

2015


An annotated bibliography of materials recommended for middle school classrooms regarding the multiple perspectives on the causes of the American Civil War

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Recommended Citation

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An annotated bibliography of materials recommended for middle school classrooms regarding the multiple perspectives on the causes of the American Civil War

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Abstract

The Civil War is a topic that is taught at the middle school level. However, teachers are not necessarily teaching from both the Northern and Southern perspectives. They are also not always looking at the causes of the Civil War beyond slavery. The purpose of this project was to create a selective annotated bibliography of recommended resources for middle school teachers to use when teaching about the causes of the Civil War from both the Northern and Southern perspectives. The researcher considered what resources were available for teaching middle school students about the different causes of the Civil War from both the Northern and Southern perspectives.

The project was completed by selecting resources from the following: Historical Fiction For Young Readers (Grades 4-8) by John Gillespie (2008) America As Story: Historical Fiction for Middle and Secondary Schools by Rosemary Coffey and Elizabeth Howard (1997), Children's Core Collection (H.W. Wilson, 2015), Middle School and Junior High Core Collection (H.W. Wilson, 2015), Scott O'Dell Award Winners, American Historical Fiction (2015), Booklist "Top Historical Fiction For Youth", Children's Notable List (from ALA), Best Fiction For Young Adults (from ALA), Historical Fiction For Children and Young Adults 2005-2015 (from University of Wisconsin Oskosh), The Civil War Trust, BCCB, Teachinghistory.org, National History Education Clearinghouse, and School Version of American History database (ABC-Clío). The selected resources were examined using an analysis tool developed by the researcher. An annotated bibliography was created which included a citation, perspective, type of work (fiction or nonfiction) plot summary, cause summary, and reading and interest level for each resource.

AN ANNOTATED BIBLIOGRAPHY OF MATERIALS RECOMMENDED FOR
MIDDLE SCHOOL CLASSROOMS REGARDING THE MULTIPLE PERSPECTIVES
ON THE CAUSES OF THE AMERICAN CIVIL WAR

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
Emma Folland
December 2015

This Research Project by: Emma Folland

Titled: AN ANNOTATED BIBLIOGRAPHY OF MATERIALS RECOMMENDED
FOR MIDDLE SCHOOL CLASSROOMS REGARDING THE MULTIPLE
PERSPECTIVES ON THE CAUSES OF THE AMERICAN CIVIL WAR

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

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ABSTRACT

The Civil War is a topic that is taught at the middle school level. However, teachers are not necessarily teaching from both the Northern and Southern perspectives. They are also not always looking at the causes of the Civil War beyond slavery. The purpose of this project was to create a selective annotated bibliography of recommended resources for middle school teachers to use when teaching about the causes of the Civil War from both the Northern and Southern perspectives. The researcher considered what resources were available for teaching middle school students about the different causes of the Civil War from both the Northern and Southern perspectives.

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CHAPTER 1

INTRODUCTION

“A House divided cannot stand against itself. I believe that this government cannot endure permanently, half slave, and half free.” These words, spoken by Abraham Lincoln in Springfield, IL as he was debating the concept of slavery with Stephen Douglass are some of the more famous remarks for which he is known. This speech helps to fuel the concept that slavery was the main cause of the Civil War. Slavery is often presented to young children as the primary cause of the Civil War. However, according to historians, it was not the only reason for this war. Yet, many social studies teachers and history textbooks present slavery as the main cause of the Civil War. According to John McCardell (2014), teaching about the cause of the Civil War typically depends upon the teacher’s perspectives. McCardell argues that the element of historical memory is important to perspectives because people choose to include or exclude items based on personal understanding. Historians believe it is important to view an issue from multiple sides, and the Civil War lends itself to instruction about multiple perspectives because there are two distinct points of view about the Civil War causes: the Northern and the Southern point of view.

Justification

The Civil War is a robust topic, and there are many different angles and books that one could use to teach students about this important piece of American history. Information about this topic is abundant and is constantly changing while historians continue to uncover material from this time period. Furthermore, the amount of material about this topic is overwhelming for teachers and teacher librarians due to the sheer

volume of ever changing material. For example, a Google search of the phrase “American Civil War” yielded 5,790,000 potential sites. When “Civil War” was searched in WorldCat.org, a worldwide library catalog, 196,868 different references appeared. A keyword search for recommended books in the *Middle School and Junior High Core Collection* (H.W. Wilson, 2015) generated a list of 395 books on the topic recommended for grades five through nine. However, there is not an organizing structure that bound books on a single topic together, such as those from the Northern or Southern perspectives. This organizational component is needed to help teachers present ideas about different causes and perspectives on the American Civil War, which dramatically changed the country forever.

The cause of the American Civil War is broader than the sole concept of slavery. According to McCardell (2014), there are multiple perspectives about the causes of the Civil War: the southern slave owners, the northern politicians, the southern politicians, the freed slaves who lived in the north, the current slaves working in the south, the abolitionists, the small northern farmers, or the plantation owners of the south. Historical researchers promote the need for multiple views; “If the story of the war is to be told in its totality, the narrative needs to be incorporated not only from the Union and Confederate perspectives but also the African-American’s” (McCardell, 2014, p. 295).

Another historian perspective from Kelly (2014) argues that popular opinion typically cites the cause of the “great divide” between the North and the South has the simple difference in their viewpoints on slavery. However, Northern and Southern people engaged in a Civil War for over four years for a variety of different reasons including but are not limited to economic differences, social differences, states rights, federal rights, the

abolitionist movement, and the election of Abraham Lincoln. McCardell (2014) translated the understanding about the multiple issues into a theory of how teaching about the Civil War is conducted: “In short, what the war was about and why it mattered had and has everything to do with the perspectives” (p. 300). All sides should be presented to students, and that can only be done if adequate books are available that have a variety of different points of view that students are able to examine first hand.

Educational standards for social studies and information literacy support the belief that teachers should help students gain multiple perspectives through research. The *Standards for the 21st Century Learner* produced by the American Association of Librarians (AASL, 2007) ask students to “inquire, think critically, and gain knowledge” (p. 3). Specifically, the sub-skill 1.3.2 under responsibilities asks students to “seek divergent perspectives during information gathering and assessment” (p. 3). In addition, the Iowa Department of Education (2010) Social Studies History Standard SS 6-8 H.3 states that students need to “understand the role of cultural diffusion on the development and maintenance of societies” (p. 31). A subskill of this goes into further detail that students need to “understand how information and experiences from the past may be interpreted by people from diverse cultural perspectives and frames of reference” (p. 31). The second Iowa Department of Education Social Studies History Standard SS 6-8 H.8 states students need to “understand cause and effect relationships and other historical thinking skills in order to interpret events and issues” (p. 32). The subskill focuses on student ability “to understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians” (p. 32).

This paper will provide teachers and teacher librarians a comprehensive list of historical fiction novels and narrative nonfiction titles for students independent reading to help reinforce the causes of the Civil War from both the Northern and Southern perspectives. According to the Common Core Reading Standards for Literacy in History/Social Studies 6-8 students need to be able to “CC6-8RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions” (AASL, 2011, p. 1). A complementary standard from the AASL states students need to “2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge” (p. 1). They also need to “2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations” (p. 1.). The Common Core calls for students to “CC6-8RH/SS10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently” (p. 2.). By providing a comprehensive reading list for teachers to use as a resource, the students will have access to a variety of different sources that show both the northern and southern reasons for going to war.

Alan November (2012), an educational consultant, further supports the standards and subskills focus on these information literacy concepts. He reports, “Students must have multiple perspectives in their research and information seeking” (p. 2). Studying multiple perspectives helps students understand everyones account of the different events, and this also allows everyone’s voices to be heard. According to Ann Low-Beer

(2010), “In history, multiple perspectives are usual and have to be tested against evidence, and accounted for in judgments and conclusions” (para. 2). This will allow students to learn not only what happened but why it happened by studying multiple perspectives.

Significance

Teachers who plan to teach about the causes of the Civil War, especially when looking at the causes from a Northern and a Southern perspective, will need to have well organized teaching materials and a list of student reading selections representing varied perspectives. The Iowa Department of Education (2010) Social Studies 6-8 History Standard SS 6-8 H.8 requires students to “Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues” (p. 32). It goes on to specifically state that students need to “Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians” (p. 32). The books in this annotated bibliography will focus on books that have been examined by the researcher and are considered reliable and credible to use for middle school students based on the criteria listed in appendix A.

Summary of the Problem Statement

Both the Northern and Southern perspectives on the causes of the Civil War need to be presented to middle school students so that they will be able to understand multiple perspectives. However, professional librarian resources such as *Middle School and Junior High Core Collection* (H.W. Wilson, 2015) that are used by librarians in collection development do not organize Civil War books by Northern or Southern point of view.

