The 1930s: The Great Depression and beyond; an annotated bibliography

Tydra Corbin
University of Northern Iowa

Copyright ©2016 Tydra Corbin

Follow this and additional works at: https://scholarworks.uni.edu/grp

Part of the Curriculum and Instruction Commons, and the Elementary Education and Teaching Commons

Let us know how access to this document benefits you

Recommended Citation
Corbin, Tydra, "The 1930s: The Great Depression and beyond; an annotated bibliography" (2015).
Graduate Research Papers. 102.
https://scholarworks.uni.edu/grp/102

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.
The 1930s: The Great Depression and beyond; an annotated bibliography

Find Additional Related Research in UNI ScholarWorks
To find related research in UNI ScholarWorks, go to the collection of School Library Studies Graduate Research Papers written by students in the Division of School Library Studies, Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract
The amount of material a social studies teacher is expected to cover in a year can be overwhelming. Yet, when a search for picture books to support a unit on the 1930s in America was conducted, no comprehensive list was found. Therefore, the purpose of this research project was to create an annotated bibliography of high quality picture books aligned to the National Curriculum Standards for Social Studies that would improve the teaching of a unit on the decade. After examining the picture books, gaps in the topics covered were identified, and vetted websites were selected to supplement coverage of those gap areas. Along with the annotated bibliography that can help teachers know what resources are available, an interactive Thinglink was created that includes summaries of the books, links to the websites, and short videos to introduce the topics in order to provide choice for students who would like to guide their own inquiry.

This open access graduate research paper is available at UNI ScholarWorks: https://scholarworks.uni.edu/grp/102
THE 1930S: THE GREAT DEPRESSION AND BEYOND--AN ANNOTATED

BIBLIOGRAPHY

A Graduate Research Project
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA

by
Tydra Corbin
December 2015
This Research Project by: Tydra Corbin

Titled: THE 1930s: THE GREAT DEPRESSION AND BEYOND--AN ANNOTATED BIBLIOGRAPHY

has been approved as meeting the research requirement for the
Degree of Master of Arts.

Date Approved
Joan Bessman Taylor, PhD. - Graduate Faculty Reader

Date Approved
Karla S. Krueger, EdD. - Graduate Faculty Reader

Date Approved
Jill Uhlenberg, PhD. - Head, Curriculum & Instruction
ABSTRACT

The amount of material a social studies teacher is expected to cover in a year can be overwhelming. Yet, when a search for picture books to support a unit on the 1930s in America was conducted, no comprehensive list was found. Therefore, the purpose of this research project was to create an annotated bibliography of high quality picture books aligned to the National Curriculum Standards for Social Studies that would improve the teaching of a unit on the decade. After examining the picture books, gaps in the topics covered were identified, and vetted websites were selected to supplement coverage of those gap areas. Along with the annotated bibliography that can help teachers know what resources are available, an interactive Thinglink was created that includes summaries of the books, links to the websites, and short videos to introduce the topics in order to provide choice for students who would like to guide their own inquiry.
TABLE OF CONTENTS

CHAPTER 1. INTRODUCTION 1

   Problem Statement 2

   Justification 2

   Deficiencies 3

      Significance 4

   Purpose Statement 4

   Research Questions 4

   Assumptions 5

   Limitations 5

CHAPTER 2. LITERATURE REVIEW 6

   Beyond the Textbook 6

   Picture Books in the Secondary 8

   Choosing Picture Books for Instruction 10

   Summary 12

CHAPTER 3. METHODOLOGY 13

   Project Description 13

   Procedure 14

   Limitations 17

CHAPTER 4. ANNOTATED BIBLIOGRAPHY AND THINGLINK 18

   Purpose 18

   Selection Criteria 18

   Description 18
CHARTER 5. CONCLUSIONS AND RECOMMENDATIONS

Problem and Purpose
Conclusions
Recommendations

REFERENCES

APPENDIX A: 1930S TOPICS GENERATED FROM HISTORICAL RESOURCES

APPENDIX B: TITLES GENERATED FROM THE CHILDREN’S CORE COLLECTION

APPENDIX C: TITLES GENERATED FROM THE CHILDREN’S LITERATURE COMPREHENSIVE DATABASE

APPENDIX D: ANNOTATED BIBLIOGRAPHY TEMPLATE

APPENDIX E: ANNOTATED BIBLIOGRAPHY

LIST OF TABLES

TABLE PAGE
1 Annotated Bibliography Template 42
2 The 1930s Annotated Bibliography 43

LIST OF FIGURES

FIGURE PAGE
1 The 1930s: The Great Depression and Beyond 21
CHAPTER 1
INTRODUCTION

Imagine sitting in an American Cultures class and having your teacher say you will be learning about the 1930s. Some students might immediately think about the Great Depression, but what else comes to mind? Jesse Owens? The Hindenburg disaster? Amelia Earhart? The New Deal? The Dust Bowl? With so many topics to cover, how does a teacher decide which information to discuss?

One efficient way to visually and interestingly disseminate information about each of the topics is through picture books. Having a set of picture books about the 1930s would allow students to quickly learn about various topics and then choose a topic to research independently. Choice is an important part of research. Kosky and Curtis (2008) found that “providing students' choice about what they did in the classroom had an important effect on their motivation and participation” (p. 22).

Further research supports the notion that picture books increase motivation for learning about a topic. Huck et. al. (1997) found that informational picture books increased motivation by focusing on a single concept in more depth than a textbook does. Oftentimes, a textbook may only give a paragraph or two about a subject, whereas a picture book provides at least 32 pages of information about the topic. Picture books also give more detail, and their visuals can stimulate a student’s imagination. According to Carr et. al. (2001), picture books provide a background and context for academic
learning. Thus, picture books are a valuable way to introduce topics in an American Cultures class.

Another efficient way to learn about social studies concepts in-depth is through the use of technology. However, as Ehman (2002) discovered there is an overwhelming amount of social studies information on the Internet that is often found on unreliable websites. Therefore, a list of high quality websites that discuss topics of the 1930s would be a worthwhile approach to explore the concepts further.

**Problem Statement**

Teachers of courses such as American Cultures may wish to use a wide variety of picture books and web resources about an era to provide a topic overview at the beginning stage of student inquiry. Yet, these teachers may struggle to find resources about the 1930s.

