATION AND CULTURAL VALUES. EXAMPLES OF LITERATURE INCLUDE:**

Bauer, Joan. **BACKWATER.** Putnam's 1999. ISBN 0-399-231412.

While compiling a genealogy of her family of successful attorneys, a young historian treks into a mountain wilderness to interview a reclusive aunt. This is a story of identity and self discovery in modern society.

Carlson, Lori M. (ed.) **AMERICAN EYES: NEW ASIAN AMERICAN SHORT STORIES FOR YOUNG ADULTS**. Holt, 1994. ISBN 0-8050-3544-3.

Ten stories reflect the conflict Asian Americans face in balancing an ancient heritage and an unknown future.

Cooperative Children's Book Center. **MULTICULTURAL LITERATURE FOR CHILDREN AND YOUNG ADULTS: A SELECTED LISTING OF BOOKS BY AND ABOUT PEOPLE OF COLOR**. University of Wisconsin-Madison Press, 1997. ISBN 0-931641-07-1.

These annotated bibliographies include all genres of literature.

Fine, Anne. **FLOUR BABIES**. Little, Brown, 1992. ISBN 0-316-28319-3; Macmillan, 1995. ISBN 0-440-21941-8. (1993 Carnegie Award; runner up, Boston Globe/Horn Book Award)

**FLOUR BABIES** tells the story of an experiment in a high school in which for 11 days boys care for six-pound bags of flour as if they were babies. They must keep them dry and safe from harm. The boys must not leave their "babies" unattended and must keep a written record of their observations. The book has both psychological and sociological aspects as the boys gain new insights about themselves and their responsibilities associated with parenting.

Gruwell, Erin. **THE FREEDOM WRITERS DIARY**. Doubleday, 1999. ISBN 0-385-49422-X.

Erin Gruwell confronted the students in her English class with the problem of ethnic and racial intolerance. This book explains how the teens used writing to change themselves and their world.

Honeycutt, Natalie. **TWILIGHT IN GRACE FALLS**. Orchard, 1997. ISBN 0-531-30007-2.

This novel explores what happens to people and the community when a lumber mill in the West closes. Many of the people either have to move or find different jobs which is difficult when businesses on the main street close. This book could easily lead into research about the relationships between people and businesses or industries in a specific community.

McBride, James. **THE COLOR OF WATER**. Berkeley, 1996. ISBN 1-573-22578-9.

This book is the author's tribute to his remarkable, eccentric, determined mother and an eloquent exploration of what family really means.

Meyer, Carolyn. **DRUMMERS OF JERICO**. Harcourt, 1995. ISBN 0-15-200190-5.

A young Jewish girl goes to live with her father and stepmother in a small town and soon finds herself the center of a civil rights battle when she objects to the high school marching band's marching in the formation of a cross.

Mowry, Jess. **BABYLON BOYZ**. Simon & Schuster, 1997. ISBN 0-689-80839-9.

This contemporary realistic novel is set in an inner-city neighborhood in Oakland, California. The three boys in the story are alienated from both their peers and mainstream society. As the boys try to escape their environment, they struggle with conflicts such as whether to sell drugs. Each of the characters possesses characteristics that cause him to be considered outcasts: Pook is a homosexual, Dante needs expensive surgery for a damaged heart, and Wyatt is extremely overweight. Students can analyze the relationship each character forges with the community and with the other characters. They can also identify the techniques the characters use to try to overcome their environment.

Savage, Deborah. **UNDER A DIFFERENT SKY**. Houghton Mifflin, 1997. ISBN 0-395-77395-4.

The two protagonists in this contemporary, realistic-fiction novel come from two different socioeconomic groups. Laura attends exclusive Huntingdon Prep and Ben is from a lower socioeconomic group in a poor, rural Pennsylvania community. Both characters, however, have dreams for their own futures that are not related to their social status.