Purpose

The purpose of this project is to create an annotated bibliography of the recommended books for middle school teacher librarians and classroom teachers to use when teaching about the multiple causes of the Civil War viewed from both the Northern and Southern perspectives.

Research Question

1. What categories can be used to describe the multiple perspectives on the causes of the Civil War?
2. What high quality narrative nonfiction and historical fiction texts will enhance middle school students' and teachers' understanding of multiple perspectives on the causes of the Civil War?

Assumptions

Teachers need lists of young adult literature beyond textbooks in order to teach middle school students about the Northern and Southern perspectives on the causes of the Civil War. Teachers and librarians are looking for materials to enhance their collections on the Northern and Southern perspectives on the causes of the Civil War, specifically historical fiction and narrative nonfiction texts at a reading level between fourth to ninth grades.

Limitations

This project is limited to positively reviewed historical fiction and narrative nonfiction books about the Civil War written for students in 6th-8th grade, but who have a 5th-9th grade reading level.

CHAPTER 2

LITERATURE REVIEW

The purpose of this project is to create an annotated bibliography of the recommended books for middle school teacher librarians and teachers to use when teaching about the multiple causes of the Civil War viewed from both the Northern and Southern perspectives. Research on this topic was conducted in three different areas. Studies were examined to determine how teachers used text sets to understand theme in the classroom. Research was also conducted on the multiple perspectives on history, and how history can be interpreted. Finally, research was conducted on different Civil War books that were available for all ages of students. This study will provide a greater understanding of multiple perspectives on the causes of the Civil War and how middle school teachers use text sets of sources from multiple perspectives

Using Text Sets to Understand Theme in the Classroom

Methods of social studies instruction have constantly changed, yet thematic teaching and inquiry research have long been important instructional components. Hausfather (1998) presented the idea of using themes in social studies classrooms to help students gain a strong grasp on concepts being presented. He used his fifth grade social studies classroom over the entire school year to focus on powerful ideas for themes with which to approach inquiry-based learning and promote student involvement. Themes were more powerful when they were connected to the human story, allowing students to make stronger connection with their own personal experiences. This concept was true because “literature helped broaden the theme and make it more powerful because it connected with lives of children” (p. 172). One specific theme that was studied focused

on the slave trade. Students saw how “people stereotyped a group to see them as less than human” (p. 174). The reading of the book *Slave Dancer* helped to add a human face to the study of slavery and helped students see how persons held in slavery yearned for freedom. Reading this book was an example of how theme study became a holistic approach to learning through studying broad themes. A thematic study approach helped students discover, observe, and develop their own thinking about concepts they had not formerly understood. Thematic studies were applicable in social studies classrooms, and this study demonstrated the importance of using rich, complex texts within this approach.

While theme was an important aspect for students in social studies to connect to complex concepts, that connection required an anchor, which was found in young adult literature. For two school years, George and Stix (2000) researched the idea of using multi-level young adult literature for 7th and 8th grade students in American Studies classes at Wagner Middle School in New York City. George and Stix (2000) discovered that social studies textbooks were boring his students, making learning history even more challenging. Incorporating young adult literature allowed the use of books that were written on a variety of reading levels and topics, and that offered a multitude of perspectives. This helped to make a social studies class come to life. Using young adult literature helped students understand major figures, and begin to understand how history was shaped. George and Stix (2000) found that the literature students read helped them to understand the human experience the character was going through, which in turn helped to teach students about different perspectives. Perspectives was a challenging concept to teach, but using young adult literature allowed students to take a second look at situations not usually presented in the textbook and explore different meanings.

According to George and Stix (2000), multiple perspectives instruction allowed students greater understanding of meaning and perspectives because students enjoyed reading young adult literature because they “visualized themselves going through some of the experiences in history” (p. 30). After using young adult literature in their class for two years, they drew several conclusions: students’ vocabulary increased, the young adult literature material was up to date, and that this allowed readers to experience another sense of time understanding helping to develop stronger critical thinking skills. Using different thematic literature texts allowed students to see there was a variety of perspectives on history, culture, and geography throughout the entire world.

To further illustrate the importance of both theme and literature, Bersh (2013) researched immigration using 23 picture books. He collected these thematic text sets to use in both the social studies and a language arts setting to help students understand immigration into the United States. He found that thematic text sets helped to develop students’ abilities to brainstorm, make charts, webs, and connections to personal experiences. It also led the critical inquiry process and helped with classroom discussion connections and made the current topic more relevant. Using thematic text sets allowed for student choice, which helped motivate students to learn about a new topic. Bersh found, “Exposure to diverse perspectives about the same topics also facilitated a comprehensive analysis of the topic and engagement in higher order thinking skills” (p. 50). He found that students were able to make intricate social connections to the different themes being studied because these books reflected what the students were studying and what was going on in their lives. Using theme and a variety of text sets to help students understand theme was an important teaching technique that incorporated many

perspectives. The above group of studies about teaching social studies through a thematic approach (Hausfather, 1998) and use of text sets (George & Stix, 2000; Bersh, 2013) demonstrated the need to identify rich sets of literature books in order to support instruction. The current research project will identify literature for instruction about the causes of the Civil War, however, given the nature of this complex topic, these text sets must also intentionally identify multiple perspectives on the issues.

Studying History using Multiple Perspectives

While Bersh (2013) demonstrated the use of theme and literature to study history from past and present perspectives, Lee and Foster (2011) conducted a study about exploring multiple views on history of a well-known event. A group of preservice elementary teachers were collecting information for an oral history project. The researchers interviewed six African Americans and one Caucasian about their memories and personal experiences of the Civil Rights movement from the 1950's and 1960's. They then compared these accounts to historical accounts that were portrayed in history textbooks. After their comparison, Lee & Foster compiled their information to create a written narrative from the stories that were collected. The preservice teachers realized how one single event or person's actions were interpreted differently by two different groups of people. For example, the Caucasians saw Rosa Parks as a historical figure, but the African Americans saw her as the "Mother of the Civil Rights Movement" (p. 14). Other issues became more clear as well, such as "the struggles African Americans have for equal access to education" (p. 16). Personal experience has a strong influence on historical perspectives, and this study helped to demonstrate that people can interpret information in history books differently.

Similarly, Zaromb et al. (2014) studied collective memory and perspectives in regard to the wars the United States has been involved in since the 1860's. Thirty subjects between the ages of 18-23 and thirty older subjects between the ages of 62-87 were asked to recall the ten most important events associated with the Civil War, World War II, and the Iraq War. There were fewer than 25% of people who were able to recall a common core set of events for each of the wars that were studied. The top three events that the younger adults recalled about the Civil War were the South surrendering, the secession of the south, and the Emancipation Proclamation, while older adults focused on Lincoln's assassination, the Battle of Gettysburg, and the Gettysburg Address. This survey showed "how the importance assigned to historical events can differ as a function of the goals of remembering (objective representation of the past vs. reconstruction of the past in the service of the present)" (pp. 395-396). Researchers found that people were more "motivated to recall events that conform to a culturally specific narrative that paints their social group in a positive light...often ignoring or downplaying events that would reflect poorly on their social group or nationality" (p. 396). The biases people don't know exist cloud history. This is why it is so important to study all aspects of a historical topic to derive a true perspective from all who were affected by that historical event.

To demonstrate the importance of perspective and how various viewpoints can be left out of events such as the Civil War, Clapp-Itnyre (2007) examined how young women's perspective during the 1860's were depicted in young adult literature. The researcher examined four different pieces of literature written for young adults which included G. Clifton Wisler's *Mr. Lincoln's Drummer* (1995), Maureen Stack Sappey's *Letters from Vinnie* (1999), Jim Murphy's *The Journal of James Edmond Pease: A Civil*

War Union Soldier (1998), and Karen Hesse's *A Light in the Storm: The Civil War Diary of Amelia Martin* (1999). The purpose of the analysis was to see how young women were viewed in the writings of the Civil War novels. There are many untold and undiscovered points of view in the Civil War. Women were important in the Civil War, but there are few books that share their important contributions to their respective sides. Clapp-Itnyre (2007) discovered that there was a dramatic difference in the portrayal of young boys and young girls living during this historical time period. Young men were brave, fighting in battles, and were actively engaged in the war, while women were passively watching and wondering about what would happen next. The young men were seen as the change makers of this time period, and young women had a limited voice that did not impact change in society. After the book's G. Clifton Wisler's *Mr. Lincoln's Drummer* (1995), Maureen Stack Sappey's *Letters from Vinnie* (1999), Jim Murphy's *The Journal of James Edmond Pease: A Civil War Union Soldier* (1998), and Karen Hesse's *A Light in the Storm: The Civil War Diary of Amelia Martin* (1999) were analyzed and research was conducted about women in the Civil War the researcher concluded women made significant advances in the Civil War as writers, spies, soldiers, and nurses. However, their contribution was not given the positive attention they earned. Many women were politically active, but their accomplishments were not given the credit they deserved, especially as portrayed in young adult literature. The authors of young adult literature describing the Civil War period might do well to balance historical accuracy with political correctness in order to present a true representation of events. It is important to gain many perspectives on a concept under study, and the Civil War is treated in a vast number of books. Teachers and teacher librarians would benefit from a bibliography of

high quality books appropriate for the middle school level, and organized by multiple perspectives.

