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A literature-based handbook for teaching American history

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A

LITERATURE-BASED HANDBOOK

FOR TEACHING

AMERICAN HISTORY

Master's Project

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Carol A. Brown

School of Education

UNIVERSITY OF DAYTON

Dayton, Ohio

June 1993

Approved by:



Official Advisor

DEDICATION

I would like to dedicate this handbook to my husband, Bryan, for all his encouragement, support, and love in helping me complete this project.

I would also like to thank my parents for their constant encouragement and support.

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CHAPTER I

INTRODUCTION

Background of the Project

If the word history is mentioned to students, the typical response is "history - yuck!" Too often, the students find the social studies textbook dull and boring and, so, are not interested in studying it. Some students are not interested because they find the textbook difficult to read and understand. These students also experience difficulty when trying to find answers to questions posed in class. Other students become discouraged when reading a textbook because the subject matter was not developed enough or presented well enough to pique their interest. Neither characters nor plot were developed enough to seem real or alive to the students.

These same students, however, can be avid listeners and readers when presented with a variety of quality literature in class. Many show interest in other books by the same author or of similar story lines. When asked questions about the books they are reading, students are able to identify main ideas and make predictions much more easily.

These are skills which teachers and other adults need to foster and develop. Reading and comprehension skills are skills that are needed and used every day. Textbooks do not develop these skills as well as informational books, biographies, and other literature. Social studies textbooks give an overall picture of a time period, but they fail to provide students with

interesting details and explanations that will entice students to learn more. Informational books, biographies, and historical fiction provide students with characters they come to know and care about, people that seem real and alive. Using literature in social studies classes will help make reading a lifelong activity.

Historical fiction and biographies can help students relate to the past. History textbooks are often limited to a study of dates and cold facts. They do not provide students with insights into the culture and attitude of a given period of time as literature does. Also, literature allows students to identify with the characters and compare their lives today with the characters' lives in the past.

Purpose of the Project

The purpose of this project is to develop a literature-based handbook for use in a seventh-grade American history class. A wealth of informational books and children's literature exists for this subject area, and this writer's purpose is to choose certain novels and books that can be worthwhile and beneficial to children of this age. This writer intends for these books to help the students closely identify with the people of the time, not simply memorize facts and dates.

More specifically, this handbook will include five references to fiction books that can be read in class to provide an overview of the time period. Also, a description of each suggested book will be included in the recommendations. In

addition, five informational books which address the topic will be listed. Useful picture books may also be included with a few periods. Lastly, the handbook will include suggested activities and questions to explore with each individual period.

Definition of Terms

Biography - An account of a person's life written by another person

Comprehension Skills - The ability to understand the meaning of written text

Historical Fiction - Writing which focuses on a specific time period in the past; Writing may include famous persons in addition to imaginary characters and is often based on specific events of the past

Informational Books - Any writing that deals with factual material and is intended to instruct readers

Literature - Writing regarded as having permanent value, excellence of form, and/or great emotional effect

Literature-Based Approach - A program of instruction that focuses on using literature for instructional purposes

Newbery Honor Books - Runners-up for the Newbery Medal Award

Newbery Medal Award - An award presented by the American Library Association to the most distinguished contribution to children's literature in a given year

Limitations and Assumptions

This handbook only deals with the following major periods in American history: American Revolution, Civil War, Great Depression, World War II, and the Civil Rights Movement. The books and activities recommended in this handbook were specifically chosen and designed for use at a particular grade level, the seventh grade. This writer assumes that people interested in this handbook have a strong commitment to an integrated approach to teaching American history and literature.

CHAPTER II

REVIEW OF THE LITERATURE

Recently, there have been many complaints about social studies textbooks. They are too dull, too dry, too lifeless (Tyson, 1989; Gallo, 1983; Brown, 1982; Johnson, 1992). Complaints have arisen about textbooks' failure to raise a student's interest in history, a subject that many feel should be interesting by itself. The inability to interest students in social studies is a problem that must be faced. Michael James (1989) gives two reasons why all people need a sound knowledge of the past. For one thing, an understanding and knowledge of the past acts as a "cultural glue," giving Americans "a shared American heritage and national identity" (p.153). It is very important that our students know and understand from where they came. This background knowledge can help students in their study of the development of our nation.

Secondly, a knowledge of history is an essential base for further and deeper understandings (James, 1989). Students begin to see themselves in relation to the past. As teachers, we want to develop moral and intelligent students who will be responsible adults. Robert Richburg (1990) asserts that to develop into responsible, intelligent adults, these students must have "an understanding of the principles and values integral to the founding of this country [and] experience in the process of decision making" (p. 80). Diane Ravitch (1991), a history professor, supports Richburg's assertion. She says that "those

who do not know history . . . cannot comment intelligently on the causes of events - cannot understand their own lives nor the changes in their society and in the world" (p. 28). To understand what is happening to them, our students must have some understanding of what went before.