**Justification**

The intent of this project is to create an annotated bibliography of picture books and websites that will increase students’ knowledge of the 1930s. Students will benefit from this project as demonstrated in Senokossoff’s (2013) findings, “the vivid artwork engages visually-oriented youth who are used to learning through technology” (p. 212). Students are constantly stimulated visually, so picture books and internet sites are a way to give them information in a format that they enjoy. Furthermore, according to Blout (1992) textbooks can be uninteresting and one-dimensional. He states:

The inherent problems of covering the content of history, including superficial treatment of events and lack of student involvement, have long been acknowledged. A few lines of text describing events from many years back do little to fire a student's imagination (p. 220).
Finally, picture books are appropriate for motivating secondary level students about topics of study. Carr et al. (2001) assert, “Reading picture books in secondary courses increases motivation, understanding of concepts, and aesthetic appreciation, and provides easier material for less able readers” (p. 45). Therefore, this researcher will create an annotated bibliography for social studies teachers to use in order to give their students an introduction to the 1930s that will help guide their exploration of the decade.

**Deficiencies**

When searching for an annotated bibliographical source to include for the 1930s, this researcher found very few books to use in support of teaching about the decade. Of the ones that were found, the majority of books were about the Great Depression. Those books were a start, but a teacher who would use a variety of picture books and websites to engage students in potential research topics would need more resources that covered a larger number of topics.

The preponderance of works on the Great Depression masks the fact that the 1930s has so many topics to cover that it can be difficult to choose what to teach. The National Standards of Social Studies (2002) call for a “sustained examination of a few important topics rather than the superficial coverage of many” (p. 12). So, having a variety of picture books and websites on different topics allows social studies teachers to easily expose their students to the curriculum and then allow them to extensively examine the topic that interests them most.
Significance

With so many picture book and websites available, social studies teachers need librarians’ guidance on the best resources to use. When teachers use picture books to introduce subject matter, “students quickly grasp new ideas and move on to application and creative activities” (Huck, et. al. 1997). The annotated bibliography will allow students to spend more time on higher order thinking activities rather than the gathering of facts. Teacher librarians will also find this bibliography useful and will be able to share it with other history teachers.

Purpose Statement

The purpose of this research project is to create an annotated list of high quality picture books and websites that will support and enhance a high school American Cultures class focusing on the 1930s as it aligns with the National Curriculum Standards for Social Studies. Picture books can provide an overview of the major topics that occurred in this decade, and then students can use the websites to research a topic more thoroughly.

Research Questions

1. What high quality fiction and nonfiction picture books about the 1930s are available?

2. What reliable websites about the 1930s are available?
Assumptions

The researcher is assuming that there are quality picture books and websites that cover many topics about the 1930s and that American history and cultures teachers will want to use these resources to introduce their students to topics of this era.

Limitations

This research project is limited to books that pertain to important events that occurred during the 1930s in the United States and are part of the Children’s Core Collection. If the books are not part of the Core Collection, they must have at least two positive reviews. The websites will also relate to the 1930s and come from vetted sites.
CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to find resources that go beyond the typical high school level social studies textbook in order to enhance a unit about 1930s America. The research providing the foundation for this study coalesces in the following areas: the importance of learning beyond the textbook, how picture books and read-alouds can strengthen the social studies curriculum, and how teachers choose picture books to complement the curriculum.

Beyond the Textbook

There have been many studies about the quality of social studies textbooks. Research shows that that they cover many topics, but do not deeply explore any of them. Martell and Hashimoto-Martell (2011) examined textbooks and asserted that exclusively using the texts convinced “students that they represent the omniscient voice of history and speak with an authority convincing most students they are simply the facts” (p. 2). Martell and Hashimoto-Martell viewed this problem and wondered if a change in readings offered to students would have an impact on student learning. The researchers selected 94 students enrolled in Honors U.S. History I and II and taught the classes with reading packets instead of the textbook. The reading packets offered a variety of texts that showed multiple perspectives on each topic studied. After using the reading packets, Martell and Hashimoto-Martell surveyed all 94 students regarding their perceptions of the reading packets and personally interviewed 10 students in order to understand their impressions. The results were five-fold. The researchers learned that students were more
interested in the subject matter, more homework was completed, students were more able
to understand different perspectives, and they were better able to identify people. On the
contrary, some students struggled because they wanted to return to the simpler, one-sided
textbook.

Similarly, Ravitch (2004) set out to discover how many of today’s social studies
textbooks were stimulating, accurate, and told in a way to which students can relate.
Ravitch and a panel of experts in United States or world history began this study because
many had found that information in textbooks was “simplified and sanitized” (p. 5). The
textbooks were “fat, dull boring books that mention everything, but explain practically
nothing” (p. 5). The panel proceeded to evaluate six widely used high school United
States history textbooks. They developed a checklist to evaluate the textbooks with
regards to accuracy, coherence, balance, and writing quality. After review, the panel
found that no textbook scored above 78% and five out of the 12 received a failing grade.
The group concluded, “despite their glitzy graphics and vivid pictures, they all suffer
from dull prose, and the absence of a story” (p. 8).

In another study that questioned the overdependence on the social studies
textbook, Ray (1993) wondered what helps students and teachers learn the social studies
curriculum. Ray saw that students were uninterested in the social studies textbook and
teachers were unaware of other resources, so she researched a solution to the problem.
Ray administered a questionnaire to the six social studies teachers about the amount of
time they used the textbook in a class period and found that they used the text 40 out of
50 minutes. The goal of the project was to get teachers to use different instructional
strategies and focus on additional resources beyond the textbook. After a three-month implementation period, Ray discovered that students spent one and a half periods per week without the text and were more interested in the content. All six social studies teachers reported at least some growth in using alternative resources. This group of studies demonstrated why it is important to supplement the social studies curriculum with alternative resources.

Whereas the previous studies examined the quality of social studies textbooks and teachers’ over dependence on them, Shriner, Clark, Nail, Schlee, and Libler (2010) examined the use of technology in the social studies classroom. Many studies have found that social studies teachers are more deficient than their counterparts with regards to using innovative teaching methods that utilize technology. So, with the assistance of a grant, Shriner et al. surveyed teachers about their professional development needs and designed three workshops that would increase student learning by using technology. The three workshops focused on virtual field trips, using various resources such as technology and hands-on activities, and resources and approaches to teaching history which resulted in teachers incorporating technology into their lessons. After participating in the workshops, participants took a survey, and the researchers discovered that the teachers felt more confident in using technology to improve their teaching.