Civil War Books for the Classroom

Rogers and Martyn (2008) examined 200 syllabi from the school years 2000-2001 and 2005-2006 to determine what books were being used in undergraduate courses to teach about the Civil War and Reconstruction era. Rogers and Martyn concluded that James McPherson's (1982) *Ordeal by Fire* was the most used resource for undergraduate classes, regardless of the location of the college. They also concluded that most college classes study the cause of the Civil War, which in this work was identified as slavery in the American South. Throughout all of the classes taught about the Civil War, the emphasis had become focused on "how slavery influenced the minds, ideas, and actions of the ordinary foot soldier, plantation wife, Northern free laborer, or a distinguished national leader like Abraham Lincoln" (p. 530). Rogers and Martyn concluded that the examination of how the war affected the ordinary person is increasingly the focus of college classes at both the undergraduate and graduate level. After the researchers examined the syllabi, they concluded that supplemental readings selected by the professors were used to "place an emphasis on the human experience of foot soldiers, slaves, and women" (p. 530). However, learning about the foot soldiers, slaves, or women as individual people should not start in college, but at a much younger level.

While textbooks offer a great deal of general information about the Civil War, they do not always focus on perspectives from key contributors during the Civil War. Sandmann and Ahern (1997) explored using different literature pieces at the middle school level, rather than Civil War textbooks, to help students understand more about the

time period. Their argument was that using literature is a more holistic approach that will help students understand the entire scope of history, not solely a single aspect as is typically presented in social studies textbooks. Sandmann and Ahern's annotated bibliography focused on both the Civil War and Reconstruction, specifically, "the causes of the Civil War, the course and character of the Civil War and its effects on the American people, and how various reconstruction plans succeeded or failed" (p. 26). Books that were examined included historical fiction novels, historical fiction picture books, folklore, nonfiction, and primary sources.

This variety of books that were examined was able to give both students and teachers a more complete idea of what was going on during the Civil War from many different perspectives, and employed a variety of sources. Using these sources, teachers were able to assist students in gaining a better understanding of what happened.

Sandmann and Ahern (1997) provided an evaluative summary of the books reviewed and then explained ways middle school teachers could use them in a variety of activities. The 17 books that were analyzed for the annotated bibliography were published in 1994 or 1995. While this material remains important, it also shows there is a need to create a more up to date annotated bibliography of young adult literature depicting perspectives on the Civil War.

In a more recent annotated bibliography, Stone (2004) examined Civil War novels depicted ideas from varied perspectives. Stone (2004) analyzed 35 books written between the years of 1890-2003 to determine the differences in how the Civil War and African Americans were portrayed. Novels that were written right after the Civil War occurred (between 1860-1940) focused on famous military figures seen as heroes. However, the

reality of what truly happened was not presented to school age children until after the 1950's when "two Newbery award winning Civil War novels were published, *Rifles for Watie* (Keith, 1957) and *The Perilous Road* (Steel, 1958)" (p. 40). During the 1970s, the black perspective emerged in Civil War novels and became more common in literature. Civil War novels used in the social studies classroom have changed perspectives of students regarding the struggles African American soldiers faced during the war, life as a civilian during this challenging time, and life as a child during this dark period in American history. Stone (2004) determined that while there were many books available to use with students about the Civil War, it was important to analyze them to determine the point of view from which they are written in order to present students with a full picture of what occurred during those four long years of the Civil War.

Summary

The National Council for Social Studies calls for teachers to present materials to students from a variety of different perspectives in order to help them gain a better understanding of the entire period of history they are studying. Many studies have explored using text sets and themes to teach social studies units in order to give students a better understanding and more holistic picture of something that happened in the past (Bersh, 2013; George & Stix, 2000; Hausfather, 1998). They have concluded that this way of presenting material will help students better understand events. Research reveals that everyone brings a different perspective to events based on their own past and what they have learned (Clapp-Itnyre, 2007; Lee & Foster, 2011; Zaromb et al., 2014). It is important to present all sides of an issue so that students will be able to understand the multiple causes of an event that are presented in a history class. Finally, several annotated

bibliographies have been created on Civil War literature for the young adult reader.

Whereas Sandmann and Ahern (1997) categorized resources by whether they supported instruction about the causes, effects and reconstruction phases, and Stone (2004) analyzed resources for perspectives to include African American points of view, the current project both updates and extends the analysis framework to a new level. The current project provides an updated bibliography of Civil War related young adult literature that categorizes the perspective from which the works are written in order to help students understand complex Northern and Southern perspectives on the Civil War.

CHAPTER 3

METHODOLOGY

Middle school teachers and teacher librarians lack access to a list of books to use to teach about the causes of the Civil War that focus on either the Northern or Southern perspectives. This list provided materials in order to assist teachers with the concept of perspective that is supported in both the Iowa Department of Education (2010) Historical Standards and the Information Literacy Standards (AASL, 2007). The purpose of this research project was to develop an annotated bibliography of the recommended books for middle school teacher librarians and teachers to use when teaching about the multiple causes of the Civil War from both the Northern and Southern perspectives. This also helps teachers teach the concept of multiple perspectives as dictated by both the Iowa Department of Education (2010) Historical Standards and the information literacy standards (AASL, 2007).

Description of the Project

The intent of this project was to generate a selective list for middle school social studies teachers and teacher librarians of high quality narrative nonfiction and historical fiction Civil War books that categorize those books by Northern or Southern perspectives. Additionally books were identified with specific categories describing the Civil War causes such as economic differences, social differences, states' rights, federal rights, the abolitionist movement, and the election of Abraham Lincoln (Kelly, 2014). The goal was to analyze between 20-25 books for middle school teachers to teach causes of the Civil War from either the Northern or Southern perspectives.

Resource Selection

As the researcher, I consulted the following professional selection sources in order to locate potential books to include in the annotated bibliography. The following professional selection sources and historical fiction awards lists were used to identify potential historical fiction and nonfiction resources for this list:

1. *Historical Fiction For Young Readers* (Grades 4-8) by John Gillespie (2008)
2. *America As Story: Historical Fiction for Middle and Secondary Schools* by Rosemary Coffey and Elizabeth Howard (1997)
3. *Children's Core Collection* (H.W. Wilson, 2015)
4. *Middle School and Junior High Core Collection* (H.W. Wilson, 2015)
5. *Scott O'Dell Award Winners*
6. *American Historical Fiction* (2015)
7. *Booklist* "Top Historical Fiction For Youth"
8. *Children's Notable List* (from ALA)
9. *Best Fiction For Young Adults* (from ALA)
10. *Historical Fiction For Children and Young Adults 2005-2015* (from University of Wisconsin Oshkosh)
11. The Civil War Trust
12. The Bulletin of the Center for Children's Books (BCCB)
13. Teachinghistory.org
14. National History Education Clearinghouse
15. School Version of *American History* database (ABC-Clio)

Resource Analysis

I created an analysis tool (see Appendix A) to help analyze and select books for inclusion in the bibliography. General information was collected about title, author, publisher, and copyright date. The reading level and interest level from the book's copyright page and type of book (historical fiction or narrative nonfiction) was recorded on the analysis tool. I also recorded the search terms I used to look for the books. Additionally, I recorded both the perspectives from which the book was written (Northern or Southern) and the more specific Civil War causes the book presented. All books included were positively reviewed by at least one of these professional selection sources listed above, or in these journals: *Alan Review*, *Bulletin of the Center for Children's Books*, *Booklist*, *Book Report*, *Horn Book Guide*, *Kirkus Reviews*, *Library Media Connection*, *Publisher's Weekly*, *School Library Journal*, *Voice of Youth Advocates*. Finally, on the analysis tool, I included a summary of the review from one of these sources. The information gathered helped the researcher determine if the book should be added to the bibliography on Northern and Southern perspectives on the causes of the Civil War.

Procedure

The researcher in this study works as a Teacher Librarian at a large Iowa middle school. I began the research by conducting a preliminary search in *Historical Fiction For Young Readers* (Grades 4-8) by John Gillespie (2008) to identify books about the cause of the Civil War. If the resource was not about the cause of the Civil War, it was eliminated from consideration for the bibliography. If the resource was about the cause of the Civil War, it was analyzed in more detail. The second professional resource that was

examined was *America As Story: Historical Fiction for Middle and Secondary Schools* by Rosemary Coffey and Elizabeth Howard (1997). I used a procedure for examining the books that was suggested by Coffey and Howard in their introduction which suggested looking at time, place, reading level, quality, content of entry. I also added the perspective from which the book was written.