**CULTURE: STUDENTS COMPARE CULTURAL NORMS AMONG VARIOUS GROUPS CONSIDERING ETHNICITY, GENDER, AND SOCIOECONOMIC STRATA AND DESCRIBE STEREOTYPES RELATED TO VARIOUS GROUPS. EXAMPLES OF LITERATURE INCLUDE:**

Gleason, Katherine. **NATIVE AMERICAN LITERATURE**. Chelsea, 1996. ISBN 0-7910-2477-6. **OP**

This text provides a history of Native American oral and written language. The author discusses various Native American authors such as Joseph Bruchac and Michael Dorris. The text includes a chronology of Native American writing. The text could provide a source for researchers who are interested in the Native American culture and Native American authors.

Laird, Christa. **SHADOW OF THE WALL**. Greenwillow, 1990. ISBN 0-688-09336-1. (1990 Janusz Korczak Award)

This novel, set in the Warsaw Ghetto during World War II, develops the conflicts between the Jewish community and the Nazi government. The Nazis are tightening control over the ghetto and intensifying the persecution of the Jewish community. Through both characterizations and descriptions of conflict, the author develops the beliefs of both sides.

Myers, Walter Dean. **HARLEM**. Illustrated by Christopher Myers. Scholastic, 1997. ISBN 0-590-54340-7.

Myers depicts Harlem as a symbol of African-American aspiration and emphasizes the music-based roots of the culture. He relates the music to songs first heard in the villages of Ghana/Mali/Senegal. The illustrations provide an opportunity for students to study the visual experiences related to the culture in Harlem.

Orlev, Uri. **THE ISLAND ON BIRD STREET**. Houghton Mifflin, 1984. ISBN 0-395-33887-5. (1981 Mordechai Bernstein Award, University of Haifa).

This historical novel focuses on the conflict between a Jewish boy and the society that forces him to live in loneliness and starvation. Regardless, he refuses to surrender his beliefs. Throughout the book, Orlev describes the boy's fear and the Nazi society that causes him to feel and respond in this way. The author writes an excellent book analyzing what happens when a group's values and beliefs are in conflict with the ruling society.

See, Lisa. **ON GOLD MOUNTAIN**. St. Martin's, 1995. ISBN 0-312-11997-6.

The book chronicles the evolution of an Asian art store in Los Angeles. The text includes information about the culture in both the United States and China.

Thomas, Rob. **SLAVE DAY**. Simon & Schuster, 1997. ISBN 0-689-80206-4.

The story is set in a high school in Deerfield, Texas. The Slave Day is a fund-raising event that causes the student-body president, who is African American, to question the auctioning of people. The stories of slaves and masters develop themes related to feminism, affirmative action, and equality.

Totten, Herman L; Garner, Carolyn; and Brown, Risa W. **CULTURALLY DIVERSE LIBRARY COLLECTIONS FOR YOUTH**. Neal-Schuman, 1996. ISBN 1-55570-141-8.

This is a guide book designed to help older students and adults select materials that portray various cultures. The text includes both books and video collections about African Americans, Native Americans, Hispanic Americans, and Asian Americans. The books discussed are appropriate for middle and high school students. The books could be used to help students analyze non-stereotypical materials.



## **BIBLIOGRAPHIES AND OTHER SOURCES**

Carter, Betty and Young Adult Library Services Association. **BEST BOOKS FOR YOUNG ADULTS: THE SELECTION, THE HISTORY, AND THE ROMANCE.** American Library Association, 1994. ISBN 0-8389-3439-0.

Carter explains the history of the ALA's "Best Books for Young Adults" project and includes full citations and content summaries of the best books published between 1966 and 1993.

Coffey, Rosemary K. and Howard, Elizabeth F. **AMERICA AS STORY: HISTORICAL FICTION FOR MIDDLE AND SECONDARY SCHOOLS,** Second edition. American Library Association, 1997. ISBN 0-8389-0702-4.

This second edition reflects the surge of interest and activity in the publication of historical fiction for young adult readers. The authors divide the 200 titles into eight periods of American history: Colonial; the Revolution and the New Nation; the Civil War and Reconstruction; Westward Expansion and the Native American Response; Immigration, Industrialization, and Urbanization; the Jazz Age and the Depression; the United States and World War II; and America in the Modern World. Each entry includes a short content summary, a comment regarding the strength of the novel to teach about a particular topic, and suggested activities or reports students can do using the novel.