In the handbook, this writer recommends the novel The Devil's Arithmetic. This writer has used this book in her own classes for two years now. It is an excellent resource for teaching children about the Holocaust. Through this novel, students are able to feel the same fear, anger, pain, and humiliation that most Jews experienced. This novel helps battle the statements that many have heard from highly public people - that the Holocaust never happened or that the reported deaths of six million Jews is a gross exaggeration. Students must learn about history, the good and the bad.

Social studies textbooks give an overall view of American history, but they are often only a dry listing of dates and facts. Textbooks have to cover so much material that they do not do justice to most, if not all, major events. Students do not sense the continuity and development of the nation. Harriet Tyson (1989) claims that they cannot "make connections between isolated facts and the larger patterns of history" (p. 17). The historical novel, however, makes history come alive for students by engaging their interest with details about speech, clothing, food, housing, and specific actions of the time.

The books in this handbook give students the necessary

details that make history seem real to them. For example, Sarah Bishop teaches students about the simple life and speech of the Quakers. It also shows students the wide gamut of emotions that accompanied the Revolutionary War. Another book, Across Five Aprils, is very authentic in its speech. This writer had to help her students decipher some of the words used by the Illinois farmers. These students were not discouraged, however; they later raved about the book.

Norine Odland (1980) asserts that all genres of literature can and should be used when studying American history. Folk tales, legends, poetry, biography, historical fiction, picture books, and realistic fiction can all enrich an American history class. Several other researchers (Freeman, 1988; Gallo, 1983; James, 1989; and Johnson, 1992) support her position. This writer has included several picture books in the period studies. The quiet simplicity of Rose Blanche strikes students as no other book can about the senseless killing of innocent victims in World War II. The book Cecil's Story relates the Civil War through a young boy's eyes as he hopes and waits for his father's return from the battlefield. This book, with its beautiful watercolors, touches students' hearts better than any novel or textbook. These students have not experienced war, but through Cecil they understand how fearful one would be for those involved in the fighting.

Through historical fiction, "students learn that people in all times have faced change and crisis, that people in all times

have basic needs in common, and that these needs remain in our time" (Freeman, 1988, p. 330). Students are able to examine personal choices which were forced by events happening in history. For example, in Across Five Aprils students see Bill Creighton struggle with his conscience as he decides whether to fight for the North or go against his family and join the Confederate forces. In Johnny Tremain, Johnny must decide for himself if he wants to get involved in the rebellion against Great Britain. By studying the characters in the historical novels, these students, in return, learn to reconcile their own beliefs and values with those held by others they respect.

Through historical fiction, students can "vicariously experience the past, reinterpreting it on the basis of their own experiences, values, hopes, and fears" (Freeman, 1988, p. 331). The seeds for further understanding of the complexity of the human race have been planted by historical fiction. Through historical fiction, Nancy Johnson (1992) believes that students "can experience the past and feel the joy and despair of persons who have lived before" (p. 489). With the help of historical fiction and biography, students come closer to a real understanding of the past. The novels included in the handbook have been specifically chosen to help students achieve this understanding, a real understanding of American history that is simply unattainable from a textbook.

Jean Brown and Frederick Abel (1982) cite four purposes for the employment of literature in a history class. They argue that

literature can offer a broad, overall view of the historical period and provide details on the background of a given period. Also, literature enables students to respond to the characters and conflicts in the novel and forces students to compare and contrast the values presented in the book with those of today. By using literature in the social studies class, teachers can also help develop reading skills that are everyday necessities. Students learn how to reason, differentiate between fact and fiction, and judge and evaluate based on evidence presented. Students learn to recognize an author's purpose and understand how an author's bias may affect the telling of a story. Students learn to analyze books for historical accuracy and evaluate human behavior, the best and worst. All of these skills help them to understand themselves and the world around them better.

Geoffrey Trease (1977) explained it well. Children, he wrote, "love a story, a chronological sequence of incidents and situations ending in a climax" (p. 28). That, however, only mildly interests and excites students. More often, they want to know about specific people and events in the people's lives. That is why historical fiction can be so effective when used to teach American history. This writer has successfully employed historical literature in her classroom, and it is her hope that this handbook will help others to do the same.