I began to search the databases available through the Rod Library: *Middle School and Junior High Core Collection* (H.W. Wilson, 2015) of recommended books for grades 5-9 and then the *Children's Core Collection* (H.W. Wilson, 2015) recommended books for upper elementary. Both of these collections provided highly recommended materials for teachers to use as a reference point for their lessons. I began with Wilson's and used the search terms Civil War AND Northern Causes, however this search term yielded no results. I then tried the search terms Civil War AND Southern Causes and this also yielded no results, demonstrating a need for the current project. Instead, I used the search terms Civil War AND Cause. I limited the search by Publication Type: *Book* and included Category: *Fiction and Nonfiction*. All recommendation levels (most highly recommended, core collection, and supplementary) were included in the *Wilson* database search. I then searched Civil War, and limited by United States-History-1661-1865, Civil War--Fiction. Finally, I searched Civil War, and limited by United States- History- 1661-1865, Civil War--Causes. I analyzed these results for this project.

Next, I searched the *Children's Core Collection* database. The same search procedure was used in the *Children's Core Collection* database as in *Middle School and Junior High Core Collection*. However, all selected books were limited to "4-6th grade" so that primary level elementary materials would not be included in the search results.

Using the analysis tool (see Appendix A), I read the review of the book. If the book had the required positive review, it was reviewed further. The second level of criteria for inclusion was whether or not multiple perspectives were evident in the story. For example, I determined whether it conveyed at least one of these specific perspectives adapted from Kelly (2014) about the Civil War causes such as economic differences, social differences, states rights, federal rights, the abolitionist movement, and the election of Abraham Lincoln. Only sources that met at least one of these were selected for the bibliography. However, if another cause emerged that was not listed on the initial tool, I added it to the list of specific causes perspectives under “other,” and the book was included on the list. Following this, other materials already reviewed were re-assessed for the new perspectives and were added to the list if they had that perspective. For example, greed was an additional perspective identified and added to the list. A list of all books generated for potential inclusion on this list are in Appendix B. Next I reviewed these books first hand in order to determine the specific causes of the Civil War that were captured within each book. Those books that did not discuss any specific causes from either the Northern or Southern perspective were eliminated from my final bibliography. Finally, I provided the citation information and created a summary that was adapted from the publisher’s description and the reviews of each of the 21 books that were selected for the annotated bibliography. The annotated bibliography was organized into sections listing books that support the Northern perspectives about the cause of the Civil War, both the Northern and Southern perspectives, and the Southern perspectives about the cause of the Civil War. The sources were also subcategorized into the different causes such as: economic differences, social differences, states rights, federal rights, the

abolitionist movement, and the election of Abraham Lincoln (Kelly, 2014) and these additional causes determined by the researcher: revenge for death of a family member, greed, freedom for all, the underground railroad, brutality, and money. Books with multiple causes were identified under multiple areas in the analysis tool.

Limitations

The only materials that were considered for this project included historical fiction and narrative nonfiction books that were helpful to teach students about the causes of the Civil War from either the Northern or the Southern perspectives. This project did not include informational or explanatory texts or materials written to help teachers better understand about causes of the Civil War from either the Northern or Southern perspectives. When looking at book reviews, I focused on books that had positive reviews and were written for students' reading levels in grades 5-9. I accessed books from *Middle and Junior High Core Collection* (H.W. Wilson, 2015) and *Children's Core Collection* (H.W. Wilson, 2015) from the Rod Library at the University of Northern Iowa. This resource had several selection choices that allowed teachers to access this material. Only titles that were available from these sources were reviewed.

CHAPTER 4

AN ANNOTATED BIBLIOGRAPHY OF MATERIALS RECOMMENDED FOR MIDDLE SCHOOL CLASSROOMS REGARDING THE MULTIPLE PERSPECTIVES ON THE CAUSES OF THE AMERICAN CIVIL WAR

Created by Emma Folland
December, 2015

Preface

Purpose: This annotated bibliography was created to be used by middle school teachers and teacher librarians who are looking for historical fiction or narrative nonfiction books to teach students about the causes of the Civil War through both the Northern and Southern perspectives.

Selection Criteria: The project was completed by selecting resources meeting specific criteria. Criteria for selection included the reading and interest level targeted to middle school grades 5-9 (materials included range from grades 3-10), whether it was historical fiction or narrative nonfiction, the Northern perspectives or Southern perspectives, the cause of the war, and a positive review of the book.

Another selection criterion was the quality of the book; this was determined through use of professional selection tools in books, websites, and journal reviews. The following professional books and book award list websites were used to select materials: *Historical Fiction for Young Readers (Grades 4-8)*, *America As Story: Historical Fiction for Middle and Secondary Schools*, *Children's Core Collection* (H.W. Wilson, 2015), *Middle School and Junior High Core Collection* (H.W. Wilson, 2015), *American Historical Fiction*, *Scott O'Dell Award*, *Civil War Trust*, *BCCB*, *Notables and Best Fiction for Young Adults*, and *Booklist's: Top 10 Historical Fiction for Youth*.

Description: This list includes 21 books divided into five different categories: Classic Books to Teach About the Civil War, Books Identified to Teach about Young Men and Women During the Civil War, Books Identified to Teach About Northern Perspectives, Books Identified to Teach about the Northern and Southern Perspectives, Books Identified to Teach about the Southern Perspective. These historical fiction and narrative nonfiction books are intended to support teachers who want to teach about the causes of the Civil War through middle school literature. The description and review were read about each book, and based on the causes presented, it was placed into one of the categories: Northern perspective, Northern and Southern perspectives, or Southern perspective. Books were placed into one category, therefore none of the books are on multiple lists.

The Lists: The first two lists were adapted from two categories that emerged through the literature review. They include books that were identified in at least two different articles. The Classic Book List identifies one college level book that has been used for over 30 years in post-secondary schools to teach about the Civil War. The Young Men and Women During the Civil War List has six different books on it that present about the perspectives from the youth during the Civil War. These six books were a better fit for the Young Men and Women's list because they do not focus solely on the causes of the Civil War, but they focus on the youth perspective. There are 10 book books that present the Northern perspective of the Civil War. After reading the books and identifying the perspective from which the books were written, I also identified more specific issues represented in the books. This section addresses reasons why the people in the North felt they needed to go to war: slavery, economic differences, revenge, and

federal rights. There are four books which addressed both Northern and Southern causes of the Civil War. The more specific issues for causes of the war represented in these books included slavery, economic differences, social differences, states rights, federal rights, the abolitionist movement, the election of Abraham Lincoln, revenge, and prejudice. There are seven books that present the Southern point of view about the Civil War. The specific issues regarding causes represented in these books included slavery, economic differences, social differences, state's rights, the abolitionist movement, and the Election of Abraham Lincoln. .

How to Use This List: This historical fiction and narrative nonfiction list is intended to supplement a social studies classroom that is studying the causes of the Civil War. Teachers and teacher librarians need to present both sides of the argument about why the country was divided into two pieces for four years. This list could be used after the multiple causes of the Civil War has been presented in a history classroom. It could also be used in a language arts classroom with an objective to analyze perspective, or working on a cross curricular unit with a social studies teacher about the Civil War causes. Teacher librarians and public librarians may use this list as a selection tool to help them choose the best books with multiple views of the Civil War. Books could be available in the library to check out for free reading; additionally if a language arts or social studies department would like to purchase books for their literature circles, this would be an excellent reference. Finally, this collection would also enhance any library's historical fiction or narrative nonfiction collections.

List of Books

Note: Summaries below include different issues or causes of the Civil War identified through this research and include material adapted from publisher's descriptions and reviews of the books.

“Classic” Book to Teach about the Civil War

McPherson, James. and Hogue, James. (1982) *Ordeal by Fire*. McGraw-Hill Education.
Nonfiction (textbook)
Northern and Southern Perspectives

Ordeal By Fire is the most referenced textbook when teaching about the Civil War. It is not a fictional story, but a textbook intended for college aged students. It covered both the Civil War and the Reconstruction area. The author, a well-respected Civil War historian, focuses on the social, economic, political, and ideological conflicts that caused the Civil War.

Books Identified to Teach about Young Men and Women During the Civil War

Hesse, Karen. (1999). *A Light in the Storm: The Civil War Diary of Amelia Martin*. New York: Scholastic.
Historical fiction
Northern and Southern Perspectives

Amelia Martin is struggling as her parents fight over the Civil War. Her father is a strong supporter of the Northern views. While her mother supports the Southern way of life. Amelia struggles to identify her own belief, once supporting her mother's ideologies, but now supporting her father's. This is a great example of how the Civil War tore families apart at the seams.

