

2015

Annotated Bibliography of Thematically Related Historical Fiction Picture Books and Nonfiction Pairs

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Abstract

The Iowa Common Core requires students to read both fiction and nonfiction texts. Iowa teachers would benefit from a list of books that will allow them to meet school curricular requirements as well as the Iowa Core requirement. The purpose of this project was to create an annotated bibliography of paired sets of picture books and nonfiction books that correspond to one mid-sized Iowa elementary school's literacy curriculum. The researcher selected units from the school's literacy program that could be taught in a historical context, and then prepared an annotated bibliography consisting of pairs of a historical fiction picture book and a nonfiction book for each of the selected literacy units. Most of the selected books have won multiple awards and have positive reviews in trade journals. The researcher selected narrative nonfiction books and biographies when possible. A review of related literature included the topics of teaching with historical fiction picture books, teaching with nonfiction books, and teaching with thematically related text sets.

ANNOTATED BIBLIOGRAPHY OF THEMATICALLY RELATED HISTORICAL
FICTION PICTURE BOOKS AND NONFICTION PAIRS

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

Katherine Seibel

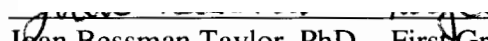
December 2015

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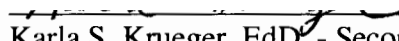
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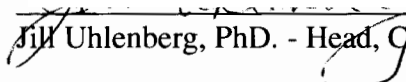
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ABSTRACT

The Iowa Common Core requires students to read both fiction and nonfiction texts. Iowa teachers would benefit from a list of books that will allow them to meet school curricular requirements as well as the Iowa Core requirement. The purpose of this project was to create an annotated bibliography of paired sets of picture books and nonfiction books that correspond to one mid-sized Iowa elementary school's literacy curriculum. The researcher selected units from the school's literacy program that could be taught in a historical context, and then prepared an annotated bibliography consisting of pairs of a historical fiction picture book and a nonfiction book for each of the selected literacy units. Most of the selected books have won multiple awards and have positive reviews in trade journals. The researcher selected narrative nonfiction books and biographies when possible. A review of related literature included the topics of teaching with historical fiction picture books, teaching with nonfiction books, and teaching with thematically related text sets.

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CHAPTER 1

INTRODUCTION

The importance of reading nonfiction books in classrooms is promoted in many studies (Moller, 2013; Stien & Beed, 2004; Doiron, 2003). Other studies talk about the lack of nonfiction books in classroom libraries (Yopp & Yopp, 2000; Palmer & Stewart, 2005) or the contradiction between circulation statistics and students' stated preference for nonfiction (Vent & Ray, 2007). Möller (2013) restates the Common Core State Standards for English Language Arts and Literacy expectation that fourth grade students should be reading 50% nonfiction books. Gill (2009) points out that students need to be exposed to nonfiction texts early in their education to be prepared for the nonfiction texts in upper grades. Although nonfiction books once resembled textbooks-- an emphasis on facts, something to use for research rather than leisure reading -- current nonfiction books are another story. From bright illustrations and photographs to graphic novels, non-standard layouts and informational storybooks, today's nonfiction is written to entertain as well as inform (Kelsey, 2011).

Problem Statement

Classroom teachers struggle to find time to cover all the instructional material required in their classrooms. A list of books that correspond to the school's curriculum would help teachers more efficiently and effectively plan lessons for social studies and history. Teachers may benefit from having an annotated bibliography of paired sets of picture books and nonfiction books to help teach social studies topics. Therefore, this project will create an annotated bibliography of thematically related paired historical

fiction picture books and nonfiction books to align with the curriculum of a Midwestern elementary school.

The Iowa Common Core requires the following distribution of literary and informational texts for students in the state of Iowa:

- a. Grade 4 Literary 50% Informational 50%
- b. Grade 8 Literary 45% Informational 55%
- c. Grade 12 Literary 30% Informational 70%

(Iowa Department of Education, 2011).

According to Yopp and Yopp (2000), reading requirements of students change in fourth grade to an increased emphasis on informational texts. Lack of previous exposure to this material could be a contributing factor to what is known as the fourth-grade slump, a time when the rate of student progress declines.