Historical fiction makes the past come alive for readers, and "history becomes a mirror in which we see ourselves, for a fleeting instant, as others see us" (Garfield, 1988,

p. 738). If our students do not develop a sense of history and of their place in it, a society will develop which can "lose its sense of purpose and the ability to plan for its future" (Freeman, 1988, p. 336). Above all else, the value of history is that "it matures us; it heartens us; it sets us free" (Gagnon, 1991, p. 28). Historical fiction helps the reader to understand the past and to hope and dream for a better future.

CHAPTER III

METHODOLOGY

The seventh-grade social studies curriculum at Queen of Martyrs School was the guide used to develop this handbook, which uses a literature-based approach to teach American history. The writer has done extensive research concerning the advantages of using literature to teach American history.

Common suggestions existed throughout the research articles, and these were taken into consideration when developing the handbook. This writer tried to develop a handbook consistent with these considerations:

1. Present an overall view of an historical period.
2. Provide students with insights about culture, customs, and values of the past.
3. Promote critical thinking and reading skills by presenting issues from different perspectives.
4. Foster the development of a clearer understanding of human problems and relationships.

Book lists, discussion questions, and activities to incorporate into an American history class were developed and adapted from research articles. Journals found to be helpful include the following: Language Arts, The Social Studies, The Reading Teacher, Social Education, Journal of Reading, The

Elementary School Journal, The Horn Book, American History Illustrated, and English Journal. Also, some plans were adapted from commercial resources which give suggested activities to complement a specific book. The publication Book Links, available from the American Library Association, provides a unit on American history each issue. It provides an invaluable resource for picture books, fiction books, and nonfiction books addressing a particular period in American history. Other commercial resources, such as novel units, were obtained from teacher supply stores, such as Learning Ladder.

The social studies textbook will serve as a base for teaching, but the handbook will provide the actual materials that a teacher may use in the classroom. This handbook will examine American history through time periods. For example, the handbook will include the following periods: American Revolution, Civil War, Great Depression, World War II, and the Civil Rights Movement. Each highlighted period will come complete with recommended books, descriptions of the books, discussion questions, and suggested activities.

In order to create this handbook, this writer did extensive research on teaching American history through literature. Numerous journal articles were reviewed as was the publication Book Links. Journals and trade books were also reviewed for suggested activities for each period. In addition, notes from various professional conferences and workshops

attended by the writer were used to aid in the compilation of this handbook.

The development of this handbook was influenced by this writer's personal experiences in the classroom. She has taught seventh-grade American history for two years. As a person who loves history, she wanted her students to be excited about the study of it also. She soon found out that the textbook just did not grab their attention and make them think. Too frequently, she heard "Why do we have to learn this?", "History is boring!", and "It happened so long ago. Why does it matter now?" The students simply did not grasp the connection between the past and the present.

This writer wanted her students to understand that connection; she wanted them to feel the connection and comprehend how the past influences what happens today. She thought that an excellent way to make them experience history would be to read historical fiction. She had read historical fiction herself and thought it would be an excellent method to help students relate with the past. The characters in the novels would make the past seem real and alive.

This writer introduced her class to historical fiction through The Devil's Arithmetic. She had become worried about the lack of knowledge her students had about the Holocaust. They were more familiar with people like David Duke who said the Holocaust never happened than they were with the actual details of the horrors and atrocities of the Holocaust. This writer

wanted her students to know that such an inhumane event had occurred. Through the novel, the students were able to feel the fear, pain, humiliation, and degradation the Jews felt at the hands of the Nazis.

Through her experiences in the classroom, this writer has learned that textbooks just do not reach students in the manner that historical fiction can. Historical literature touches students' hearts and affects them in ways that no textbook or lecture can. Students begin to understand that history does repeat itself and that the past has had a profound impact on who and what they are today.

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June 1993

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INTRODUCTION

The typical student's response to a history class is "yuck!" Students often find the textbook dull and boring and, so, are not interested in studying it. They find the textbook difficult to read and understand and experience difficulty when trying to find answers to questions posed in class. These same students, however, can be avid listeners and readers when presented with a variety of quality literature in class. When asked questions about the books they are reading, students are able to identify main ideas and make predictions much more easily.

These are skills which teachers and other adults need to foster and develop. Reading and comprehension skills are skills that are needed and used every day. Textbooks do not develop these skills as well as informational books, biographies, and other literature.

Social studies textbooks give an overall picture of a time period, but they fail to provide students with interesting details and explanations that will entice students to learn more. Informational books, biographies, and historical fiction provide students with people that seem real and alive.

This handbook should provide teachers of seventh-grade American history with novels and interesting teaching ideas to supplement an American history textbook. The class can be divided into five groups, each taking one of the five novels. Each group can then share what they have learned from the novel with the class. The books included in the handbook are

accessible in paperback and from libraries. Many are also available through children's bookclubs.