**Picture Books in the Secondary Classroom**

Research has found that there is little to no use of picture books in the middle and high school grades. Reiker (2011) found that there has “been a shift from aesthetic reading in early grades to efferent reading in later grades” (p. 13). Reiker set out to
analyze the effects of picture books on student engagement. She posed three questions related to picture books in the high school classroom: (a) how is student engagement impacted; (b) what changes occur in the classroom culture and classroom; and (c) is student mastery of the material affected? Reiker conducted a case study of 83 ninth and twelfth grade students in two high schools in a city in the Southern United States. The researcher met with the classroom teachers to choose units of study that would lend themselves to using picture books in the anticipatory set, observed the classes, and interviewed the teachers and students about their thoughts on using the picture books. Reiker learned several things from her case study. First, she learned that engagement with the material increased and there was a new level of excitement in the classroom. She also learned that student learning was impacted especially with English Language Learners and struggling readers. Conversely, there were some students that were resistant to the use of the picture books and thought they were beneath their intelligence. Overall, the benefits of using picture books outweighed the student opposition.

Whereas Reiker conducted an original study, Edgington (1998) examined what researchers had learned about using children’s literature in the classroom. He asserted that the story has been taken out of history, so children’s literature should be included in the curriculum to give the stories a voice. Edginington analyzed ten studies focused on using children’s literature in the social studies curriculum. He found that the research was inconclusive and asserted that children’s literature in the social studies curriculum needed to be studied more to see if it would be a good supplement. Edgington concluded
that “educators simply must consider making use of every possible resource available to them” (p. 125).

Coupled with Edgington’s conclusions, Farris and Fuhler (1994) argued that picture books present memorable information to help students remember important events, but teachers of upper grades often ignore them. The researchers investigated how picture books could be used to teach social studies in the upper grades. First, they developed criteria for choosing picture books. The criteria were as follows:

- Will the story and illustrations appeal to students?
- Are facts authentic?
- Is the information current?
- Are facts and opinions clearly differentiated? Are opinions supported?
- Is the topic(s) covered thoroughly?
- Will the content extend the social studies topic being studied?
- Is the language rich?
- Are illustrations accurate reflections of the text?
- If nonfiction, is the writing clear and straightforward?
- Is the text free of stereotyping? (p. 385)

Then, they broke social studies down into different subjects (anthropology, geography, history, and sociology), and gave annotated examples of books that would fit into each category. By having a list of high quality picture books that meet a set of predetermined criteria, social studies teachers may be more likely to incorporate them into their lessons. As can be seen, picture books can help expand students’ knowledge on a subject and increase their enthusiasm about learning.

**Choosing Picture Books for Instruction**

Recently, research has been centered around how to use picture books at the secondary level. However, the research oftentimes left people wondering how to decide
which book to use. The following studies examine how to choose a quality picture book. Costello and Kolodziej (2006) found that lists of picture books are not necessarily designed for the middle school content areas, so they made a list of books that could be used in the middle school classroom. First, they posed three questions with regards to picture book selection: (a) is the teacher excited about the book; (b) does it achieve the objectives of the lesson; and (c) is the book cross-curricular? Costello and Kolodziej looked at the core areas of language arts, social studies, science, and math and gave examples of picture books that could be used to complement the curriculum. Costello and Kolodziej’s study demonstrated that if teachers assess the usefulness of books presented in class, their ability to choose high quality picture books will improve.

In a more specific study, Schultz (2010) examined how teachers selected authentic and appropriate multicultural children’s literature for their classrooms. She had three guiding questions for her research problem: (a) what is the purpose of using multicultural literature; (b) do teacher’s include it; and (c) do they know how to evaluate it? In order to conduct the study, Schultz did an extended literature review combined with interviewing an expert and conducting classroom observations. The researcher learned that teachers need more instruction on how to evaluate and select authentic multicultural literature, so she developed a questionnaire to evaluate the literature. The questionnaire was extensive and focused on making sure the illustrations were not stereotypical, examining who wrote the story and why, and considering how well the characters were developed. Even though this study was about multicultural literature, teachers could use the questionnaire to evaluate all types of children’s literature.
In a related study, Loyd (2011) described how elementary teachers selected books for read-alouds. The researcher posed two questions to teachers in her instrumental case study. How and for what purpose do elementary school teachers select books for read-alouds. In her procedure, Loyd selected three teachers that used read-alouds and had taken a master’s course in children’s literature. She then videotaped the read-alouds and had think-alouds with the participants. She concluded the study by analyzing the data and learned that book selection is complex because teachers use recommendations, types of genre, and the art to guide their decisions.

Summary

Many studies have been conducted about the effectiveness of using picture books and technology at the secondary level. Social studies textbooks tend to cover a lot of information without going in-depth about anything. Thus, when a teacher has a list of high quality picture books and web resources to enhance his instruction, he can insert them into his curriculum. The current study will develop an annotated bibliography that will utilize some of the relevant criteria from the literature review to further develop the concepts presented in the textbook.
CHAPTER 3

METHODODOLOGY

Picture books and websites make significant, positive, and long-lasting impressions on students, yet they are often ignored in the secondary social studies classroom. Therefore, the purpose of this research project was to create an annotated list of high quality fiction and nonfiction picture books as well as websites that will support and enhance a high school American Cultures class focusing on the 1930s as it aligns with the Social Studies National Standards. Picture books and quality websites can provide an overview of the major topics that occurred in this decade. This will help students identify and choose a topic to research and study more thoroughly.

Project Description

I created an annotated bibliography of picture books and websites to be used in a unit about 1930s America. The bibliography is separated into five different categories based on the National Standards for Social Studies Teachers. The standards state:

Historical understandings define what learners should know about the history of their nation and of the world. These understandings are drawn from the record of human aspirations, strivings, accomplishments, and failures in at least five spheres of human activity: the social, political, scientific/technological, economic, and cultural (philosophical/religious/aesthetic). (p. 23)

This resource will be available to anyone who has access to the Internet because I will put it on my library’s website. It is especially useful for social studies teachers and teacher librarians. The primary audience for this website is social studies teachers who are teaching an American history or cultures class.
**Procedure**

To begin, I compiled a list of topics about the 1930s by reading information about the decade. I consulted *Farmers and the Dust Bowl, Suffering America*, and *First hundred days* in ABC-CLIO’s *American History* database, *1930s: Music, Baseball, Football, Art in the 1930s*, and *1930s Commerce* in GALE’s *American Decades* database, and the textbook *The Americans: Reconstruction to the 21st century* to gather topics that fit into the following five spheres of human activity: social, political, scientific/technological, economic, and cultural. The 82 topics I generated include people, events, places or terms associated with the 1930s such as Franklin D. Roosevelt, the Hindenburg crash, and the Dust Bowl. These are listed in Appendix A. These topics provided a comprehensive list of terms or phrases to search within professional sources listing positively reviewed picture books.