In an era of high stakes testing and No Child Left Behind, more time is being spent on the tested areas of the curriculum and less on the untested, such as history and social studies (Goudvis & Harvey, 2012). Thus, Goudvis and Harvey suggest using picture books to “immerse students in the stories of the past” (p. 57). The Common Core State Standards include standards focusing on informational texts, therefore Yopp and Yopp (2012) implore teachers to expand the number and breadth of informational texts shared with students (p. 489).

Vent and Ray (2007) believe that lack of student exposure to nonfiction books is one reason fewer nonfiction materials are borrowed from school libraries. They give four suggestions for drawing more attention to nonfiction books. First, display nonfiction books that will interest students in ways to catch students’ attention. Second, provide

book talks on nonfiction books, showing various features of nonfiction books, and how they do not need to be read front to back or cover to cover because they are not narrative. Third, pair fiction and nonfiction books, asking students to compare and contrast the books. Finally, have a book pass, where students read from a book for five minutes, then trade the book with someone else at the table, giving each the opportunity to preview every book (pp. 42-44). This has also been called “speed dating” with books...

Goudvis and Harvey’s (2012) article reveals how a fifth grade classroom used historical fiction books to aid students in learning about topics that interested them. Likewise, in a third grade classroom, Stien and Beed (2004) successfully used fiction books to stimulate interest in informational books. In another study, Nelson (1996) used historical fiction picture books in her fifth grade classroom to build prior knowledge in preparation for an area of study. She also found the picture books useful as an example for student writing, being closer in length to what students would write as well as a resource for structure and organization for their own writing projects. Finally, Goudvis and Harvey (2012) noted an additional advantage to using nonfiction picture books. Students can read them in a shorter time, enabling students to read more books on a given topic. This means they can compare various perspectives on a topic or event. Teachers and students may benefit from this research through increased awareness and motivation around high quality informational texts.

Summary of Problem Statement

There is currently no list of paired sets of historical fiction picture books and nonfiction books that will help teachers meet Iowa Core Standards and the social studies curriculum requirements at one mid-sized Iowa elementary school. Teachers may benefit

from having an annotated bibliography of paired sets of historical fiction picture books and nonfiction books to help teach social studies topics.

Purpose

The purpose of this project is to develop an annotated bibliography of thematically related historical fiction picture books and nonfiction books that align with the curriculum and assist in teaching social studies in elementary classrooms.

Research Questions

1. How will books be selected for the bibliography?
2. How should this bibliography be arranged?
3. What historical fiction picture books and nonfiction books address the same topics and have received positive reviews from professional journals or resources for librarians?

Assumptions

This study makes several assumptions. One assumption is that students will enjoy reading historical fiction picture books that interest them. Another assumption is that teachers will use a paired fiction/nonfiction bibliography of literature about historical topics.

Limitations

This study's analysis of historical topics for the paired literature will be limited to the social studies curriculum at one Iowa elementary school.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to create an annotated bibliography of historical picture book and nonfiction book sets for use in a Midwestern elementary school's social studies lessons. Prior research explored the use of and teaching with picture books, the use of and teaching with nonfiction, and the use of and teaching with text sets for instruction.

Teaching with Picture Books

Several researchers have studied how picture books can be used to maximize student learning. Hassett and Curwood (2009) explored the feasibility of using picture books for teaching in a time of standardized education as a form of multimodal education, which takes into account the elements of visual images, font design and placement, as well as the text. Hassett and Curwood sought to learn how the use of picture books shaped student literacy. Working with three 1st to 3rd grade public school teachers, the researchers designed lessons for the teachers, and then observed the two hour lessons held over three to six sessions. The researchers collected data through observational field notes, instructional activities, interactions among students and teachers, semi-structured teacher interviews and artifacts, teacher models, and student work. Hassett and Curwood analyzed the reading and writing process. They found that students engaged in discussion during reading. They also found that students read not only the text, but also the images of the books, which combined to enhance student sociocognitive understanding, as assessed by student writing responses. This

understanding is important as it oriented students to the multiple literacies which are necessary in this age of digital media.