This handbook examines five periods in American history: the American Revolution, the Civil War, the Great Depression, World War II, and the Civil Rights Movement. Included in each period study are five novels recommended for study of this period. With each novel is a description of each book. It is not always possible for a teacher to find the time to read every book his or her students are reading, and a brief description may be helpful to him or her.

Also included in each period study are five informational books which address the particular period. Some period studies may also include references to picture books which can be of particular help when teaching that period. Activities and discussion questions are included in the handbook to promote critical thinking and encourage students to analyze, synthesize, and evaluate ideas.

AMERICAN REVOLUTION

Suggested Books

Johnny Tremain, Esther Forbes, 1943.

This novel tells of the turbulent times in Boston just before the Revolutionary War. Johnny, a young apprentice silversmith, feels ruined when his hand is burned and he loses his apprenticeship. He becomes a messenger for the patriots in the early days of the Revolution. He also takes part in the Boston Tea Party.

The Fighting Ground, Avi, 1984.

This book covers one day, April 3, 1778. A thirteen-year-old boy begins the day thinking that war is glamorous. By the end of the day, he is beginning to comprehend the horror and degradation that accompany any war.

My Brother Sam is Dead, James and Christopher Collier, 1974.

The Meeker family tries to remain neutral in a Tory town in Connecticut while one son, Sam, joins the rebels. The son is later killed in the war. This is an excellent book for discussion with no black and white issues.

April Morning, Howard Fast, 1961.

This novel looks at two days at the beginnings of the American Revolution when the colonists were first beginning to organize themselves into militias. It focuses on the bloody Battle of Lexington. It examines that important battle through the eyes of Adam, a young boy who lives through that battle but loses his father there.

Sarah Bishop, Scott O'Dell, 1980.

Sarah's father, a loyalist, has been tarred and feathered. Her brother runs away to join the revolutionary cause. She runs away to escape the conflicting emotions she has about the Revolution. Accused of starting a fire by the British, and of witchcraft by the local settlers, Sarah is comforted by her friendship with a young Quaker.

Other Resources

The American Revolutionaries: A History in Their Own Words,
Milton Meltzer, 1987.

This nonfiction work contains excerpts from journals, letters, and other documents which give the human side of the American Revolution.

The Revolutionary War, Gail B. Stewart, 1991.

This book examines the causes, events, and aftermath of what has been called "America's first civil war." It takes a closer look at people involved in the rebellion.

The Revolutionary War, Louise and Benton Minks, 1992.

This book is a narrative account of the American Revolution covering the origins of the disputes with Britain, profiles of key figures, and descriptions of major battles.

Birth of the Republic, Alden R. Carter, 1988.

This nonfiction work looks at the final campaigns of the war and the development of a new nation. It examines the early history of the United States from the formation of the Articles of Confederation to the signing of the Constitution.

Colonies in Revolt, Alden R. Carter, 1988.

This work examines the roots of the revolution. It examines how the strong relationship between America and Great Britain began to deteriorate in the 1760s and 1770s.

Our Declaration of Independence, Jay Schleifer, 1992.

A history of the Declaration of Independence, this book looks at the events leading up to its drafting. The key players in the writing of the Declaration and its adoption are examined.

AMERICAN REVOLUTION

Activities

- 1) In My Brother Sam is Dead, Sam and his father could not calmly debate the pros and cons of going to war with England because Mr. Meeker had such a hot temper. What if he controlled his temper long enough to have a debate? The students who read this book could play the parts of Sam, Mr. Meeker, and Mr. Beach, the mediator, and present the debate to the class.
- 2) Create a time line for the war listing the major events identified in the novel.
- 3) Create a map with the sites of the battles marked.

Response/Discussion Questions

- 1) Explore the way historical events and heroes are viewed over time. How have attitudes and understandings of the American Revolution changed from Johnny Tremain (1943) to My Brother Sam is Dead (1974)?
- 2) What makes a revolution? When is a revolution "right"? (Students could look at what is taking place in the former Yugoslavia today.)
- 3) Who are the real heroes of such events? What makes a hero?
- 4) What kinds of actions and events led to what kinds of reactions? Were these inevitable?

CIVIL WAR

Suggested Books

Rifles for Watie, Harold Keith, 1957.

This Newbery Medal winner tells the story of Jeff Bussey. Sixteen when the war begins, he can't wait to join the Union cause against Stand Watie, the Indian leader of the rebels. He serves in the infantry and cavalry and is then sent to spy behind enemy lines. Caught by Watie's troops, he is forced to pose as a rebel soldier and discovers he can even like and respect the rebels. To make matters more confusing, Jeff even falls in love with a rebel girl.

Across Five Aprils, Irene Hunt, 1964.