DeLong, Janice A. and Schwedt, Rachel E. **CORE COLLECTION FOR SMALL LIBRARIES: AN ANNOTATED BIBLIOGRAPHY OF BOOKS FOR CHILDREN AND YOUNG ADULTS.** The Scarecrow Press, Inc., 1997. ISBN 0-8108-3252-6.

This book contains complete citations (minus ISBN) for 494 books, along with content summaries, a list of subject areas considered in the book, and values stressed in the text. Chapter headings most applicable to the TEKS Social Studies include: "Picture Books," "Multicultural Books," "Historical Fiction," and "Contemporary Fiction."

Donavin, Denise Perry, edited by. **AMERICAN LIBRARY ASSOCIATION BEST OF THE BEST FOR CHILDREN: BOOKS, SOFTWARE, MAGAZINES, VIDEOS, AUDIO, TOYS, TRAVEL.** Random House, 1992. ISBN 0-679-40450-3.

This "best of the best" of children's media includes books, magazines, and other A-V materials deemed most likely to engage young learners, sharpen their senses, and expand their minds. Selected by the child and media experts of the American Library Association, in addition to complete annotations the guide includes publishers, appropriate ages, content summaries, and awards received.

Donelson, Kenneth L. and Nilsen, Alleen Pace. **LITERATURE FOR TODAY'S YOUNG ADULTS.** Fifth edition. Longman, 1997. ISBN 0-673-99737-5.

This book includes information on the literary aspects of literature for young adults and on using the literature to teach

social studies, reading, and English. The authors include brief content summaries of books which they find particularly useful in teaching various topics such as minority group perspectives, problems of growing up, and science and technology. Page-long summaries of writers, their ideas, and their feelings about their writing provide information teachers can share with students to stress the humanity of authors writing for young adult readers.

Fredericks, Anthony D. **SOCIAL STUDIES THROUGH CHILDREN'S LITERATURE: AN INTEGRATED APPROACH.** Illustrated by Rebeca N. Fredericks. Teacher Ideas Press, 1991. ISBN 0-87287-970-4.

Fredericks explains how to integrate social studies and children's literature to teach about the family, community and neighborhood, city and country, state and region, the nation, and the world. It includes bibliographical references and an index.

Gillespie, John T., editor. **BEST BOOKS FOR JUNIOR HIGH READERS.** R. R. Bowker, 1991. ISBN 0-8352-3020-1.

The "Best Books" edited by Gillespie provides guidance to teachers and librarians in selecting books which 1) respond to changes in the young teenage population, 2) support curriculum, and 3) interest readers. This edition features 6,848 titles of fiction and nonfiction with complete citations and content summaries for grades 7 to 9 or ages 12 to 15.

Gillespie, John T., editor. **BEST BOOKS FOR SENIOR HIGH READERS.** R. R. Bowker, 1991. ISBN 0-8352-3021-X.

This collection includes 10,805 titles of fiction and nonfiction appropriate for grades 10 to 12 or ages 15 to 18. Books are arranged in sections such as Arts and Entertainment, World History and Geography including the United States, Citizenship and Civil Rights, Government, and Human Development and Behavior.

Gillespie, John T. and Naden, Corinne J., edited by. **BEST BOOKS FOR CHILDREN, PRESCHOOL THROUGH GRADE 6.** Fifth edition. R. R. Bowker, 1994. ISBN 0-8352-3455-X.

The collection includes books of fiction and nonfiction for recreational as well as curriculum-based reading. Listings include full citations, ISBN numbers, review citations, and an annotation. The fifth edition includes 17,140 titles.

Immell, Myra and Sader, Marion, edited by. **THE YOUNG ADULT READER'S ADVISER.** Vol. 1. **THE BEST IN LITERATURE AND LANGUAGE ARTS, MATH, AND COMPUTER SCIENCE;** Vol. 2. **THE BEST IN SOCIAL SCIENCES, HISTORY, SCIENCE AND HEALTH.** R. R. Bowker, 1992. ISBN (set) 0-8352-3068-6.