Youngs and Serafini (2011) also studied the use of historical fiction picture books in the classroom. The researchers questioned strategies teachers can use to teach how images, design, and text are presented and work together to relate the story. They devised a set of strategies for teachers to aid with the approach and interpretation of this literary format. The authors expressed areas in which teachers need to rethink their teaching methods. Due to the characteristics unique to historical picture books - their use of visual images, design elements, and words to tell the story, as well as the blend between fact and fiction - the authors identified possible areas of difficulty when teaching with historical picture books. One possible difficulty was lack of background knowledge to differentiate between the historical and fictional aspects of the story due to unfamiliarity with the genre. Using an in depth study of Innocenti's *Rose Blanche* and Levine's *Henry's Freedom Box*, they demonstrated strategies for teaching with historical picture books. Youngs and Serafini proposed a three phase method for teaching including previewing, interpreting, and critical analysis of historical picture books. In phase I, the authors recommended giving attention to historical fiction as a genre, recognizing that it contained both fact and fiction. They further recommended paying attention to peritextual features, such as illustrations and author's note, stressing that the author's note will inform the reader whether the book is a fictionalized memoir, fictionalized family history, fiction based on research, or fiction based on characters traveling to a previous time to experience historical events. Phase II focused on interpretation by looking at narrative perspectives, framing of illustrations, and the

relationship between the character and the reader. Lastly, phase III moved into critical analysis through motif analysis, visual symbol analysis, and placement of characters within the illustrations. With this information, the researchers prepared a study plan to assist teachers learning how to use historical picturebooks in the classroom.

In yet another study, Youngs (2012) examined the meaning making of students when reading picture books. The researcher explored how instruction in the areas of text, image, and design of picture books influenced responses in classroom discussions. Youngs conducted a four month qualitative study in a fifth-grade classroom using historical picture books with an enhancing text/image relationship and symbolic images not referenced in the text. The study was conducted in three phases. First was an observation period for Youngs to be assimilated into the group. Next was direct teaching of the aspects of image, design, and the connection between text and images. Finally, Youngs met with students to read aloud and discuss selected books. Data was collected through notes while observing student reactions to books, video and audio recordings of read-alouds, and transcripts of large and small group discussions, interviews with classroom teachers, student reader response notebooks, written artifacts, classroom charts, and other artifacts generated during instruction. Youngs recorded how often conversation related to visual images, how often to text, and how often to both. The author also recorded whether the responses were literal or interpretive. Youngs found that over the four months students' literal responses decreased and interpretive responses increased and "became more sophisticated" throughout the study (p. 384).

Teaching with Nonfiction Books

In the same way researchers have studied the use of picture books in the classroom, research has also focused on the use of nonfiction books in the classroom and on their circulation in the school library. Vent and Ray (2007) observed students who claimed to like nonfiction but were reluctant to select it for free reading. They asked the students their reasons for not choosing nonfiction books. Students told the researchers they felt nonfiction books were boring, too long, and that the “required accelerated reading tests for library books were too hard” (p. 42). Vent and Ray conducted an action research project with three fourth grade classes to increase student interest in nonfiction and to increase circulation. The researchers conducted pre and post interest interviews with the students and kept circulation statistics on students’ check outs of nonfiction books. Vent and Ray described four strategies they used in attempt to increase student interest: thematic nonfiction book displays, nonfiction book talks, pairing fiction with nonfiction of the same topic, and book passes-groups of four students given a small selection of nonfiction books read for five minutes and exchanged with others in the group. The book display was in the library, and then each of the other strategies was tried in one of three classrooms for four weeks. Vent and Ray concluded that, though all four strategies increased circulation, the book pairing strategy proved most successful, with every student checking out at least one nonfiction book. The circulation statistics showed an overall increase of nonfiction books from 35% the first week to 65% the fourth week. Vent and Ray also noted that the increase of circulation was not limited to fourth grade. The researchers credited the book displays as a part of this increase, but believed the newfound enthusiasm of the fourth graders towards nonfiction books

influenced others to also check out more nonfiction. I will build on the success of paired texts, extending into all the grade levels in my school, creating a bibliography of high quality historical fiction and nonfiction text sets for social studies units at my school.