In April 1861, Jethro Creighton didn't understand what war meant. By April 1862, he had seen his brothers go off to fight - one for the South, two for the North. Although still very young, he had to assume a man's role on the family farm in Illinois. By the end of the war, Jethro had experienced all the pain and heartaches of war and had grown into a man. (A Newbery Medal Honor novel)

The Root Cellar, Janet Lynn, 1981.

Twelve-year-old Rose seeks refuge in the root cellar only to find herself transported back in time to the world

of the 1860s. Through the magic of time travel, she experiences the chaos of the Civil War.

A Gathering of Days, Joan Blos, 1979.

Written in diary format, this tells about a young girl who helps a runaway slave by leaving quilts for him and then wrestles with her conscience about her actions.

Shades of Gray, Carolyn Reeder, 1989.

Twelve-year-old Will Page lost his entire family in the Civil War. Although the war is over, he still views the Yankees as enemies. Orphaned, he must now live with relatives in Virginia, which to Will seems unbearable because his Uncle Jed refused to fight the Yankees. As Will learns how to work in the country, he comes to admire his uncle's skill and ability but is still unable to love or respect him. When Will is offered the chance to return to his hometown and live with a family friend, he feels torn. By the end of the novel, Will realizes that good people fought on both sides of the war and some did not fight at all.

Other Resources

To Be a Slave, Julius Turner, 1968.

Told in the words of men and women who lived through slavery, this book tells how it felt to be a slave. The

stories are old, but the power of their emotions is felt through this book.

Undying Glory, Clinton Cox, 1991.

This is the story of the 54th Regiment of Massachusetts, the "Glory" regiment. They were black men from twenty-two states who risked their lives for the Union. During the war, they were treated as second-class soldiers; but by the end of the war, they had proven their courage. (There is also a movie on this regiment called Glory.)

Lincoln: A Photobiography, Russell Freedman, 1987.

This photobiography goes beyond the legendary image of Abraham Lincoln often portrayed in history to look at the real man. Winner of the Newbery Medal.

The Boys' War, Jim Murphy, 1990.

Based on diary entries and letters, this book relates the stories of the boys, ages twelve to sixteen, who fought in the Civil War. This book tells why they joined, how they lived, and if they survived.

The Brothers War, Annette Tapert editor, 1988.

These letters are chronologically arranged from the beginning of hostilities in 1861 to the assassination of Lincoln in 1865. They were written on battlefields by

soldiers from both sides. The letters are startling and moving documents of the Civil War.

Picture Book

Cecil's Story, George Ella Lyon, 1991.

This book looks at a young boy's fears as he wonders if his papa will return from war. An excellent book about the fears and anxieties of children separated from their parents. The watercolor illustrations by Peter Catalanotto beautifully illustrate the passage of time and emotions.

CIVIL WAR

Activities

- 1) Presentations of the Civil War period - Students can choose from the following:
 - a) Pretend to be slaves seeking freedom by way of the Underground Railroad.
 - b) Pretend to be Separatists in Ohio deciding if they should or should not fight in the Civil War.
 - c) Pretend to be members of the Creighton family, who were home from the war, sharing their experiences.
- 2) Create a large map. Identify states as either Union or Confederate. Using pins, mark the sites of the battles read about in the books.
- 3) Create a time line for the war listing the major events identified in the novels.
- 4) Create the front page of a newspaper dated the day after President Lincoln signed the Emancipation Proclamation.
- 5) Two important issues leading to the Civil War were slavery and tariffs. Northerners favored a tariff on imported goods and opposed slavery while Southerners felt just the opposite. Research the two topics and present a debate to the class.

6) The question of leadership in the North was a major problem.

Research who had better leaders - the North or the South.

Be prepared to support your opinion with arguments and details.

GREAT DEPRESSION

Suggested Books

No Promises in the Wind, Irene Hunt, 1970.

Two young boys set out across the Midwest to find work during the Depression. This book examines people, places, and feelings of the period.

Nothing to Fear, Jackie French Koller, 1991.

Daniel Garvey is left at home to take care of his ailing mother and younger sister when his father takes to the road to find employment. This novel portrays a family in New York City during the Depression.

What About Annie? Claudia Mills, 1985.

This novel follows the life of Annie, a young girl who lives in Depression-era Baltimore. While she struggles to deal with her father's unemployment and the terrible effects it has on her family, she follows the exploits of early aviators and dreams of flying herself.

A Jar of Dreams, Yoshiko Uchida, 1981.

This novel, set in California in 1935, examines the racial prejudice that a Japanese-American family suffers. This novel raises the issue of whether economic hard times caused racist incidents to rise.

Borrowed Children, George Ella Lyon, 1988.