As a control for high quality and positively reviewed sources, I only chose books listed in the *Children’s Core Collection* (H.W. Wilson, 2015) or those I found in the *Children’s Literature Comprehensive Database* that had at least two positive reviews. First, I searched for the 1930s topics in the *Children’s Core Collection* database. I did not limit the searches by age or grade level, and I read the descriptions of the books to determine whether it was a picture book. The searches in the *Children’s Core Collection* generated 141 titles about a variety of 1930s topics. The topics and titles I located in the Core Collection are included in Appendix B. Subsequently, I searched the *Children’s Literature Comprehensive Database* to try to fill in the gaps for additional 1930s topics from my comprehensive list (see Appendix A). If the search resulted in more than 75
titles, I limited the searches to books for grades 2-6. For example, searching for “the great depression” resulted in 2,739 hits, so by limiting the search to grades 2-6 produced 61 titles. Searches in this database generated a list of 45 additional titles. Additionally, I read the reviews of books identified in the database to determine if they had been positively reviewed. Those without at least two positive reviews were eliminated. The titles identified from the *Children’s Literature Comprehensive Database* are in Appendix C.

This research strategy generated an initial list of 186 picture book titles. In order to review the books personally to determine their usefulness for this project and to write summaries for the bibliography, I searched the online catalogs of local libraries including Denver (Iowa) Community Schools, the Cedar Falls Public Library, Area Education Agency 267, and the University of Northern Iowa. I found 95 of the books to read for this project. If I was unable to locate the title, it was eliminated from the list. Books that were not picture books, had little information about the 1930s, or were too childish were also eliminated from the list. After reading the books, I wrote brief notes about the book including a short summary that described the 1930s connection, the number of pages, the types of illustrations, and the social studies sphere of human activity connection. I entered the information into a chart (see Appendix D). The chart includes:

1. citation
2. a short summary
3. number of pages (if applicable)
4. types of illustrations
5. Social Studies sphere of human activity (social, political, scientific/technological, economic, and cultural) that the book will support

6. review source

7. availability in the following libraries: Denver Community Schools, Cedar Falls Public Library, AEA267, or the UNI Youth Collection

I originally created six different charts, one for each of the social studies categories (cultural, economic, political, social, and scientific/technological) and the websites. However, I found that it seemed redundant to have the books listed on more than one chart. Also, as a teacher I like to have all of my resources in one place, so I combined the websites and picture books onto one document.

Subsequently, I examined the chart to see which topics were not thoroughly covered and looked for websites to further support my annotated bibliography on the 1930s. For example, many of the books talked about the lives of migrant workers, but I did not find information about immigrant workers. Therefore, I searched for information about immigrants and the 1930s and found the Library of Congress website about Mexicans and the Great Depression.

After examining the annotated bibliography, I decided that I wanted to make something more visually appealing and user friendly for students to use which led me to creating a Thinglink. I searched Google for images about the 1930s that were free to use and share. If the image was related to one of the topics covered in the picture books, then I uploaded it to PicMonkey in order to create a collage. I originally made the Thinglink with a few short video clips and links to the annotated bibliography. However, it was
difficult to navigate, so I looked through the picture books on the annotated bibliography and grouped them by their content. For instance, there were three books about Amelia Earhart, so I put their summaries and cover photos in a Google document and linked it to the Thinglink. After grouping the picture books, there were 21 different groups that I identified. I liked the format, but thought students would relate more to exploring the topics through video first, so I found short video clips to go with the 21 Google documents I created. Finally, I included the links to the eight websites.

This interactive image and the annotated bibliography will be shared with the American Cultures teacher and added to my website.

**Limitations**

This annotated bibliography was limited to quality picture books about the 1930s topics that were available in local school, public, regional, or university libraries. The websites were limited to sites produced at universities or by history professionals.
CHAPTER 4
The 1930S: THE GREAT DEPRESSIONS AND BEYOND--AN
ANNOTATED BIBLIOGRAPHY

Created by Tydra Corbin
December, 2015

Preface

Purpose. The project consists of two pieces. First, it is an annotated bibliography of picture books and websites that high school social studies and American Cultures teachers can use to introduce events that occurred in the 1930s. Secondly, it is a Thinglink for students to use to become familiar with 1930s topics from which they may choose to complete further research or a class project. It introduces various topics to students through picture book summaries, short video clips, and links to websites.

Selection Criteria. The project was completed by selecting picture books and websites that would strengthen a unit on the 1930s in America. The books were first identified in the Children’s Core Collection or the Children’s Literature Comprehensive Database, then searched for in local online catalogs, and finally read by the researcher. The websites were discovered through searching the Internet and through discussions with G. Fischer (personal communication, October 20, 2014) a history researcher.

Description. This annotated bibliography contains 55 children’s books and eight websites divided into five different categories: cultural, economic, political,
scientific/technological, and social. The topics covered include people, places, and events and range from Eleanor Roosevelt to the building of the Empire State Building to the boxer Joe Louis defeating the German Max Schmeling. This analysis of picture books for social studies standards areas identified that 32 titles portray social issues of the 1930s, 9 portray political issues, 13 portray scientific/technological issues, 17 portray economic issues, and 24 portray cultural issues. Additionally, of the eight websites, 4 portray social issues of the 1930s, 4 portray political issues, 2 portray scientific/technological issues, 6 portray economic issues, and 3 portray cultural issues.

The Thinglink includes a collage that has pictures of people, events, and places that are related to the 1930s. The pictures are: the construction of the Golden Gate Bridge, a bread line, migrant workers, Jesse Owens, Eleanor Roosevelt, Franklin Delano Roosevelt, a man building part of the Empire State Building, Woody Guthrie, and Amelia Earhart. On the collage, there are 21 blue tags that give a description of the 55 books on the annotated bibliography. Next to each blue tag, there is a green tag that links to a short video introducing the book topics. For example, on the migrant workers’ picture in the bottom left hand corner, there is a blue tag summarizing books about children during the 1930s and next to it there is a green tag linking to PBS Learning Media that explains what youth did for recreation and work in the 1930s. The Thinglink also contains eight red tags that will take students to the useful websites that I identified.

How to Use This Project. This project includes two parts. First, the annotated bibliography identifies and summarizes 55 picture book titles and eight websites and aligns them to the social studies standards. It is intended for use by teacher librarians and
social studies teachers. When teachers are getting ready to teach their 1930s unit, they should gather the books (or have the teacher librarian do so) to have them on hand for student use. They should then share those books and the Thinglink with their students, to promote exploration of the various topics about the 1930s.