A Light in the Storm: The Civil War Diary of Amelia Martin is a book written from both the Northern and Southern perspectives. It covers slavery, the election of Abraham Lincoln, and the different ways of life that people in the North and South had, which caused the Civil War. The book is written at a 5.3 reading level, but it is listed at a 5-8 interest level.

Keith, Harold. (1957). *Rifles for Watie*. New York: Crowell.
Historical fiction
Northern and Southern Perspectives

Jeff Bussey leaves Kansas to join the Union Army. He wants to see the glory of war, but quickly discovered that it is mostly a dull routine. He also learned that making sure the basic needs are met (like food and shelter) can be challenging during wartime. Raiding homes, destroying crops, and the savagery that endured are all different events that are presented. The story focuses on more of the Western story that not a lot of people know about. It is written from both the Northern and Southern perspectives. However, it also adds in the Western

perspectives, something not covered much in historical fiction. Topics covered include slavery, social differences, economic differences, and freedom for everyone. This book is written at a 7.1 reading level, but the interest level is 9-12.

Murphy, Jim. (1998). *The Journal of James Edmond Pease*. New York: Scholastic.
 Historical fiction
 Northern Perspective

James Edmond Pease joins G Company in the 122nd Regiment of the New York Volunteers. He is assigned to become the company's historian, recording daily life, confusion, and terror at the battle fields so that people would know what life was like. Things get really dicey when he is lost behind enemy lines. He is hidden by a slave woman, which saves his life. The book is written from a Northern perspective, but does not go into detail about the cause of the Civil War. It is written at a 6.0 reading level, but the interest level is 5-8.

Sappey, Maureen. (1999). *Letters from Vinnie*. New York: Front Street Imprints of Boyds Mills Press.
 Historical fiction
 Northern perspective

Vinnie Ream writes letters to her friend Regina during the Civil War and Reconstruction period about what she is going through while living in Washington D.C. during this time period. She is torn by the choice of her brother to join the Confederate Army; while she is devoted to Abraham Lincoln and what he stands for. Vinnie is asked to sculpt a statue of Lincoln in the Rotunda in the United States Capitol Building. The book does not go into causes of the Civil War. It is written at a 7.0 reading level, but the interest level is 5-8.

Steel, William. (1958). *The Perilous Road*. New York: HMH Books For Young Readers.
 Historical fiction
 Southern perspective

The Civil War was a war that divided families apart, pitting brother vs brother. Chris Brabson sides with the Confederacy, believing that everything the Yankees do is wrong. However, when his brother Jethro joins the Union Army, Chris is shocked and dismayed. Chris reports a Union wagon train coming in, and after the attack finds out that Jethro is the driver. Chris frantically searches for his brother, realizing that he is not much different from the Union soldiers. This book covers the Southern perspective, emphasizing the South's views of slavery, the economic, state's rights, and the election of Abraham Lincoln. This book is written at a 4.7 reading level, but the interest level is 5-8.

Wisler, G. Clifton. (1995). *Mr. Lincoln's Drummer*. New York: Puffin Books.
 Historical fiction
 Northern Perspective

Young Willie Johnston joins the Union Army with the Third Vermont Infantry with his father. They are put into separate groups however. Willie, 11, describes the daily life of a soldier. He explains how challenging it is and how unforgettable things are. Willie, as the drummer boy, plays for President Lincoln, and then received the Congressional Medal of Honor due to his bravery. The book is written from the Northern perspective, but does not explain the causes of the Civil War. It is written at a 6.4 reading level, but the interest level is 5-8.

Books Identified to Teach Northern Perspective During the Civil War

Beatty, Patricia. (1987). *Charley Skedaddle*. New York: Morrow Junior Books.

Historical fiction

Northern Perspective

Charlie is a runaway and a gang member from New York who decided to join the Union Army. Being only 12, he becomes a drummer boy. However, when real fighting begins, and two of his friends die, he shoots a Confederate and runs away scared. He meets up with Granny Bent and learns what real courage and honor mean.

Charley Skedaddle examines the Civil War from the Northern perspective as Charlie joins the Union Army from New York City. He is looking for revenge for his brother's death after he died in the Battle of Gettysburg. He befriends Granny and learns more about the abolitionist movement. However, he sees that this war is not just about slavery, but has more to do with greed on both sides of the Mason Dixon line. This book is at a 6.4 reading level and a 6-8 interest level.

Bruchac, Joseph. (2008). *March Toward Thunder*. New York: Speak.

Historical fiction

Northern Perspective

Louis Nolette is a 15 year old from Canada who is living in New York. He is convinced by a Union recruiter to join the army to help free the slaves. His unit begins to march from New York to Virginia where he experiences daily army life and intense battles. He finds out that army life is extremely intense, and he is rescued by a field doctor and his mother.

March Toward Thunder is a book from an Abenaki Indian perspective. Louis came from Canada and joined the Union forces for money and to end slavery. The book also offers many different perspectives from several people: an Irish Sergeant, a woman dressed up like a soldier, a captured rebel, and a member of a Negro Unit. This book is at a 5.5 reading level and a 6-8 interest level.

Durrant, Lynda. (2006). *My Last Skirt*. London: Clarion Books.

Historical fiction

Northern Perspective

Jennie Rodgers emigrated from Ireland during the famine with her brother after the passing of their father. After working as a boy in both Ireland and America (to get paid better), her brother “outs” her secret, and she runs away. She heads to join the 95th Illinois Infantry and support the Union Army in any way that she can. While the book demonstrates great loyalty, strength, and heroism, it also gives readers insight into great loneliness, longing, and missed opportunity that Jennie AKA Albert Cashier must face.

My Last Skirt is written from the Northern perspective. It addresses slavery, economic differences, and the abolitionist movement. It also addresses more opportunities for males and freedom for all. The book is written at a 4.6 reading level, but is intended for a 6-8 reading audience.

McGowen, Tom. (2008). *Jesse Bowman: A Union Boy's War Story*. Berkely Heights, NJ: Enslow Publisher.

Historical fiction
Northern Perspective

A 16 year old boy named Jesse decided to join the Chicago Zouave Regiment, a branch of the Union Army. He experiences the horror of battles, deals with injuries, and losing friends from the war. Jesse learns that there are many different sides to war after meeting an abolitionist soldier, befriendng the daughter of a slave-owner, and watching his fellow soldiers destroy a town.

Jesse Bowman: A Union Boy's War Story is written from the Northern perspective. It addresses federal rights, slavery, and the abolitionist movement throughout the story. The book is written at a 7.8 reading level, but the interest level is for students in 5-8th grade.

Nixon, Joan Lowery. (1994). *A Dangerous Promise*. New York: Delacorate.

Historical fiction
Northern Perspective

Mike Kelly and his friend Todd Blakley, members of the Orphan Train, decide to join the 2nd Kansas Infantry. Mike is seriously injured in the Battle of Wilson's Creek, and Todd dies. Mike made a promise to Todd to get his watch back to his sister, but it was stolen by a Confederate soldier. He knows he must keep this promise, but doesn't know how he is going to do it. Mike is rescued by a Rebel Soldier who is a friend from his Orphan Train, and this might be his way to keep his promise. The book goes on to discuss alternating boredom, terror of war, the effects on the civilians, and the dividing of families over the issues of war.

A Dangerous Promise is written from a Northern perspective. It covers the issues of both economic differences and social differences. It is written at a 6.1 reading level, but the interest level is indicated 4-7.

Paulsen, Gary. (2000). *Soldier's Heart*. New York: Laurel Leaf.

Historical fiction
Northern Perspective

Fifteen year old Charley Goddard joins the First Minnesota Volunteers to fight against the Confederate Forces. His excitement to send money home to his family every month and be involved in the “fun shooting war” quickly ends. Charley must do horrible things including building walls of corpses to protect the surgeon from the winter, slaughter horses for food, and end a sliders life when he was in agony ends up being too much. He is broken after the war, suffering from posttraumatic stress disorder, seriously traumatized after the events that he experienced.

Soldier's Heart is written from the Northern perspective. The emphasis was the differences between the North and the South that caused the war. “Never did they speak of slavery. Just about the wrongheadedness of the Southern 'crackers' and how they had to teach Johnny Reb a lesson” (Publishers Weekly). This book is written at a 5.9 reading level, but the intended audience is students in grades 7-9.

Peck, Richard. (2005). *A River Between Us*. New York: Puffin Books.

Historical fiction
Northern Perspective

Two mystery women appear from New Orleans, and the town wonders who these two mystery women are. Tyllie’s mother takes these two mystery women, Delphine Duval and Calinda, into their home. Rumors fly about these ladies and the townspeople believe they are Confederate spies. Tyllie and Delphine travel to Camp Defiance to rescue Tyllie’s brother who has become ill as a Union soldier. Peck writes about the horrors of the war and how this disagreement over differences divides the entire town (and the nation) changing everyone’s lives forever.

