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Annotated Bibliography

A., & Ruth, G. (2012). *City of orphans.* New York: Atheneum Books for Young Readers.

This is the story of a young Danish immigrant who is trying to make a living for he and his family back in 1893. Each family member works hard, but things go awry. This is a story about an immigrant family’s perseverance and ability to overcome adversity. This would be a good opportunity to have students make personal connections with history and think of a time that they overcame adversity. Students would have to consider the injustices of today in and beyond the classroom.

Alexi, S., & Forney, E. (2008). *The absolutely true diary of a part-time Indian.* London:

Anderson.

This narrative tells the story of a young American Native teenager and his life on an Indian Reservation. The story follows this character as he begins school at an all-white high school and emphasizes the struggles that he and his culture face on the reservation. I think this story would be important to include in a Social Studies class because it shows the long-term effects of history. This could be something that students read as we learn about early America and European imperialism and settlement. In reading this book, students can be made aware of the struggles that the indigenous people continue to face and the little attention that it receives.

Anderson, L. H. (2012). *Forge.* New York: Simon & Schuster.

This story is narrated by a young boy who was freed from prison by a freed slave. Upon his release, Curzon joins the army where he is met by the threat of his previous owner. This is an engaging story to get students interested in the Revolutionary War.

Curtis, C. P. (1995). *The Watsons Go to Birmingham.*

This novel takes place in 1963 and tells the story of a family from Flint, Michigan who travels to Birmingham to visit their grandmother. Once there, the racism is made apparent through a violent bombing of a church. This novel would be something that I would use in my classroom to emphasize the racial violence of the 1960’s. I would also, carefully, compare this to the racial violence that still continues to day. In doing this, I hope to remind students that racism is not a historical theme.

Engle, M. (2016). *Enchanted Air Two Cultures, Two Wings, a Memoir.* Turtleback Books.

This is a poetic memoir of a Latina woman who is growing up between cultures during the Cold War. She finds herself troubled because her roots in Cuba and new life in Los Angeles begin to collide and suddenly, she does not know what to make of her identity. This would be a useful story to include within the classroom as it unveils this sort of dichotomy that many immigrants have felt. Since this is written in poetic form, I would have students respond and reflect on this book in poetic form. In doing so, students have the opportunity to creatively express comprehension and evaluation as well as practice a more integrated curriculum.

Forbes, E. (1943). *Johnny Tremain.* Houghton Mifflin Harcourt.

Johnny Tremain tells the tale of a young teenage orphan and his role in the Revolutionary War. He took on the position of a secret spy for the Whigs and eventually assumes a more aggressive role. This story could be followed up with an activity that had students becoming spies for the Whigs where they would have to write letters to a fellow spy.

Hunt, I. (1964). *Across Five Aprils.* Follett.

This novel is set in the Civil War era and is about a boy who experiences the harsh realities of the war. It sets in as he watches is brothers go off to fight and the impacts that the war has on his farm in Illinois. After reading this novel, have students assume the perspective of Jethro and have him write a diary entry. Students should use what they know about the Civil War and about Jethro’s personal situation to craft this entry and include details.

O’ Dell, S. (1960). *Island of the Blue Dolphins. Houghton Mifflin Harcourt.*

This novel is based on a true story about a young Native American girl who was stranded on an island for eighteen years. The young girl is forced to use what she has to survive. This would be an important story to include within the classroom as it offers a compelling narrative of an adventurous girl and her survival. Students could read this novel and then be assigned a different region. Students would be “stranded” to this region and be forced to explore the climates and resources to determine how they would survive.

Ryan, P. M. (2015). *Echo.*

This is a story about a numinous harmonica that brings three boys, who are growing up in WWII, together. Each individual character has a unique story to tell as they are impacted very differently from the war. However, their stories prove to be interconnected and each piece eventually takes the form of a whole. This book would be a great way to introduce the interconnectedness of WWII as well as the impact it had on all sorts of people. Students would also be able to practice their skills by creating timelines for the course of events and characters throughout the novel.

Sutcliff, R. (1971). *The Truce of the Games.*

This is the story of two young athletes, one from Sparta and one representing Athens, who are good friends but must compete against each other in the Olympic Games. This would be an

engaging pre-face to introducing the Olympic Games within the classroom. This would also be another opportunity to implement “gamification” within the classroom and have different classes represent different teams and compete among each other.