The Thinglink is intended to be used by secondary students. It contains a collage and links to three types of sources (a) summaries and cover images of the 55 books listed in the annotated bibliography, (b) 21 short videos to introduce topics related to culture, economy, politics, social issues, and science and technology and (c) links to the eight selected websites that define the same topic categories in depth. To begin, students should hover over the yellow dot for instructions. The instructions are as follows: “In order to use this Thinglink, hover over the various circles. The blue circles are for book summaries, the green circles are for short videos about the 1930s, and the red circles are for websites to explore further.” The Thinglink can be found at https://www.thinglink.com/scene/728654810206699520.
The 1930s Annotated Bibliography

See Appendix E

The 1930s: The Great Depression and Beyond
CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

Problem and Purpose

The amount of material a social studies teacher is expected to cover can be overwhelming. Yet, when I searched for picture books to support a unit on the 1930s in America, I was unable to find a comprehensive list. Therefore, the purpose of this research project was to create an annotated bibliography of high quality picture books that would improve a unit on the decade. After examining the picture books, I found some gaps in the topics covered, so I chose to include vetted websites to the project as well. Along with the annotated bibliography that can help teachers know what resources are available, I created an interactive Thinglink which includes summaries of the books, links to the websites, and short videos to introduce the topics in order to provide choice for students who would like to guide their own inquiry.

Conclusions

Although the procedure was time consuming, I found it was a straightforward process to locate the relevant resources, organize them into categories, and suggest which sections of the books would help support the unit.

Using the procedures outlined in this paper, I identified 55 books that were available in local libraries that would reinforce the 1930s topics. Many of the books were included in more than one social studies category. For example, Eleanor Roosevelt was
the first lady of the United States, so she was included in the political category. However, she was also an agent for social change, so she was included in the social category. Thus, I categorized 24 books as re the cultural category, 17 economic, 9 political, 13 scientific and technological, and 32 social. I also learned that many of the books from AEA267, such as *Fashions of the 1930s*, were parts of a series, so my American Cultures’ teacher would be able to use them for the other decades he teaches as well.

Having reviewed a large number of resources, I was surprised about the high number of children’s picture books that dealt with the 1930s. Beyond being part of the *Children’s Core Collection* or having at least two positive reviews, I also applied Farris and Fuhler’s (1994) criteria to see if each story would appeal to students, how well the topics were covered in it, and if its content would extend the topic. For example, I was unfamiliar with the Hindenburg crash, and learned many new facts in *The disaster of the Hindenburg*. Its retelling from the perspective of a 15 year old survivor would appeal to high school students as well. Additionally, *Amelia Lost: The life and disappearance of Amelia Earhart* extensively covered her life and the alternating chapters between her last flight and life were engaging.

Many of the books make reference to the Great Depression and the Dust Bowl, so upon reflection, I tried to include books that talked about diverse populations such as African Americans, women, and children. For instance, in the book *We are the ship: The story of negro league baseball*, the racism African Americans faced in the 1930s is described along with how the Great Depression affected the league. If a book covered a
topic that I did not find in other books, I made sure to include it in the comments section of the annotated bibliography. For example, *FDR’s alphabet soup: New Deal America* was the only book that I found that included information on the Social Security Act, so I made sure to note it.

Along with children’s books, I also included websites. Many students do research on the computer, so by including valid websites, students will be able to spend more time learning and less time searching for information. I identified eight websites that touched upon important events of the 1930s that fit into each of the social studies categories.

Once the annotated bibliography was assembled, I decided that I wanted to have a way for students to access the information as well. I thought the bibliography itself would be too boring for them and wanted to create something visually engaging. Therefore, I chose to create a Thinglink with short video clips, summaries of the books, and links to the websites to help introduce some of the important events of the 1930s. I decided to use a Thinglink because it keeps all of the information in one place, and I believe its design will engage students.

**Recommendations**

After completing this project, I think that it is something I could do for other teachers to help support their curricula. This process may also be used by other teacher librarians to collaborate with teachers and define resources to support specific curricular areas. In order to streamline the process, I would not cross reference all of the titles I found in local libraries with the *Children’s Core Collection* because Denver Community Schools, the Cedar Falls Public Library, AEA267, and the University of Northern Iowa’s
Rod Library already screen their collections for quality books. However, if I did not have sufficient books on a topic, I would use the *Children’s Core Collection* and *Children’s Literature Comprehensive Database* as well as professional reviews to help identify additional books for the library collection to support a unit. Once the books are collected, I would recommend reading, or at least skimming them, so that you know that the books you have collected will be useful for the teacher and students.

Furthermore, I would speak with the American Cultures teacher after he taught the unit to see how his students reacted to using picture books to learn because Reiker (2011) found some students were resistant to picture book usage. However, if the students found the books to be beneficial, then I would work on creating similar annotated bibliographies related to the other decades for which he has limited materials. I would also share the annotated bibliographies with the other social studies teachers in order to see if they would use comparable ones. Additionally, I would like to include technology ideas for the teachers since research indicates that technology usage is oftentimes limited in the social studies classroom. I envision another chart with the application’s name, a link to a tutorial, and ideas about how the teacher or students could use it in the classroom or to demonstrate learning.

Oftentimes, teachers express that they do not have enough time for lesson plans, for technology, or for content curation. Therefore, by creating Thinglinks that include books, videos, photos, and websites, teacher librarians can present themselves as an instructional partner and information specialist. Teachers and students will benefit from
the teacher librarian’s work, and the teacher librarian will increase her knowledge of the curriculum and available resources.

REFERENCES


APPENDIX A

1930s Topics Generated from Search of Historical Resources

Note: The following sources were consulted to generate these topics: Farmers and the Dust Bowl, Suffering America, First hundred days in ABC-CLIO’s American History database, 1930s: Music, Baseball, Football, Art in the 1930s, and 1930s Commerce in the GALE’s American Decades database, and the textbook The Americans: Reconstruction to the 21st century by Holt McDougal.