These volumes include a brief introduction for each subject area, lists of books, profiles of authors, and bibliographies with complete citations and brief annotations.

Immroth, Barbara. **TEXAS IN CHILDREN'S BOOKS: AN ANNOTATED BIBLIOGRAPHY.** Hamden, Conn.: Library Professional Publications, 1986. ISBN 0-208-02116-7. **OP**

This bibliography includes 654 titles, arranged alphabetically by author, with complete annotations and recommended grade levels. It also includes a subject and title index.

Johannessen, Larry R. **ILLUMINATION ROUNDS: TEACHING THE LITERATURE OF THE VIETNAM WAR.** National Council of Teachers of English, 1992. ISBN 0-8141-2272-8. **OP**

One of the most comprehensive texts on the literature of the Vietnam war, it includes both recommended books and suggestions for teaching the books. **ILLUMINATION ROUNDS** includes chapters on "Theory and Research," "Practice," and "Selected and Annotated Resources for Classroom Use." The annotated resources include: general nonfiction recommended for teachers, personal narratives and oral histories, novels, drama, poetry, short stories, short story collections, anthologies, photography and art collections, and films.

Martin, Fenton S. and Goehlert, Robert. **AMERICAN PRESIDENTS.** Congressional Quarterly, 1987. ISBN 0-871-87416-4.

This bibliography includes books on the U.S. presidents published between 1885 and 1986. A separate volume by the same compilers covering the same years **AMERICAN PRESIDENCY: A BIBLIOGRAPHY** (Book Review Digest, 1987), includes different citations. Neither includes annotations. Two other bibliographies about the U.S. presidency include Kenneth Davison's **AMERICAN PRESIDENCY: A GUIDE TO INFORMATION SOURCES** (Book Review Digest, 1985) listing works published since 1945, and ABC-Clio's **THE AMERICAN PRESIDENCY: A HISTORICAL BIBLIOGRAPHY** (Book Review Digest, 1985) listing works published since 1973.

Miller, Wanda J. **U.S. HISTORY THROUGH CHILDREN'S LITERATURE: FROM THE COLONIAL PERIOD TO WORLD WAR II.** Teacher Ideas Press, 1997. ISBN 1563084406.

Miller provides a guide to help teachers integrate children's literature in the teaching of U.S. history.

Miller-Lachmann, Lyn. **GLOBAL VOICES, GLOBAL VISIONS: A CORE COLLECTION OF MULTICULTURAL BOOKS** R.R. Bowker, 1995. ISBN 0-8352-3291-3.

This extensive annotated guide to multicultural literature for adult readers includes 1,737 selections of fiction (literature, drama, and poetry), nonfiction, and biography. Selections are organized in the following areas: United States: African Americas; United States: Asian Pacific Americans; United States: Latinos; United States: Native Americans; Canada; Latin America and the Caribbean; Britain and Ireland; Western Europe; Eastern Europe; The Middle East; Africa; South and Central Asia; East Asia; Southeast Asia; and Australia, New Zealand, and the Pacific. The selections resulted from the years Miller-Lachmann spent as a high school social studies teacher in New York City Public Schools. Many publi-

cations included are appropriate for advanced readers at the secondary level. Each of the 15 chapters includes a map of the country or region, an overview of the major cultural groups in the area and their history, and the significant works addressing their experiences.

Miller-Lachmann, Lyn. **OUR FAMILY, OUR FRIENDS, OUR WORLD: AN ANNOTATED GUIDE TO SIGNIFICANT MULTICULTURAL BOOKS FOR CHILDREN AND TEENAGERS.** R.R. Bowker, 1992. ISBN 0-8352-3025-2.

This extensive annotated guide to multicultural literature for children and teenage readers set the standard for Miller-Lachmann's organization of **GLOBAL VOICES, GLOBAL VISIONS**. She discusses literature describing the experiences of ethnic groups and minorities and their interaction.

Norton, Donna E. **THROUGH THE EYES OF A CHILD: AN INTRODUCTION TO CHILDREN'S LITERATURE.** Fourth edition. Merrill/Prentice Hall, 1995. ISBN 0-02-388318; Fifth edition, forthcoming. ISBN 0-13-667973-0.