A River Between Us is a story written from the Northern perspective. The story emphasizes that the causes of the war separate and divide not only families but entire towns. It addresses economic differences, social differences, state's rights, and federal rights. It also covers that more states left the Union because Lincoln was just elected as President of the United States. The reading level for this book is 6.2, but the interest level is 7-12.

Reit, Seymour. (1988). *Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy*. New York: HMS Books for Young Readers.

Narrative nonfiction
Northern Perspective

Emma Edmonds is a very loyal Canadian American who decided to join the Union Army after President Lincoln asks for volunteers. She joins as a man who works as a nurse. However, as time continues, she goes on different missions to

infiltrate the Confederate Army as a slave, an Irish peddler, a washwoman, and a bookkeeper. This book helps to depict how over 400 women joined to Union cause in some way or another.

Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy is written from the perspective of a Canadian, Emma Edmonds, who is extremely loyal to the north. Teachers are able to look at issues of slavery, federal rights, and social differences. This book is written at a 7.2 reading level, but the interest level is a 6-8.

Wilson, John. (2009) *Death on the River*. Custer, WA: Orca Book Publishers.
 Historical fiction
 Northern Perspective

Jake Clay joins the Union Army after his brother is killed in battle. Unfortunately, Jake is injured and captured, being taken to Andersonville Prison, also known as hell on earth due to its horrible conditions. His “friend” Billy Sharp teaches him how to survive the prison, but Jake continues to wrestle with his conscience and personal responsibility for the things he has done to survive. After leaving the prison once it is freed, more disaster awaits the two young men.

Death on the River is written from a Northern perspective. The author focuses on social differences between the North and the South. That is seen strongly when Jake is taken to Andersonville Prison. While the book is identified for young adult readers due to the descriptions of the activities in prison, it is written at a 4.8 reading level.

Wisler, G. Clifton. (1991). *Red Cap*. New York: Dutton Lodestar.
 Historical fiction
 Northern Perspective

Ransom Powell, 13, joins the Union Army as a drummer boy due to his size. Unfortunately, he is captured and taken to Andersonville Prison, where he learns the horrors of being a POW. Enduring starvation, lice, cold, and stockage misery, he sees kindness in a Confederate guard who saves him as people continue to die all around him.

Red Cap is written from the Northern perspective. The book focuses on slavery and social differences. It is written for students in grades 6-8. However, it is written at a 6.8 reading level.

Books Identified to Teach Both Northern and Southern Perspectives During the Civil War

Beatty, Patricia. (1992). *Who Comes With Cannons*. New York: Morrow Junior Books
 Historical fiction
 Northern and Southern Perspectives

Truth Hopkins comes to live with her Quaker relatives in North Carolina. Her relatives are involved with the anti-slavery movement and Underground Railroad, but they refuse to join the war efforts. While she is there, her cousin is forced to join the Confederate Army, and is then captured by the Union forces. Truth goes to free her cousin, getting Frederick Douglass to ask President Lincoln to help out.

Who Comes With Cannons examines issues from both the Northern and Southern perspectives because Truth is from Indiana, and her relatives are from North Carolina. This story looks into the anti-slavery movement, the abolitionist movement, and the Underground Railroad. They also view the war from the perspective of Quakers who want to end harassment, refuse violence, and free people without the brutality of war. This book is at a 5.5 reading level and a 6-8 interest level.

Donahue, John. (1995). *An Island Far From Home*. Minneapolis: Carolrhoda
Historical fiction.
Northern and Southern Perspectives

Joshua Lorning a young 12 year old boy wants to fight the Confederate soldiers to get revenge for his father's death, a Union Army doctor. Josh's Uncle Robert is the deputy commander for a Fort on George's Island and wants him to write to John Meadows, 14, another Confederate soldier who is in prison. After reluctance, a strong bond is formed between the pen pals. The two meet at the end of the war, strengthening their friendship.

An Island Far From Home is book that covers both the Northern and Southern Perspectives. The book describes stereotypes of both the Union and Confederate soldiers. They also discuss the anti-war feelings and the reelection of Abraham Lincoln. This book is written at a 5.5 reading level, but it is at a 6-8 interest level.

Hahn, Mary Downing. (2003). *Hear the Wind Blow*. London: Clarion.
Historical fiction
Northern and Southern Perspectives

Haswell Magruder lives in Northern Virginia with his sister Rachel, brother Avery and mother. Their father has been killed in battle supporting the Confederate Army. The family takes in a wounded Confederate soldier, James Marshall, against their better judgement. The Yankees discover this, and the consequences are severe. Their house is burned to the ground, and their mother dies. The siblings must take off for their grandmother's home. Here they discover that war is the true villain. They see that using their emotions such as fear, courage, love, hate, compassion, prejudice, and understanding will help them continue on in their battle to survive because it gives them something to fight for in the end.

Hear the Wind Blow is a book written from both the Northern and Southern perspectives. The issues the story covers include: economic differences, social differences, federal rights, and states rights. The book does an excellent job of presenting the true horrors of war that cause so much devastation and destruction. The book is written at a 5.2 reading level, but the interest level is 6-8.

Hunt, Irene. (1965). *Across Five Aprils*. Chicago: Follett.
 Historical fiction
 Northern and Southern Perspectives

Showing how the Civil War divided families, Jethro's two brothers both support the Union cause. However, his other brother does not like how the North is exploiting the South, and he decides to join the Confederacy. Jethro takes over the family farm as his dad becomes ill and his brothers are all off fighting. He struggles with death, deserters, and his views on everything with the war. Readers will understand that the Civil War was a complicated and extremely challenging chain of events that ordinary people felt powerless against.

Across Five Aprils is written from the Northern and Southern perspectives. It covered all the events from the attack on Ft. Sumter to Lincoln's Assassination. The issues presented to indicate the causes of the war are slavery, exploitation of the South, economic differences, and the election of Abraham Lincoln. This book is written at a 6.6 reading level, but the interest level is 5-8.

Books Identified to Teach Southern Perspective During the Civil War

Clapp, Patricia. (1986). *The Tamarack Tree: A Novel of the Siege of Vicksburg*. New York: Lothrop, Lee, and Shepard.
 Historical fiction
 Southern Perspective

Rosemary and Derek Leigh come to America from England after their mother dies. Derek begins to work with their Uncle, and Rosemary adjusts and loves southern life. However, she is not supportive of the slave movement. When the Civil War begins, things take a dramatic shift, and Rosemary must fight for her life.

The Tamarack Tree: A Novel of the Siege of Vicksburg is written from a Southern point of view. However, Rosemary, being from England, also brings an outsider's perspective on the war between the North and the South. She does share her views on slavery, economic differences, social differences, and states rights. This book is at a 6.3 reading level and a 6-8 interest level.

Collier, James. (1996). *With Every Drop of Blood*. New York: Laurel Leaf.
 Historical fiction
 Southern Perspective

Johnny's father comes home after being injured in battle. Right before his father passes, he promises his father that he will stay in Virginia and protect his family. Johnny decided to join a wagon train taking food to the Confederate soldiers, but he is captured by Union African American soldiers. Cush Turner, a runaway slave, is put in charge of him, and while Johnny takes advantage of him, they soon form a friendship. Both boys soon realize they are stronger together than their differences.

With Every Drop of Blood is written from the Southern perspective, but there are elements of Northern perspective presented from Cush's side as well. Differences that are discussed include: slavery, economic differences, social differences, and state's rights from both the Northern and Southern point of view. The book is written at a 5.9 reading level, but it is at a 6-8 interest level.

Elliott, L M.(2009) *Annie Between the States*. New York: Katherine Tegen Books.
 Historical fiction
 Southern Perspective

Taking place in Virginia, Annie sees her beloved city go back and forth between the Union and Confederate soldiers. Annie's brothers are fighting with the Confederate Army and a vigilante group. Annie must take care of her house and farm while her mother falls ill. Annie meets Thomas Walker, an injured Union Army Lieutenant. The two form a strong bond and fall in love. However, Annie comes to see that slavery is wrong, but is very loyal to her Southern lifestyle. Annie begins to question what this war is really going to do.

Annie Between the States is mainly written from the Southern perspective, but there is a little Northern perspective presented in there as well. Slavery and states rights are discussed heavily. However, the author focuses on that idea that this is not a war about the North and the South, or a war about slavery, but a war about the different ways of life. It is written at a 5.5 reading level, but the intended audience is young adults.

Jones, Douglass. (1980) *Elkhorn Tavern*. New York: Holt.
 Historical fiction
 Southern Perspective

Martin Hasford leaves to fight for the Confederacy, leaving his wife Ora and two daughters, Roman and Calpurnia to defend their farm in Arkansas. These three women must deal with "bushwhackers and jayhawkers" who are dressing up like soldiers trying to loot homes. The ladies must make a choice when an injured Yankee lieutenant lands on their doorstep. A strong sense of what is right drives these three women's choices throughout the Civil War.