The Great Depression
shantytowns
soup kitchens
breadlines
hoboes
Hoover Tourists
the Dust Bowl
Herbert Hoover
the Bonus Army
Dorothea Lange
Franklin Delano Roosevelt
fireside chats
public works
the Tennessee Valley Authority
the New Deal
Hundred Days
the Work Progress Administration
Eleanor Roosevelt
Charles Coughlin
Dr. Francis Townsend
Huey Long
John Steinbeck
The Grapes of Wrath
Migrant Mother
Margaret Bourke-White Social Security
the Wagner Act
Frances Perkins
Mary McLeod Bethune
John Collier the Memorial Day Massacre
Gone with the Wind
The Wizard of Oz
Orson Welles
The Lone Ranger
Grant Wood
Edward Hopper
Thomas Hart Benton
Woody Guthrie
Zora Neale Hurston
the Federal Deposit Insurance Corporation (FDIC)
the Securities and Exchange Commission (SEC)
Joe Louis
Jesse Owens
Okies
the Empire State Building the Golden Gate Bridge
Billie Holiday
Babe Ruth
the Gashouse Gang
the Negro Baseball League
Red Grange
the 1930s
the Hindenburg crash
Amelia Earhart
the Hoover Dam
APPENDIX B

Titles Generated from the *Children’s Core Collection*

**Hoovervilles**

*The Mighty Miss Malone* (Curtis)

**The Dust Bowl**

*Otis and the tornado* (Long)

*Voices of the dust bowl* (Garland)

*The Dust Bowl: An interactive history adventure* (Lassieur)

*The storm in the barn* (Phelan)

*Droughts* (Fradin)

*The Dust Bowl through the lens: How photography revealed and helped remedy a national disaster* (Sandler)

*Dust bowl!: The 1930s black blizzards* (Levey)

*Dust to eat: Drought and depression in the 1930’s, America's great disasters* (Cooper)

*The journal of C.J. Jackson: A Dust Bowl migrant* (Durbin)

*Woody Guthrie, poet of the people* (Christensen)

*Driven from the land: The story of the Dust Bowl* (Meltzer)

*Out of the dust* (Hesse)

*Dust for dinner* (Barrett)

*Children of the Dust Bowl: The true story of the school at Weedpatch Camp* (Stanley)

**Okies**

*The Dust Bowl through the Lens* (Sandler)

**Empire State Building**

*The Empire State Building* (Bullard)

*Sky boys: How they built the Empire State Building* (Hopkinson)

*Empire State Building* (Witschonke)

**Golden Gate Bridge**

*The Golden Gate Bridge* (Zuehlke)

*Golden Gate Bridge* (Riddolls)
The Golden Gate Bridge (Doherty)
The Grapes of Wrath
None
Steinbeck OR “John Steinbeck”
Dust to eat: Drought and depression in the 1930’s (Cooper)
Dorothea Lange
Dorothea Lange: A life in pictures (Litwin)
Children of the Great Depression (Freedman)
Driven from the land: The story of the Dust Bowl (Meltzer)
Restless spirit: The life and work of Dorothea Lange (Partridge)
Dorothea Lange (Turner)

Hobos
Rudy rides the rails: A Depression era story (Ellison)
Soup Kitchens
None
The Bonus Army
The Great Depression: An interactive history adventure (Burgan)
Franklin D. Roosevelt, Franklin Delano Roosevelt, and FDR
FDR's alphabet soup: New Deal America, 1932-1939 (Bolden)
A boy named FDR: How Franklin D. Roosevelt grew up to change America (Fancher) Who was Franklin Roosevelt? (Frith)
Franklin D. Roosevelt: Our national hero (Bardhan-Quallen)
Franklin D. Roosevelt and the Great Depression (DeGezelle)
Franklin D. Roosevelt: The 32nd president (Ford)
The New Deal
The 1930s decade in photos: Depression and hope (Corrigan)
The Great Depression: An interactive history adventure (Burgan)
FDR's alphabet soup: New Deal America, 1932-1939 (Bolden)
Fireside Chats
None
The Works Progress Administration OR WPA
None
100 Days
None

Hundred Days
FDR's alphabet soup: New Deal America, 1932-1939 (Bolden)

Ella Fitzgerald
Extraordinary people in jazz (Martin)
Ella Fitzgerald: The tale of a vocal virtuosa (Pinkney)
Jazz: My music, my people (Monceaux)

Billie Holiday
Extraordinary people in jazz (Martin)
The blues singers: Ten who rocked the world (Cohen)

Big Band Music
None

Babe Ruth
Becoming Babe Ruth (Tavares)
Heroes of baseball: The men who made it America's favorite game (Lipsyte)
The Babe & I (Widener)

Negro Baseball League
Fair ball!: 14 great stars from baseball's Negro leagues (Winter)
Leagues apart: The men and times of the Negro baseball leagues (Ritter)
Black diamond: the story of the Negro baseball leagues (McKissack)

Gashouse Gang
None

Sam Baugh OR Sammy Baugh
None

Red Grange
Lives of the athletes: Thrills, spills (and what the neighbors thought) (Krull)

Grant Wood
Artist in overalls: The life of Grant Wood (Duggleby)
Grant Wood (Venezia)
**American Gothic**
None

**1930s**

*Fabulous fashions of the 1930s* (Niven)

*Hammerin' Hank Greenberg: Baseball pioneer* (Sommer)

*The 1930s decade in photos: Depression and hope* (Corrigan)

*Before John was a jazz giant: A song of John Coltrane* (Qualls)

*The Harlem Renaissance* (Schomp)

*The 1930s: From the Great Depression to The Wizard of Oz* (Feinstein)

*Aliens are coming!: The true account of the 1938 War of the Worlds radio broadcast* (McCarthy)

*The voice that challenged a nation: Marian Anderson and the struggle for equal rights* (Freedman)

*Sky dancers*

*The 1930s* (Nardo)

*Mississippi morning* (Vander Zee)

*Leah's pony* (Friedrich)

*The 1930s* (Gerdes)

**Charles Lindbergh’s son is kidnapped**

Search **Charles Lindbergh**-Has books about Lindbergh, but nothing about his son, Search **Lindbergh AND Kidnapping**

*The 1930s decade in photos: Depression and hope* (Corrigan)

*The Lindbergh baby kidnapping trial: a primary source account* (Roensch)

**Tennessee Valley Authority OR TVA**

Only a novel that mentions TVA

**Prohibition is repealed**

*The Great Depression: the Jazz Age, Prohibition, and the Great Depression, 1921-1937* (Bingham)

*The 1930s decade in photos: Depression and hope* (Corrigan)

**Fay Wray stars in King Kong**

None

**John Dillinger is killed**

None

**Social Security Act is passed**

None, but when I searched Social Security, it was mentioned in a review about *Dust to eat: Drought and depression in the 1930s* (Cooper)
General Motors Sit-Down Strike
Nothing for Sit-down strike nor Strike AND General Motors, but strike AND unions resulted in Which side are you on?: The story of a song (Cardinale)

Hindenburg Crash
Surviving the Hindenburg (Verstraete)
The Hindenburg disaster (Benoit)
The Hindenburg disaster (Feigenbaum)
The disaster of the Hindenburg: The last flight of the greatest airship ever built (Tanaka)