Whereas Vent and Ray studied promotion of nonfiction texts by the school librarian, Yopp and Yopp (2012), on the other hand, sought to learn about the variety and content area of nonfiction books read in classrooms and provided strategies to increase the number and variety of nonfiction books used. Based on the results of a previous study, which showed only 8% of teachers had read informational books aloud to their students, the researchers sorted the 8% (a total of 120) nonfiction titles from this list by content area. Yopp and Yopp reported 85% of these were science related, 12% were social studies, 2% were language arts, and 1% were mathematics. Of the science read-alouds, 75% were life science, 16% were earth & space, and 9% were engineering & technology. The researchers hypothesized that the predominance of life science may be due to a combination of teacher familiarity and student interest. Another possible cause cited is the large number of science trade books available. Yopp and Yopp suggested raising teacher awareness by including training about informational texts during teacher training, having practicing teachers inventory their classroom libraries to identify numbers and topics of informational texts, and keeping a daily log to record the name, genre, and topic of read-alouds. The researchers recommended strategies for teaching with informational texts in the classroom. First, they recommended strategies for before reading such as: decide if the book is best suited to small group or large group setting; discuss previous knowledge of topic; and preview text structures, features, and vocabulary. Recommendations for during reading strategies included: read with interest,

model comprehension strategies, and allow students to ask questions. After reading strategies included: allow students to discuss the book, ask authentic questions, and encourage students to make connections.

Möller (2013) looked at yet another aspect of nonfiction with a literacy word review which appraised the nonfiction exemplars in Common Core State Standards' Appendix B for use with kindergarten through fifth grade instruction. Möller reviewed nonfiction titles from CCSS' Appendix B for their representation of cultural, ethnic, and linguistic diversity (16 books for Grades K-1, 17 books for Grades 2-3, 13 books for Grades 4-5). Möller found most books were written by white authors from a white perspective. Several books attempt to include diverse groups by using illustrations of multiple races without including information about the various backgrounds of these characters. Other books feature aspects of racism or discrimination. The researcher further found a lack of books that emphasize diversity in language or religion. Möller also found many of the books to be out of date. The researcher suggested books to replace or supplement those listed, as well as fiction books that could be paired with some. Finally, Möller recommended further analysis of nonfiction books for instructional use toward implementation of the Common Core State Standards.

Using Thematically Related Text Sets

The last group of studies concerns the strategy of combining fiction and nonfiction text sets. Stien and Beed (2004) queried if the use of paired fiction and nonfiction works in literature circles would help students develop an appreciation for informational texts. The researchers sought to determine if students would have dynamic discussion when reading nonfiction texts. Specifically, they were interested in whether

the roles used in fiction-focused literature circles would continue when using nonfiction texts, or if new roles would be chosen. Stien and Beed also sought to discover if students would seek out nonfiction texts for free time reading. The study was conducted with 22 third grade students (10 boys, 12 girls). Students in the study had a broad range of reading abilities: five read two to three years above grade level, three read one to two years below grade level, four read half a year below grade level, and the balance were on grade level. The researchers used multiple means to record their findings. They audiotaped circle discussions, videotaped teacher instruction, took anecdotal notes of student comments, and used a list of four questions to interview students. During this study, the researchers discovered some students rushed through their fiction selection to be able to read the nonfiction selection. They also found that students began to choose informational texts for free reading materials.

Similarly, Baer (2012) considered the use of nonfiction books in the social studies classroom. In this literature study, Baer investigated the benefits of using trade books over textbooks, and the positive effects on student learning. The author compared the differences between fiction and nonfiction texts as well as descriptions of the features to look for in quality informational texts. Baer compiled an annotated bibliography of fiction and informational pairs that can be used for several historical topics and events. Baer concludes the study by saying that the included bibliography “barely scratches the surface on the many interesting pairings that can be made” (p. 294) for teaching history with trade books.

Alternatively, Gelzheiser et al. (2014) investigated the use of thematically related texts in relation to comprehension for students in grades three through seven. Gelzheiser

et. al. worked with small groups of struggling readers from high-poverty schools. Using state science and social studies standards, the researchers selected books grouped by content themes to introduce students to build knowledge and vocabulary. Researchers reviewed video recordings of teachers and students to determine progress. The researchers found that not only did students learn about the topic and respond more during discussion, they grew more confident and engaged. In addition, teachers became more enthusiastic and enjoyed the interactions with the student “starting a positive cycle of interaction” (p. 55). The researchers also discovered that with the increase of knowledge, students were better able to read and comprehend more complex texts.