Set in Kentucky during the Depression, this novel describes twelve-year-old Mandy who has had to quit school to cook, clean, and care for her family. She dreams of visiting the city where she feels she belongs. When she finally is able to visit her grandparents in Memphis, she realizes the difference between rural and city life and the value of home.

Other Resources

Brother, Can You Spare a Dime: The Great Depression, 1929-1933.

Milton Meltzer, 1991.

Originally published in 1969, this updated book gives firsthand accounts of people's reactions to the Great Depression and the New Deal. It gives a unique eyewitness account of the terrible first years after the Stock Market crash of 1929.

The Great Depression and the New Deal: America's Economic Collapse and Recovery. Anne E. Schraff, 1990.

This reference book begins with an outline of events that occurred before the crash. The author then examines its impact on society and describes programs that were initiated to stir an economic recovery.

The Road Between the Wars: 1918-1941. Robert Goldston, 1978.

This book would serve as an excellent bridge between World War I and World War II. It focuses on the roots of World War II by looking closely at the years of World War I and the Great Depression.

Children of the Dust Bowl, Jerry Stanley, 1992.

This book tells about "Okies," migrant workers who left the Dust Bowl for California during the Depression. Although they hoped for a better life, they were often met with hostility from those who feared losing their jobs to the Okies. The children, kept out of school from poverty and traveling, were treated scornfully. A man named Leo Hart built a school to teach these children and train them in practical skills.

A Long Hard Journey: The Story of the Pullman Porter, Patricia and Frederick McKissack, 1989.

This book chronicles the history of the first African-American union, the Brotherhood of Sleeping Car Porters. It contains numerous photographs of the Depression years.

GREAT DEPRESSION

Activities

- 1) Research Activity (can be done in groups, pairs, or individually) - Research one of the following terms and present oral reports on its importance during this period.

a) Black Tuesday	g) National Recovery Act (NRA)
b) Bread lines	h) New Deal
c) CCC	i) Riding the rails
d) Crash of '29	j) Social Security Act
e) Federal Arts Projects	k) TVA
f) Hoboes	l) WPA
- 2) Create a large map. Using pins, mark the settings of the books the students read. Also, locate the Dust Bowl, Route 66, major railroads, and other items pertinent to the Depression.
- 3) Create a time line for the Great Depression and the New Deal. Mark highlights for the years and enter the titles of books that deal with these people or issues.
- 4) Make charts showing the economic situation in 1929, 1933, and today. Students could also chart how the current administration handles the economic situation, compared with President Roosevelt in the 1930s.

WORLD WAR II

Suggested Books

Journey to Topaz, Yoshiko Uchida.

This is a fictional story based on what actually happened to the author's family. A Japanese-American family living in California is sent to an internment center in Utah after the Japanese bomb Pearl Harbor. The father is taken away by the police. Uchida creates vivid and unforgettable pictures of the camp and makes the reader understand the fear of the interned people. This is an excellent book for students who are generally uninformed about the American treatment of Japanese Americans during World War II.

The Devil's Arithmetic, Jane Yolen, 1988.

Hannah resents the traditions of her Jewish heritage until time travel places her in the middle of a small Jewish village in Nazi-occupied Poland. Soon Hannah starts to forget everything but her new life in Poland. Then the Nazi soldiers take the villagers away to a death camp, and Hannah knows that if she survives she will never again have to ask why we must remember. This is an excellent book about the horrors of the Holocaust.

The Last Mission, Harry Mazer, 1979.

A fifteen-year-old boy uses a false I.D. to join the U.S. Air Force in 1944. He is shot down over Czechoslovakia. This story shows the sensitive, human side of war, not just the fighting.

Summer of My German Soldier, Bette Greene, 1974.

Patty, a Jewish girl, is twelve years old when German prisoners are brought to the POW camp outside her town in Arkansas. When some of the prisoners are brought to her father's store, she meets Anton. Their friendship is dangerous since patriotic feelings are running so high and eventually leads to tragedy.

Number the Stars, Lois Lowry, 1989.

A Newbery Medal winner, this book tells the story of Annemarie Johansen and her best friend, Ellen Rosen. The Germans have taken over their country of Denmark. As the crackdown of Jews progresses, they learn of the Nazis' plan to relocate the Danish Jews. The Johansens, working with the Resistance leaders, hide Ellen and her parents, eventually transporting them to Sweden. At the end, Annemarie must be courageous and deliver a secret packet that will deter German dogs from locating the people hidden on the boats.

Other Resources

The Day Pearl Harbor Was Bombed, George Sullivan, 1991.