**THROUGH THE EYES OF A CHILD** is considered the best summary of children's literature in the field, including more than 3000 entries. Chapters feature content summaries of books and methods of instruction using suggested literature. A bibliographic data disk and an update between revisions are also available.

Rochman, Hazel. **AGAINST BORDERS: PROMOTING BOOKS FOR A MULTICULTURAL WORLD.** American Library Association, 1993. ISBN 083890601

This book includes a bibliography of children's literature and suggested works useful in teaching about the history and culture of different ethnic groups. Other books by Rochman useful in teaching social studies include: **BEARING WITNESS: STORIES OF THE HOLOCAUST** (1995) which includes juvenile and adult literature and personal narratives, and **SOMEHOW TENDERNESS SURVIVES: STORIES OF SOUTHERN AFRICA** (1988) which includes short stories and juvenile literature related to South Africa.

Schon, Isabel. **RECOMMENDED BOOKS IN SPANISH FOR CHILDREN AND YOUNG ADULTS, 1991-1995.** The Scarecrow Press, Inc., 1997. ISBN 0-8108-3235-6.

The book includes 1,055 books published in Spanish and in print in May 1996. Works of fiction as well as nonfiction are included covering such topics as folklore, science and technology, and the arts. Each citation contains a complete annotation and content summary.

Silverbank, Fran. **AN ANNOTATED BIBLIOGRAPHY OF HISTORICAL FICTION FOR THE SOCIAL STUDIES: GRADE 5 THROUGH 12.** Kendall-Hunt, 1992. ISBN 0840375166. **OP**

This comprehensive bibliography lists more than 1,000 books that tell about great people as well as ordinary people who find their lives affected by their time and place. Books were chosen because writers adhere to the facts of history but

embellish the unadorned facts with details that bring feeling and perception to their scholarship. They present the issues, customs, and values of a period with truth and clarity.

Stover, Lois T. and Zenker, Stephanie F., edited by. **BOOKS FOR YOU: AN ANNOTATED LIST FROM 1994-1996 FOR SENIOR HIGH STUDENTS**. Thirteenth edition (1994-1996). National Council of Teachers of English, 1997. ISBN 0-8141-0368-5.

Organized by content area, this list of books includes historical fiction.

Taylor, Desmond. **THE JUVENILE NOVELS OF WORLD WAR II: AN ANNOTATED BIBLIOGRAPHY**. Greenwood Press, 1994. ISBN 0-313-29194-2.

This bibliography includes 438 books written for young readers.

Totten, Herman L. and Brown, Risa W. **CULTURALLY DIVERSE LIBRARY COLLECTIONS FOR CHILDREN**, Vol. 1. Neal-Schuman, 1994. ISBN 1-55570-140-X; **CULTURALLY DIVERSE LIBRARY COLLECTIONS FOR YOUTH**, Vol. 2. Neal-Schuman, 1996. ISBN 1-55570-141-8.

This collection features picture books and fiction for younger readers written by and about Native Americans, Asian Americans, Hispanic Americans, and African Americans. It also includes an annotated list of references for librarians and teachers to access for additional information about minorities and reviews of publications produced since 1994.

Zarnowski, Myra and Gallagher, Arlene F. edited by. **CHILDREN'S LITERATURE AND SOCIAL STUDIES: SELECTING AND USING NOTABLE BOOKS IN THE CLASSROOM**. Kendall-Hunt, 1993. ISBN 0-8403-8951-5. **OP**

Compiled from the list of Notable Children's Trade Books and designed primarily for elementary and middle school social studies teachers, this two-part publication examines how to select books and demonstrates how to incorporate literature into the social studies program. This is a timeless collection of articles by authors who discuss topics such as: nonfiction read-aloud programs, biographies, notable picture books, children's literature and geography, and the treatment of war and conflict in young adult literature.

## **BIOGRAPHICAL DICTIONARIES**

Bowman, John S., edited by. **THE CAMBRIDGE DICTIONARY OF AMERICAN BIOGRAPHY**. Oxford University Press, 1995. ISBN 0-521-40258-1.