Joe Louis defeats Max Schmeling
A nation's hope: The story of boxing legend Joe Louis (De La Peña)
Joe Louis: America's fighter (Adler)
Portraits of African-American heroes (Bolden)

Amelia Earhart
Adventurers (Branzei)
Night flight: Amelia Earhart crosses the Atlantic (Burleigh)
Amelia lost: The life and disappearance of Amelia Earhart (Fleming)
Amelia Earhart (Wearing)
Amelia Earhart (Leavitt)
A picture book of Amelia Earhart (Fisher)

Orson Welles dramatizes H.G. Wells’ War of the Worlds
Aliens are coming!: The true account of the 1938 war of the worlds radio broadcast (McCarthy)
Willie Bea and the time the Martians landed (Hamilton)

New York World’s Fair-RCA introduces tv
None Talks about the World’s Fair in the 1800s; tried World’s Fair AND tv-none and World’s Fair AND television-none

Batman debuts with D.C. Comics
None pertaining to the 1930s

Lou Gehrig retires
Lou Gehrig (Viola)

Gone with the Wind Debuts
None

Judy Garland stars in Wizard of Oz
Shout, sister, shout!: The girl singers who shaped a century (Orgill)
The 1930s: From the Great Depression to The Wizard of Oz (Feinstein)
“Great Depression” AND Shantytowns
None
“Great Depression” AND “Bread Lines”
None
Jesse Owens
Jesse Owens: The fastest man alive (Weatherford)
Lives of the athletes: Thrills, spills (and what the neighbors thought) (Krull)

Great Depression AND Children
You wouldn’t want to work on the Hoover Dam!: An explosive job you’d rather not do (Graham)
Bird in a box (Pinkney)
Born and bred in the Great Depression (Winter)
Children of the Great Depression (Freedman)
Dust to eat: Drought and depression in the 1930s (Cooper)

Potato: A tale from the Great Depression (Lied)
Children of the Dust Bowl: The true story of the school at Weedpatch Camp (Stanley)

Great Depression AND Schools
Tough times (Meltzer)
Cat running (Snyder)
Children of the Dust Bowl: The true story of the school at Weedpatch Camp (Stanley)

Hoover Tourists
None

Herbert Hoover
None

Civil Works Administration
None

Eleanor Roosevelt
Eleanor Roosevelt (Lee)
Eleanor Roosevelt: Making the world a better place (Collard)
Eleanor, quiet no more (Rappaport)
Eleanor Roosevelt: A courageous spirit (Jones)
Eleanor Roosevelt: An inspiring life (MacLeod)
Our Eleanor: A scrapbook look at Eleanor Roosevelt's remarkable life (Fleming)
The story of Eleanor Roosevelt (Koestler-Grack)
Eleanor Roosevelt: A very special first lady (Feinberg)
Eleanor Roosevelt (Winget)
Lives of extraordinary women: Rulers, rebels (and what the neighbors thought) (Krull)
Eleanor Roosevelt: A life of discovery (Freedman)

Charles Coughlin
None

Dr. Francis Townsend
None

Huey Long
None

Margaret Bourke-White
Adventurers (Branzei)
Focus: five women photographers: Julia Margaret Cameron, Margaret Bourke-White, Flor Garduno, Sandy Skoglund, Lorna Simpson (Wolf)

Wagner Act
None

Frances Perkins
Madam president: the extraordinary, true (and evolving) story of women in politics (Jones)

Mary McLeod Bethune
Mary McLeod Bethune: Woman of courage (McKissack)
Mary McLeod Bethune (Jones)
Mary McLeod Bethune: A great American educator (McKissack)
Mary McLeod Bethune (Pinkney)

New Deal AND Mexican Americans
None
John Collier
None

1930s AND “Labor Unions” OR Unions
Mother Jones: One woman’s fight for labor (Kraft)

1930s AND Radio
Bird in a box (Pinkney)
Aliens are coming!: The true account of the 1938 war of the worlds radio broadcast (McCarthy)

Memorial Day Massacre
None

Edward Hopper
Edward Hopper paints his world (Burleigh)
Edward Hopper (Foa)
Edward Hopper: The life of an artist (Moser)
Edward Hopper (Venezia)

Thomas Hart Benton
The American eye: Eleven artists of the twentieth century (Jordan)

Woody Guthrie
Folk (Handyside)
Dust to eat: Drought and depression in the 1930s (Cooper)

There ain’t nobody that can sing like me: The life of Woody Guthrie (Neimark)
Woody Guthrie: Poet of the people (Christensen)
Lives of the musicians: good times, bad times (and what the neighbors thought) (Krull)

Zora Neale Hurston
Zora!: the life of Zora Neale Hurston (Fradin)
African American women writers (Wilkinson)
Lives of the writers: comedies, tragedies (and what the neighbors thought) (Krull)
Jump at de sun: The story of Zora Neale Hurston (Porter)

Federal Deposit Insurance Corporation OR FDIC
None

Securities and Exchange Commission OR SEC
None
**Hoover Dam**

*You wouldn’t want to work on the Hoover Dam!: An explosive job you'd rather not do* (Graham)

*The Hoover Dam* (Zuehlke)

*Hoover Dam* (Witschonke)

*Hoover Dam* (Doherty)
APPENDIX C

Titles Generated from the *Children’s Literature Comprehensive Database*

**Hoovervilles**
- *Nowhere to call home* (DeFelice)
- *Bud, not Buddy* (Curtis)
- *Children of the Great Depression* (Freedman)
- *FDR's alphabet soup: New Deal America, 1932-1939* (Bolden)
- *The journal of C.J. Jackson: A Dust Bowl migrant* (Durbin)
- *Memories of Clason Point* (Sonnenfeld)

**Okies**
- *Children of the Dust Bowl: The true story of the school at Weedpatch Camp* (Stanley)
- *Welcome to Kit's world, 1934: Growing up during America's Great Depression* (Brown)
- *Children of the Great Depression* (Freedman)
- *Dust to eat: Drought and depression in the 1930s* (Cooper)
- *The Dust Bowl through the lens: How photography revealed and helped remedy a national disaster* (Sandler)
- *California time* (Finney)
- *The journal of C.J. Jackson: A Dust Bowl migrant* (Durbin)

**The Grapes of Wrath**
- *Red dirt: Growing up Okie* (Ortiz)

**John Steinbeck**
- *Dust to eat: Drought and depression in the 1930s* (Cooper)
- *Headin' for better times: The arts of the Great Depression* (Damon)
- *The Dust Bowl through the lens: How photography revealed and helped remedy a national disaster* (Sandler)
- *Children of the Dust Bowl: The true story of the school at Weedpatch Camp* (Stanley)