Elkhorn Tavern is written from the Southern perspective. However, it is also written from the point of view of the people who believed they were on the sidelines of the Civil War, but in reality, they were actually caught in the

crossfire. The causes presented in this story have to do with the economic differences, experiences in the southern states, and state's rights. The reading level was not indicated for this title. The interest level is indicated at young adult.

Reeder, Carolyn. (1989). *Shades of Gray*. New York: Macmillian.

Historical fiction

Southern perspective

A twelve year old boy named Will is orphaned during the Civil War. His father, a Confederate Officer, is killed in battle. Therefore, he is sent to live with his uncle in Virginia. Will resents his uncle for not supporting the Confederate forces. His hatred for the Yankees is fierce, and blames them for everything that has gone wrong. After time, Will comes to respect the hard farm work that the slaves used to do. He also begins to see it was extremely courageous of his uncle to stand firm in his pacifist principles. Will slowly learns to overcome prejudice from both the Union and Confederate forces.

Shades of Gray is a book written from a Southern perspective. Will is a young boy who believes strongly in the Southern cause. However, his Uncle has chosen pacifist principles, and will not choose a side. This book examines the cause of the Civil War from the prejudices that have existed about both sides. This book is written at a 5.5 reading level, but the interest level indicated is 3-6.

Swanson, James. (2009). *Chasing Lincoln's Killer*. New York: Scholastic.

Narrative nonfiction

Southern Perspective

John Wilkes Booth has an extreme hatred for both the North and Abraham Lincoln. He hatches a plot to kidnap Abraham Lincoln and hold him for ransom to be able to free the South from the Civil War. But when that idea failed, he decided to assassinate him instead. The book examines the plot to kill not only Lincoln, but also Secretary of State William Seward and Vice President Andrew Johnson. From there Swanson takes readers on a 12 day manhunt for the most wanted man in America at the time.

Chasing Lincoln's Killer is written from a Southern perspective. It focused on the election (and reelection) of Abraham Lincoln. Other issues that are covered are economic differences, state's rights, and the true love of the Southern way of life. This book is written at an 8.3 reading level, but it is at a 7-9 interest level.

Walker, Margaret. (1966). *Jubilee*. Boston: Houghton Mifflin.

Narrative nonfiction

Southern Perspective

Vyry, a child of a white plantation owner, and a black mistress explains her life as a slave during the Civil War time period. Vyry describes the horrible slavery

conditions of Southern plantation life, and how the African Americans fight for their survival.

Jubilee is written from a Southern perspective. It examines slavery, economic differences and social differences. It focuses on brutality of life in the South. While the book is written at a 6.4 reading level, it is intended for more mature students, as this book is reviewed as a young adult book.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The Civil War is typically taught in the middle school setting, but that does not mean that teachers have received the training to help support students' understanding that the Civil War had multiple causes that go beyond slavery. Multiple perspectives about the causes of the Civil War from both the Northern and Southern perspectives need to be taught to ensure that students understand that the Civil War was not solely about slavery in the United States. It was a much more complex issue. When searching for historical fiction and narrative nonfiction books, there are many about the Civil War, but it has been difficult to sift through the material to find books that teach from multiple Northern and Southern perspectives and that present more than just slavery. The purpose of this project was to create a selective annotated bibliography of recommended resources for middle school teachers to use when teaching about the causes of the Civil War from the Northern and Southern perspectives.

Conclusions

There were 125 resources that were examined for the annotated bibliography. As a teacher librarian and the researcher for this project, I focused on the causes of the Civil War, the point of view that was being presented, and a summary of the story. After analysis, 21 resources which met the established criteria were compiled to create the selective annotated bibliography. The bibliography was organized by Northern perspective, Southern perspective and books that have both Northern and Southern perspectives so that teachers would be able to select the material they needed.

Two questions were posed in the research. The first question considered the different categories that could be used to describe the multiple perspectives. I initially identified eight causes, based upon those suggested by Kelly (2014): slavery, economic differences, social differences, state's rights, federal rights, abolitionist movement, and the election of Abraham Lincoln. However, several causes emerged from the study of these books that did not fit those initially listed. In addition to those eight causes, there were six new categories of causes also added to support the multiple perspectives that emerged through my reading of the 21 books for this project. The additional six causes included revenge for death of a family member, greed, freedom for all, the underground railroad, brutality, and money.

The second question posed in the research process considered what resources were available for middle school students that would enhance their understanding of the multiple causes of the Civil War from both the Northern and Southern points of view. After completing an initial search using the professional selection tools listed in Chapter Three, I identified 125 potential resources. Those resources were then examined using an analysis tool (see Appendix A). I created an initial list of the 125 recommended titles (see Appendixes B-D) that were not included in the final analysis because they did not fit into the categories being examined. Next, I eliminated material that did not fit, and kept material that I believed was able to teach students about multiple perspectives. Finally, I organized the resources by those that most closely emphasized Northern or Southern perspectives or incorporated both perspectives. There were 21 resources were included in the selective annotated bibliography.

While completing this project, adjustments were made to the selective annotated bibliography selection tool. I included in each entry the professional source in which the books were reviewed and a summary of the story. I wrote a summary of the plot and a summary of the Civil War cause represented, which will help the teacher select the resource that can best fit the concepts being presented to the students in their classrooms. I initially was going to limit the list to material that was 20 years old or less. However, after reviewing the material, there were several high quality books that were significantly older and were still recommended on the professional lists; thus that qualification was eliminated from the original requirement.

Recommendations

Annotated bibliographies are great ways to pull information together to help organize different topics to help support teachers, particularly in cross curricular units. Teacher librarians can support cross curricular units by creating multiple annotated bibliographies for a variety of areas. This list may serve as a model for other areas in which teacher librarians can create lists of resources to support special needs within the curriculum at all levels. As new texts are written, teacher librarians can continue to add to the annotated bibliographies to keep information current and organized in a way that is useful to teachers meeting curricular goals.

My intent is to use this selective annotated bibliography when teaching Northern and Southern perspectives about the causes of the Civil War. I plan to share this annotated bibliography with teacher librarians, social studies teachers, and language arts teachers in Iowa and beyond, to help them with literature circles or to find an anchor text that can be referenced in class throughout the entire school year in multiple subjects.

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APPENDIX A

Causes of the Civil War Review Form**Title:** _____ **Author:** _____**Publisher:** _____ **Copyright Date:** _____**Reading Level:** 4-6 6-8 7-9**Interest Level:**

Summary: Historical fiction

Narrative nonfiction

Search Terms for databases:**perspective:** Northern Both Southern**Cause of the Civil War: (Circle all mentioned)**

Slavery Economic differences Social differences

States rights

Federal rights Abolitionist movement Election of Abraham Lincoln

Other: (list)

Where was this reviewed: (Circle at least One) Alan Review, Bulletin of the Center for

Children's Books, Booklist, Book Report, Horn Book Guide, Kirkus Reviews, Library

Media Connection, Publisher's Weekly, School Library Journal, Voice of Youth

Advocates

Positively recommended for middle school student: Yes No**Explanation of causes?****Plot Summary:****Found Where:**

APPENDIX B

Initial List of Civil War Titles From *Middle School and Junior High Core Collection*

Search Terms “Civil War AND Causes” Limited by Books

American Civil War: The Essential Reference Guide (Wiener)
Cavalryman of the Lost Cause: A Biography of J.E.B. Stuart (Wert)
Red Moon at Sharpsburg (Wells)
Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union During the Civil War (Bauer; Allen)
Women of the Civil War (Krowl)
Donnybrook: The Battle of Bull Run, 1861 (Detzer)
The Civil War
Allegiance: Fort Sumter, Charleston, and the Beginning of the Civil War (Detzer)
Grant (Smith)
The Bolshevik Revolution and Russian Civil War (Wade)
The Making of Robert E. Lee (Fellman)
Confederates in the Attic: Dispatched from the Unfinished Civil War (Horwitz)
For Causes and Comrades: Why Men Fought in the Civil War (McPherson)
A Short History of the Civil War (Stokesbury)
What they Fought For, 1861-1865(McPherson)
The Causes of the Civil War (Stampp)
The Civil War: an Illustrated History (Burns; Burns)
Brother Against Brother: The War Begins(Davis)
Reflection on the Civil War (Leekley; Catton)
Gettysburg: The Final Fury (Catton)
Two Roads to Sumter (Catton)
The Friendly Persuasion (West)

Search Terms “Civil War” Limited By United States-History-1861-1865, Civil War--Fiction

The Mirk and Midnight Hour (Nickerson; Alfred)
Beautiful Creatures (Garcia)
Josephine (Jenkins)
Death on the River(Wilson)
March Toward the Thunder (Bruchac)
Coal Black Horse(Olmstead)
Red Moon at Sharpsburg (Wells)
March (Geraldine)
The River Between Us (Peck)
Enemy Women (Jiles)
Antietam (Reasoner)
Manassas (Reasoner)
Soldier's Heart: A Novel of the Civil War (Paulsen)