With powerful photographs and newspaper headlines, this book gives a vivid account of the battles, pain, and pride of World War II. It examines not only the Japanese attack on Pearl Harbor, but also Nazi Germany, concentration camps, invasion of Normandy, and the atomic bomb. It also looks at life in America - rationing, collection of scrap metal, and Japanese-American relocation centers.

We Remember the Holocaust, David A. Adler, 1989.

Told through accounts from survivors of the Holocaust, this book describes the persecution many suffered in Europe and their traumatic experiences in the concentration camps. The black and white photographs that accompany the stories add a stark reality to the book. The pictures drive home the horror and inhumanity of the Holocaust.

America Goes to War, John Devaney, 1991.

This is first in a five-book series that covers America's involvement in World War II. Devaney's book makes World War II real for readers today. He looks at the leaders who made decisions and the people at home and on the front line who were affected by these decisions. He looks at all sides and behind-the-scene details. All five books would be helpful in studying World War II.

Anne Frank: The Diary of a Young Girl, Anne Frank, 1967.

This is the famous diary of a young girl forced into hiding with her family and four others in an old building in Amsterdam.

Smoke and Ashes: The Story of the Holocaust, Barbara Rogasky, 1988.

This book is an excellent resource on the Holocaust. It is intended for a young adult audience.

Picture Books

The Children We Remember, Chana Byers Abells, 1986.

Photographs of Jewish children during World War II reveal both the tragedy and hope of their lives. Text is limited so as not to lessen the emotional impact of the pictures.

The Journey, Sheila Hamanaka, 1990.

This tells the story of the Japanese internment camps in the United States and the racism directed at Japanese Americans in the 1930s and 1940s. A picture book for older children.

Rose Blanche, Roberto Innocenti, 1986.

This tells the story of Rose's discovery of a concentration camp near her home in Germany and how she aids the children there before being killed in shooting at the end of the war.

Let the Celebrations Begin! Margaret Wild, 1991.

As the war ends, a young child helps the women make toys for the smaller children in the Belsen concentration camp as they prepare for a celebration of their liberation.

WORLD WAR II

Activities

- 1) Using current newspapers and magazines, draw comparisons between the "ethnic cleansing" happening in Bosnia today and the Holocaust. Some may want to look at the "skinhead riots" in Germany today.
- 2) Research how the reunification of Germany will affect the Jews and other minority populations there.
- 3) Research the bombing of Hiroshima and Nagasaki. Be prepared to share information with the class.
- 4) Dramatic Scene - Imagine a situation in which Annemarie and Ellen (Number the Stars) meet after the war. Write a scene that dramatizes the situation. Include stage directions and descriptions of the characters' feelings. Present to the class.
- 5) Research and write a short report on the modern country of Israel (group or individual project). Address the following questions:
 - a) When and why was the country of Israel formed?
 - b) What role did the United Nations play in the formation of the country?

c) What impact did the formation of Israel have upon the Arab peoples of that land?

d) What is the status of the country of Israel today?

6) Interview people about World War II memories. Invite a guest speaker to class.

Response/Discussion Questions

1) Discuss similarities between United States treatment of Japanese and German treatment of Jews.

2) How can the genocide of 11 million people during the Holocaust be compared with the persecution of African-Americans and other minorities by the Ku Klux Klan? Do you suspect that this type of killing could occur again? Why or why not? (May want to address this question at the end of the Civil Rights Movement unit.)

3) Sometimes people must fight or risk freedom to save what they believe in. Discuss this theme in relation to Johnny Tremain, Across Five Aprils, and Number the Stars.

4) Would you risk hiding a person from the police or the army or traveling with that person across a dangerous border? Would you stand up directly to the forces endangering your friend? Why or why not?

CIVIL RIGHTS MOVEMENT

Suggested Books

Roll of Thunder, Hear My Cry, Mildred D. Taylor, 1976.

A moving story of a rural Mississippi black family during the Depression. The Logan family faces prejudice and discrimination that are difficult for the children, particularly Cassie, to understand. The children fight back in their own way; the parents fight back in their own way. Close family relationships enable the characters to endure the racism and prejudice they encounter.

The Friendship, Mildred D. Taylor, 1987.

The Logan children witness a frightening assault on Mr. Tom Bee, the dignified, respected, courageous African-American man who dares to address a white country-store owner by his first name. This novel is set against the background of rural South during the Depression era.

Sounder, William H. Armstrong, 1972.

Sounder tells the story of a poor black sharecropper, who is driven to steal for his hungry wife and children. The sheriff takes the father away. Although Sounder (the dog) and the boy search for the father, they cannot find him. The family manages to keep the farm. The father

returns home, but he is dying from an injury he received while working at the prison camp.

The Slave Dancer, Paula Fox, 1973.