Complete but concise entries make this dictionary an important first source for information on thousands of living and deceased individuals who contributed in some way to the history of the United States.

Carruth, Gorton, edited by. **THE ENCYCLOPEDIA OF AMERICAN FACTS AND DATES**. Tenth edition. Harper Collins Publishers, 1997. ISBN 0-06-270192-4.

This encyclopedia is arranged by date and includes significant events and people in the history of the United States.

Commire, Anne, edited by. **HISTORIC WORLD LEADERS**, Five volumes. Gale Research, Inc., 1993. ISBN 0-8103-8408-6.

The set includes complete biographies with photographs and suggested readings on world leaders in seven continents: Vol. 1: Africa, Middle East, Australia & Asia; Vol. 2 & 3: Europe; Vol. 4 & 5: North and South America.

Estell, Kenneth, edited by. **REFERENCE LIBRARY OF BLACK AMERICA**, Five volumes. Gale Research, Inc., 1996. ISBN 0-7876-1534-X.

This set provides biographical information on African-American leaders, activities, and businesses in the United States.

Foner, Eric and Garraty, John A., edited by. **THE READER'S COMPANION TO AMERICAN HISTORY**. Houghton Mifflin Co., 1991. ISBN 0-395-51372-3.

This comprehensive encyclopedia of information on people, events, and organizations significant to the history of the United States offers current interpretations.

Harris, Laurie Lanzen, edited by. **BIOGRAPHY TODAY: AUTHOR SERIES**. Vol. 1. Omnigraphics, Inc., 1995. ISBN 0-7808-0014-1.

**BIOGRAPHY TODAY** profiles 20 authors of interest to young readers aged nine and above. Each entry includes a photograph of the author and information on his/her birth, childhood, education, memorable experiences, career highlights, and reasons for writing. The book includes a thorough overview of each author with detailed information on their most significant works and listings of all publications and awards.

Kanellos, Nicolás. **THE HISPANIC-AMERICAN ALMANAC: A REFERENCE WORK ON HISPANICS IN THE UNITED STATES**. Second edition, Gale Research, Inc., 1996. ISBN 0-8103-8595-3.

This reference provides biographical information on Hispanic-American leaders, activities, and businesses in the United States.

Magill, Frank N., edited by. **GREAT LIVES FROM HISTORY, AMERICAN SERIES**. Five volumes. Salem Press, 1987, Second edition, 1995. ISBN 0-89356-892-9.

Part of the American Women series, this set includes biographical information on women in Canada and the United States.

**THE MCGRAW-HILL ENCYCLOPEDIA OF WORLD BIOGRAPHY**, Twelve volumes, 1973. ISBN 0-07-079633-5.

This set includes biographical information on notable persons throughout the world.

McMurray, Emily J., edited by. **NOTABLE TWENTIETH-CENTURY SCIENTISTS**, Four volumes. Gale Research, Inc., 1995. ISBN 0-8103-9181-3.

This biographical dictionary includes thorough entries on scientists and engineers throughout the world. A supplement published in 1998 includes information on others making notable contributions to the world of science since 1994 (ISBN 0-7876-2766-6).

Meier, Matt S.; Serri, Conchita F.; and Garcia, Richard A. **NOTABLE LATINO AMERICANS: A BIOGRAPHICAL DICTIONARY**. Greenwood Press, 1997. ISBN 0-313-29105-5.

This dictionary includes biographical information on Hispanic Americans in the United States.

**MERRIAM-WEBSTER'S ENCYCLOPEDIA OF LITERATURE**. 1995. ISBN 0-87779-042-6.

This encyclopedia includes comprehensive information on authors, poets, and dramatists and their works.

**THE NEW HANDBOOK OF TEXAS**, Six volumes. The Texas State Historical Association, 1996. ISBN 0-87611-151-7.

This set offers comprehensive coverage of the people, places, and events of Texas history. Most entries include photographs, maps, etchings, and other visual representations to assist readers in understanding the material.