**Hobos**
- *This land was made for you and me: The life and songs of Woody Guthrie* (Partridge)
- *Born and bred in the Great Depression* (Winter)
- *Growing Up In The Great Depression* (Ruth)
Hoboes: Wandering in America, 1870-1940 (Wormser)
A Letter To Mrs. Roosevelt (DeYoung)

The Bonus Army
Jimmy crack corn (Ransom)
Tough times (Meltzer)
Herbert Hoover: Our Thirty-First President (Souter)
The New Deal (Stewart)
Encyclopedia Of The Great Depression (McElvaine)
The Great Depression (Grant)
The Jazz Age And The Great Depression (George)

Fireside Chats
Franklin D. Roosevelt: A leader in troubled times (Harper Collins)
Living through the Great Depression (Collins)

The Works Progress Administration
Found 94 titles, but when limited to 800 lexile That Book Woman (Henson) Only has an author’s note about the WPA

100 Days
80,000+ but nothing with New Deal, FDR, Great Depression, nor Roosevelt

Hundred Days
2,000+, but referring to WW1

Hundred Days AND New Deal
None

Hundred Days AND Roosevelt
None

Ella Fitzgerald
230 titles, so I limited the search to books that have won awards and honors and found Ella Fitzgerald: First lady of song (Krohn)

Red Grange Retires
Red Grange and the rise of modern football (Carroll)

Grant Wood
Grant Wood: The artist in the hayloft (Leach)

Tennessee Valley Authority
The FDR years: On Roosevelt and his legacy (Leuchtenburg)
FDR's alphabet soup: New Deal America, 1932-1939 (Bolden)
Independent government agencies: Working for America (Buckwalter) part of Chapter 5

**John Dillinger is killed**

John Dillinger: The life and death of America's first celebrity criminal (Matera)
Outlaws, spies, and gangsters: Chasing notorious criminals (Scandiffio)
Public enemies: America's criminal past, 1919-1940 (Helmer)
## APPENDIX D

### ANNOTATED BIBLIOGRAPHY TEMPLATE

<table>
<thead>
<tr>
<th>Citation</th>
<th>Summary</th>
<th>Number of Pages</th>
<th>SS Category(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Illustrations</th>
<th>Review Source(s)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Citation</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Adler, David A., and Terry Widener. <em>Joe Louis: America's Fighter</em>. Orlando: Gulliver, 2005. Print.</td>
</tr>
<tr>
<td>Benoit, Peter. <em>The Hindenburg Disaster</em>. New York: Children's, 2011. Print.</td>
</tr>
<tr>
<td>Bullard, Lisa. <em>The Empire State Building</em>. Minneapolis, MN: Lerner Publications, 2010. Print.</td>
</tr>
<tr>
<td>Burleigh, Robert, and Wendell Minor. <em>Night Flight: Amelia Earhart Crosses the Atlantic</em>. New York: Simon &amp; Schuster for Young Readers, 2011. Print.</td>
</tr>
<tr>
<td>Christensen, Bonnie. <em>Woody Guthrie: Poet of the People</em>. New York: Knopf, 2001. Print.</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Children of the Dust Days</td>
</tr>
<tr>
<td>Dust to Eat: Drought and Depression in the 1930's</td>
</tr>
<tr>
<td>Fashions of a Decade: The 1930s</td>
</tr>
<tr>
<td>Artist in Overalls: The Life of Grant Wood</td>
</tr>
<tr>
<td>Eleanor Roosevelt: A Very Special First Lady</td>
</tr>
<tr>
<td>The 1930s: From the Great Depression to the Wizard of Oz</td>
</tr>
<tr>
<td>Amelia Lost: The Life and Disappearance of Amelia Earhart</td>
</tr>
<tr>
<td>The Life of Zora Neale Hurston</td>
</tr>
<tr>
<td>Author</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Freedman, Russell</td>
</tr>
<tr>
<td>Freedman, Russell</td>
</tr>
<tr>
<td>Graham, Ian, and David Antram</td>
</tr>
<tr>
<td>Hopkinson, Deborah, and Ransome, James</td>
</tr>
<tr>
<td>Jerome, Kate Boehm., and David Cain</td>
</tr>
<tr>
<td>Krull, Kathleen, and Kathryn Hewitt</td>
</tr>
<tr>
<td>Krull, Kathleen, and Kathryn Hewitt</td>
</tr>
<tr>
<td>Author(s)</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Krull, Kathleen, Steve Johnson, and Lou Fancher</td>
</tr>
<tr>
<td>Lindop, Edmund, and Margaret J. Goldstein</td>
</tr>
<tr>
<td>Lipsyte, Robert</td>
</tr>
<tr>
<td>Mann, Elizabeth, and Alan Witschonke</td>
</tr>
<tr>
<td>McCarthy, Meghan</td>
</tr>
<tr>
<td>McDonough, Yona Zeldis, and Malcah Zeldis</td>
</tr>
<tr>
<td>Monceaux, Morgan</td>
</tr>
<tr>
<td>Moss, Marissa</td>
</tr>
<tr>
<td>Author</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Nardo, Don.</td>
</tr>
<tr>
<td>Nardo, Don.</td>
</tr>
<tr>
<td>Niven, Felicia Lowenstein.</td>
</tr>
<tr>
<td>Partridge, Elizabeth.</td>
</tr>
<tr>
<td>Author(s)</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Rappaport, Doreen, and Gary</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Ritter, Lawrence S., and Richard</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Rubin, Susan Goldman, and</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Ruth, Amy.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Sandler, Martin W.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Shull, Jodie.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Souter, Gerry, and Janet</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Stanley, Jerry.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tanaka, Shelley. <em>The Disaster of the Hindenburg: The Last Flight of the Greatest Airship Ever Built.</em> New York: Scholastic/Madison Book, 1993. Print.</td>
</tr>
<tr>
<td>Venezia, Mike. <em>Edward Hopper.</em> Chicago: Childrens, 1990. Print.</td>
</tr>
<tr>
<td>Verstraete, Larry, and David Geister. <em>Surviving the Hindenburg.</em> Ann Arbor, MI: Sleeping Bear, 2012. Print.</td>
</tr>
</tbody>
</table>

**WEB SITES**

<table>
<thead>
<tr>
<th>Citation</th>
<th>Summary</th>
<th>SS Category</th>
<th>Comments</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Title</td>
<td>Description</td>
<td>Category</td>
<td>Includes</td>
<td>URL</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>