

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

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U.S. 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, SSCED Research Associate. 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 receive 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

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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.

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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: immigration, race, economics, Spanish-American War, etc.:

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.

Blumberg, Rhoda. **WHAT'S THE DEAL?** National Geographic, 1998. ISBN 0-7922-7013-4. The book discusses Jefferson, Napoleon, and the Louisiana Purchase of 1803. It includes a cast of characters, maps, timeline, copies of letters, and results of the Louisiana Purchase which resulted in the movement of people to the West.

Clinton, Catherine. **SCHOLASTIC ENCYCLOPEDIA OF THE CIVIL WAR**. Scholastic, 1999. ISBN 0590372270. This book contains six chapters each representing a time period before, during, and after the Civil War.

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.

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.

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 Holt, 1988. ISBN 0-8050-0776-8. This book describes the adventures of two people involved in the Spanish American War at the time of the invasion of Cuba.

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 between white officers, black soldiers, and the Comanche in West Texas.

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.

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 Frederick McKissack. **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 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.

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 in 1885.

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.

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.

Stolley, Richard B. **OUR CENTURY IN PICTURES.** Brown, 2000. ISBN 0-316-81589-6

This book is divided into 9 sections including WWI and WWII. It will serve as a good reference for students.

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.)*

Curtis, Christopher Paul. **BUD, NOT BUDDY.** Delacourte, 1999. ISBN 0-385-32306-9.

(Winner of the 2000 Newbery Award.) Set during the depression, this book follows a boy as he searches for his father.

De Young, C. Coco. **A LETTER TO MRS. ROOSEVELT.** Delacourte, 1999. ISBN 0385326335.

This book personalizes history as a young writer pens a letter to the wife of the President.

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.

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).

Bachrach, Susan D. **THE NAZI OLYMPICS.** Brown, 2000. ISBN 0-316-07086-6.

This book tells the story of how the Olympics were used as a propaganda tool by the Nazi government in Germany.

Bat-Ami, Miriam. **TWO SUNS IN THE SKY.** Front Street, 1999. ISBN 0812629000.

(Winner of the Scott O'Dell Award). This fictional story is told through the viewpoint of a Jewish refugee and a girl living near the camp.

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 many photographs from the Franklin D. Roosevelt Library, the Library of Congress, the Bettmann Archive, and the National Archives. The biography includes an in-depth look at Roosevelt's activities 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.

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.

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.

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.

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.

Hobbler, Dorothy, and Thomas Hobbler. **VIETNAM: WHY WE FOUGHT**. Knopf, 1990. ISBN unavailable. **OP** The Hobbler's 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 Hobbler's **VIETNAM: WHY WE FOUGHT** to understand the factors that 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.

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.

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 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 of his fate. These include pursuing 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.

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.

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 photo-graphs 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.

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:

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 necessity to protect workers' rights today.

Martínez, Max. **SCHOOLAND**. 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, and 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:

Abodaheer, 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. Abodaheer describes the history of the island and its residents and includes photo-graphs 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 Paul Winters.

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 his 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, and 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 Deborah Gore Ohrn, 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.

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 other 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.

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 Thomas Hoobler. **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 Thomas Hoobler. **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 SHOOTSMACK!** 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 SHOOTSMACK!**; **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.

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**).

SCIENCE, TECHNOLOGY, AND SOCIETY: 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.

Denenberg, 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 interest 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.