Jessie Bollier, a thirteen-year-old white boy, is kidnapped by slave traders and forced to provide music for dancing the slaves so that they stay in shape during their long trip to America. Jessie witness the degradation and inhumane treatment of the slaves. When the ship wrecks, only Jessie and a young black boy survive. An old black man finds them, helps the black boy escape to freedom, and sends Jessie back home to New Orleans.

Freedom Songs, Yvette Moore, 1991.

After traveling down South to see family in 1963, fourteen-year-old Sheryl experiences segregation firsthand when she is driven away from a "whites only" water fountain. She becomes committed to supporting Uncle Pete and the Freedom Riders through the creation of a fund-raising church concert in her Brooklyn neighborhood.

Other Resources

Take a Walk in Their Shoes, Glennette T. Turner, 1989.

This book offers fourteen vignettes depicting such leaders as Frederick Douglass, Garrett A. Morgan, Rosa Parks, Arthur Schomburg, and Ida B. Wells. The stories are

followed by easy-to-use dramatizations which could be used in the classroom as a follow-up activity to the unit.

Now Is Your Time: The African-American Struggle for Freedom, Walter Dean Myers, 1991.

This book is an illustrated narrative history of this country, from colonial times to the present, from the point of view of African-Americans. Myers presents a story of the people whose lives made a difference through their work, art, writing, music, and courage.

The Day Martin Luther King, Jr., Was Shot, Jim Haskins, 1992.

This book uses vivid photographs, historic illustrations, and newspaper headlines to describe the fight for civil rights from colonial times to the present. This is an excellent resource that brings the Civil Rights Movement alive for students.

Escape from Slavery, Doreen Rappaport, 1991.

This tells five stories of enslaved African-Americans who managed to find freedom before the Civil War. Readers feel the fear and excitement of the slaves.

The Civil Rights Movement, Stuart Kallen, 1990.

This book gives a basic introduction to terms connected to this movement: integrate, segregate, discriminate, and

racism. Beginning with the years of the Great Depression, it looks at the history of the movement and gives details of some black Americans who fought prejudice and won.

CIVIL RIGHTS MOVEMENT

Activities

- 1) The delegates at the Constitutional Convention in 1787 decided that the establishment of the country was more important than the ending of slavery. What would have happened if the delegates believed the reverse? Rewrite three important events in American history as if the delegates had believed the reverse.
- 2) Plan a new museum of African-American history. Choose a location and the people whom you would honor there. Using more than words and pictures, explain how you would honor them. Be specific.
- 3) Throughout their history, the meaning of freedom to African Americans changed many times. What does freedom mean to you today? Write a poem (pattern abab) which expresses your feelings.
- 4) Research an important leader in the Civil Rights Movement. Be prepared to share your information with the class. Leaders may include, but are not limited to: Rosa Parks, Malcolm X, Jesse Jackson, Andrew Young, Arthur Ashe, Ida Wells Barnett, and W.E.B. DuBois.

Response/Discussion Questions

- 1) Does one person have the right to sell another person into slavery? Why or why not?
- 2) Why were so many blacks, who were already free, willing to risk their own freedom to help others escape slavery?
- 3) Look at recent race riots (Los Angeles, Watts). What do these tell you about race relations today? What do you think about race relations? How can they be improved?

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CHAPTER V

SUMMARY AND IMPLICATIONS FOR PRACTICE

American history can come alive for students if teachers supplement the social studies textbook with historical fiction and informational books. Students need the reading and comprehension skills which these books help develop. These books also provide students with insights into the culture and beliefs of a given period.

In the "Review of the Literature," this writer explored the movement toward literature-based instruction. Journal articles abound citing reasons that historical fiction should be used in the classroom. Textbooks, which often seem dull and lifeless, give an overall view of American history by giving a dry listing of dates and facts. Literature, on the other hand, gives details on the background of a period and enables students to respond to the characters and conflicts in the novel. Also, students are able to compare and contrast the values of the past with those held by people today.

In the "Methodology" chapter, this writer revealed her personal design and development of this handbook. Mention was made of the hours of research that went into the development of this handbook. Also, numerous books were read before final selection for each period was made. Commercial resources and notes and handouts from conferences were reviewed to help in the compilation of this handbook.

The purpose of this handbook is to provide teachers with a literature-based handbook for use in a seventh-grade American history class. Although the activities and books have been geared to seventh grade, this handbook could be adapted for younger or older students. Many of these books and activities have been tried in a seventh-grade classroom and have been found to be enjoyable and educational.

This writer hopes that in some small way this handbook will help other teachers of American history. It is her belief and hope that implementation of a literature-based American history program will benefit students not only in their understanding of history but also with their reading, thinking, and comprehension skills.

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