Cold Mountain (Frazier)
Gone with the Wind (Mitchell)
Lincoln (Vidal)
Lincoln: a Novel (Vidal)
Jubilee (Walker)
Andersonville (Kantor)

Search Terms "Civil War" Limited by United States--History--1861-1865, Civil War--Causes

Allegiance: Fort Sumter, Charleston, and the beginning of the Civil War (Detzer)
What they fought for, 1861-1865 (McPherson)
The Cause of the Civil War (Stampp)
Brother Against Brother: The War Begins (Davis)
Two Roads to Sumter (Catton)

APPENDIX C

Initial List of Titles From *Children's Core Collection*

Search Terms "Civil War AND Causes" Limited by Books

The Civil War From Fort Sumter to Appomattox (Kent)
Clara Barton (Krensky)
A Nation Divided: Causes of the Civil War (Putman)
The Causes of the Civil War (Anderson)
World Almanac Library of the Civil War-Series (Anderson)
The Civil War, 1861-1863 (Steffoff)

Search Terms "Civil War" Limited By United States-History-1861-1865, Civil War--Fiction

Will at the Battle of Gettysburg, 1863 (Calkhoven)
Freedom Stone (Kluger)
Escape by Night: A Civil War Adventure(Myers; Bates)
Just in time, Abraham Lincoln (Polacco)
Voices of Gettysburg (Hierstein)
The Storm before Atlanta (Schwabach)
Discovered in the Shriver Family Attack: How a Woman and Her Children Dealt with the Battle of Gettysburg (Cook)
Stonewall Hinkleman and the Battle of Bull Run (Hemphill)
The Mostly True Adventures of Homer P. Figg (Philbrick)
The Yankee at the Seder (Weber)
Private Joel and the Sewell Mountain Seder (Costello; Fireside)
The Totally Made Up Civil War Diary of Amanda MacLeish (Mills)
Lucy's Cave: A Story of Vicksburg, 1863 (Winnick)
Iron Thunder: The Battle Between the Monitor and the Merrimac, a Civil War Novel (Avi)
Dadblamed Union Army Cow (Fletcher)
Seeing the Elephant: A Story of the Civil War (Stark)
My Last Skirt: The Story of Jennie Hodgers, Union Soldier (Durrant)
Freedom Shop (James)
The Last Brother: A Civil War Tale (Papp; Noble)
Second Sight (Blackwood)
From Slave to Soldier: Based on a True Civil War Story (Floca)
Abner and Me: A baseball Card Adventures (Gutman)
Scribe: Some Characters, Adventures, Letters and Conversations from the year 1863, including a deadly chase in the wilderness of the Fearsome Canyon, all as told by Bill Christmas, who was there; a novel (Ives)
Assassin (Myers)
How I found the Strong: A Civil War Story(McMullan)
The Perilous Road (Steele)
Li'l Dan, The Drummer Boy: A Civil War Story(Bearden)

Hear the Wind Blow (Hahn)
Before the Creeks Ran Red (Reeder)
Billy and the Rebel: Based on a True Civil War Story (Floca)
Across Five Aprils (Hunt)
The War Within: a Novel of the Civil War (Matas)
Promises to the Dead (Hahn)
My Brother's Keeper: Virginia's Diary (Osborne)
No Man's Land: A Young Soldier's Story (Bartoletti)
A Light in the Storm: The Civil War Diary of Amelia Martin (Hesse)
Across the Lines (Reeder)
Sound the Jubilee (Forrester)
Mr. Lincoln's Drummer (Wisler)
A Dangerous Promise(Nixon)
Pink and Say (Polacco)
Bull Run (Frampton)
Across Five Aprils (Hunt)
Jayhawker (Beatty)
Cecil's Story (Catalanotto)
Red Cap (Wisler)
Shades of Gray(Reeder)
Charley Skedaddle(Beatty)
Which Way Freedom?(Hansen)
Turn homeward, Hannalee (Beatty)

APPENDIX D

Initial List of Titles from *Scott O'Dell Awards*

Elijah of Buxton (Curtis)
The River Between Us (Peck)
Trouble Don't Last (Pearsall)
The Land (Taylor)
Forty Acres and a Mule (Robinet)

APPENDIX E

Initial List of Titles from *Children's Notable List*

Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship
(Freedman)

APPENDIX F

Initial List of Titles From *Civil War Trust*

Annie Between the States (Elliott)

Gentle Annie: The True Story of a Civil War Nurse (Shura)

With Every Drop of Blood: A Novel of the Civil War (Collier; Collins)

Chasing Lincoln's Killer (Swanson)

Billy Boy: The Sunday Solider of the 17th Marine (Flahive)

My Brother's Keeper: Virginia's Civil War Diary (Osborne)

Riot (Myers)

I'll Pass Your Comrade: Women Soldiers in the Civil War (Silvey)

Under Siege! 3 Children at the Battle of Vicksburg

APPENDIX G

Initial List of Titles from *BCCB*

Days of Tears: A Novel In Dialogue (Lester)

Now is Your Time! The African American Struggle for Freedom (Myers)

The River Between Us (Peck)

Heart and Soul: The Story of American and African Americans (Nelson)

APPENDIX H

Initial List of Titles from *America as Story: Historical Fiction for Middle and Secondary Schools*

Across Five Aprils (Hunt)
The Autobiography of Miss Jane Pittman (Gaines)
Be Ever Hopeful, Hannalee (Beatty)
Brady (Fritz)
Bring Home the Ghost (Cheatham)
Bull Run (Fleischman)
Cezanne Pinto: A Memoir (Stolz)
Charley Skedaddle (Beatty)
Cowslip (Haynes)
A Dangerous Promise (Nixon)
Eben Tyne, Powdermonkey (Beatty; Robbins)
Elkhorn Tavern (Jones)
Freedom Road (Fast)
The Glory Field (Myers)
Hew Against the Grain (Cummings)
In My Father's House (Rinaldi)
An Island Far from Home (Donahue)
Jayhawker (Beatty)
The Last Silk Dress (Rinaldi)
A Month of Seven Days (Climo)
Nightjohn (Paulsen)
Out from This Place (Jansen)
Red Cap (Wisler)
Rifles for Watie (Keith)
The Sacred Moon Tree (Shore)
Shades of Gray (Reeder)
The Slopes of War: A Novel of Gettysburg (Perez)
Something Upstairs: A Tale of Ghosts (Avi)
Sound of Jubilee (Forrester)
The Tamarack Tree: A Novel of the Siege of Vicksburg (Clapp)
Tancy (Hurmence)
This Strange New Feeling (Lester)
Three Days (Davis)
Turn Homeward, Hannalee (Beatty)
The 290 (O'Dell)
Which Way Freedom (Hansen)
Who Comes with Cannons (Beatty)
With Every Drop of Blood: A Novel of the Civil War (Collier; Collier)
A Women Called Moses (Heidish)
Andersonville (Kantor)
The Chabetsville Incident (Bradley)
Gone With the Wind (Mitchell)

High Hearts (Brown)

Jubilee (Walker)

Roots: The Saga of an American Family (Haley)

Unto his Hour (Wicker)

APPENDIX I

Initial List of Titles from *Historical Fiction for Young Readers Grades 4-8*

Turn Homeward Hannalee (Beatty)
Second Sight (Blackwood)
Storm Warriors (Carbone)
The Misadventures of Maude March or Trouble Rides a Fast Horse (Coulombis)
Hear the Wind Blow (Hahn)
Boston Jane: An Adventure (Holm)
Across Five Aprils (Hunt)
The King of Mulberry Street (Napoli)
Iron Thunder (Avi)
The Barnstormers: Tale of Travelin' Nine Game 1 (Bildner)
The Notorious Isey Fink (Brown)
March Toward Thunder (Bruchac)
All Their Names Were Courage (Denslow)
My Last Skirt (Durrant)
Hearts of Stone (Ernst)
Tomorrow the River (Gray)
Gabriel's Horses (Hart)
Stick and Whittle (Hite)
Worth (LaFaye)
Dear Ellen Bee: A Civil War Scrapbook of Two Union Spies (Lyons)
Stop the Train! (McCaughrean)
Jesse Bowman: A Union Boy's War Story (McGowen)
Away West (McKissack)
When I Cross No-Bob (McMullan)
The Journal of James Edmond Pease: A Civil War Soldier (Murphy)
Cowboys on the Western Trail: The Cattle Drive Adventures of Josh McNabb and Davy Bartlett (Oatman)
Juliet's Moon (Rinaldi)
Trembling Earth (Siegelson)
The Deep Cut (Spain)
Billy the Kid (Taylor)
Red Moon at Sharpsburg (Wells)
A Tale of Gold (Wyss)