Rollock, Barbara. **BLACK AUTHORS AND ILLUSTRATORS OF CHILDREN'S BOOKS: A BIOGRAPHICAL DICTIONARY**. Second Edition. Garland Publishing, 1992. ISBN 0-8240-7078-X.

This book provides information to use when discussing black authors or their accomplishments. Lists of publications accompany each biographical sketch. Lists of award winners, including those receiving the Coretta Scott King Award, the Newbery Award, and the Caldecott Metal, appear at the end of the dictionary.

Saari, Peggy, edited by. **PROMINENT WOMEN OF THE 20TH CENTURY**, Four volumes. UXL, an imprint of Gale Research, Inc., 1996. ISBN 0-7876-0646-4.

The set includes biographical information on women in the 20th century.

Saari, Peggy and Allison, Stephen, edited by. **SCIENTISTS: THE LIVES AND WORKS OF 150 SCIENTISTS**, Three volumes. UXL, an imprint of Gale Research, Inc., 1996. ISBN 0-7876-0959-5.

The set includes biographical information on 150 scientists and their accomplishments.

Sherr, Lynn and Kazickas, Jurate. **SUSAN B. ANTHONY SLEPT HERE: A GUIDE TO AMERICAN WOMEN'S LANDMARKS**. Times Books, 1994. ISBN 0-8129-2223-9.

This book provides information on historic sites in the United States, the women associated with them, and the significant events which occurred at these locations.

Weatherford, Doris. **AMERICAN WOMEN'S HISTORY: AN A-TO-Z OF PEOPLE, ORGANIZATIONS, ISSUES & EVENTS**. Prentice Hall General Reference, 1994. ISBN 0-671-85028-8.

This book includes information on women in U.S. history and their activities.

Williams, Michael W., edited by. **THE AFRICAN AMERICAN ENCYCLOPEDIA**, Six volumes. Marshall Cavendish Corp., 1993. ISBN 1-854-35546-5, vol. 1. **OP**

This set includes information on people, events, institutes, churches, athletics, literature, and other topics related to African-American history, culture, and current events.

## RESOURCES FOR SCHOOL LIBRARIANS

Periodicals which publish book reviews of children's literature include:

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**ADDITIONAL RESOURCES FOR TEACHERS**

Brown, Jean E. and Abel, Frederick J. "Revitalizing American History: Literature in the Classroom," **THE SOCIAL STUDIES** 73, no. 6 (Nov./Dec. 1982): 279-83.

This article provides useful information for teachers wishing to incorporate literature into social studies instruction.

Carter, B. and Abrahamson, R. F. **NONFICTION FOR YOUNG ADULTS: FROM DELIGHT TO WISDOM**. Oryx Press, 1990. ISBN 0-89774555-8.

Youth read and appreciate quality nonfiction. Nonfiction informs and entertains, but also challenges readers to seek additional information about topics they enjoy. Research shows that some students read nonfiction exclusively and that adolescent males prefer nonfiction more often than adolescent females do. **NONFICTION FOR YOUNG ADULTS** can help teachers seeking to incorporate nonfiction into their lesson plans.

Eisenberg, Michael B. and Berkowitz, Robert E. **INFORMATION PROBLEM-SOLVING: THE BIG SIX SKILLS APPROACH TO LIBRARY AND INFORMATION SKILLS INSTRUCTION**. Ablex Pub., 1990. ISBN 0-893917-575.

This book focuses on helping children understand the ways they can use the resources libraries offer, how to retrieve information, and how to solve problems using six skills: Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation. The

authors clearly explain the process of learning and applying the skills and offer several activities to help librarians learn and then share the information.

Joyce, Marilyn Z. and Tallman, Julie I. **MAKING THE WRITING AND RESEARCH CONNECTION WITH THE I-SEARCH PROCESS.** Neal-Schuman, 1997. ISBN 1-55570-252-X.

This how-to manual guides teachers in implementing the I-Search approach to generate ideas and direct student research at the high school level.

Norton, Donna E. **THE IMPACT OF LITERATURE-BASED READING.** Prentice Hall, 1992. ISBN 067521369-X

Norton describes the study and teaching of literature in elementary schools in the United States and considers how reading benefits the students.