Summary

Researchers have explored the benefits of teaching with historical fiction picture books (Hassett & Curwood, 2009, Youngs & Serafini, 2011, 2012), nonfiction books (Möller, 2013, Vent & Ray, 2007, Yopp & Yopp, 2012), and combining them into thematically related text sets (Baer, 2012, Stien & Beed, 2004, Gelzheiser, et. al., 2014). These studies explored the usefulness of these genres in the classroom, suggested teaching methods, and then showed benefits of combining the genres. Baer (2012) produced an annotated bibliography on topics appropriate for older students. She states that her list is only a small sample of pairings that can be made. This study will build on that observation and will culminate in an annotated bibliography of thematically related historical picture books and nonfiction books for use in social studies classes, with the intent to supplement or give additional perspective to topics, in an elementary school setting.

CHAPTER 3

PROJECT PROCEDURES

Inasmuch as Goudvis and Harvey (2012) and Yopp and Yopp (2012) suggested the use of informational texts for meeting the Common Core State Standards, and Goudvis and Harvey (2012) observed that less time is being spent on untested areas, such as history and social studies, an annotated bibliography that includes thematically related historical picture book and nonfiction text pairs may help teachers and librarians motivate students to read more. An annotated bibliography may help teachers quickly plan lessons around these thematically related text pairs to meet curriculum and Iowa Core Standards requirements.

Project Parameters

An annotated bibliography consisting of thematically related historical fiction picture book and nonfiction book pairs will provide teachers and librarians access to a list of books to engage students with reading about history. The books in the bibliography are limited to the genres of historical fiction picture books and nonfiction historical books that may be paired around common themes. Every effort was made to include books for each area required by the district curriculum and Iowa Core Standards. The target audience for this annotated bibliography is kindergarten through fifth grade teachers and students of a mid-sized Iowa elementary school. Books on the list are limited to those copyrighted in 2000 or later, with the exception of books that may have been published earlier, but have been reprinted after 2000. Classics published prior to 2000 that remain relevant to the curriculum were also included.

Project Format

This project takes the form of an annotated bibliography arranged by grade and theme, listing a picture book and a nonfiction book on the same theme. The bibliography follows the Modern Language Association formatting. The entry for each title includes, where possible:

- Grade level
- Unit and guiding question or theme of the Wonders Curriculum
- Iowa Core Standard
- A brief summary
- Copyright date
- Awards the title has won
- Indication of favorable reviews from professional journals
- Wilson's Children's Core Collection status, if available.

Project Procedures

Information on topics taught in social studies and history at this school supported an initial search. The Iowa Core Standards, as well as the school curriculum, were consulted in preparation for the search. The school is integrating math, social studies, music, and physical education into the new Wonders literacy program, using the literacy program as the pacing guide to create sequencing for each grade level incorporating each

unit's guiding question. The researcher used these sequences to search for books based on the literacy unit topics.

The researcher searched for historical fiction picture book and nonfiction titles meeting the parameters as listed above by reviewing:

- Professional organizations, such as:
 - National Council for the Social Studies, www.socialstudies.org/
 - Organization of History Teachers, <http://www.historians.org/about-aha-and-membership/affiliated-societies/organization-of-history-teachers>
 - American Historical Association, <http://www.historians.org/>
 - The World History Association, www.thewha.org/
 - National Council on Public History <http://ncph.org/cms/education/k-12-education/>
- History websites, such as:
 - Teachinghistory.org, <http://teachinghistory.org/>
 - Organization of American Historians, www.oah.org/
 - Other sites found during searches
- Wilson's Core Collection series (children's)
- Children's Literature Comprehensive Database
- SILO Locator – Iowa's interlibrary loan locator, <http://locator.silo.lib.ia.us/cgi-bin/search.cgi>
- World Cat, www.worldcat.org
- Library of Congress, <http://catalog.loc.gov/>
- Award winning picture book lists, such as:

- Pura Belpre Award
- Newbery Medal
- Coretta Scott King Book Awards
- ALA Book, Print & Media Awards,
<http://www.ala.org/awardsgrants/awards/browse/bpma?showfilter=no>
- ALA Recommended Print/Media List,
<http://www.ala.org/awardsgrants/awards/browse/rlist?showfilter=no>
- Other awards lists found during searches

The researcher is the teacher librarian who has knowledge of history topics taught at this school, and the Iowa Core Standards. I examined the essential questions in the literacy program to determine which units lend themselves to historical reference and then searched for historical fiction picture books and nonfiction books that illustrate each unit concept. I then examined Iowa Core Standards to find the standard that best fit the unit's essential question. An initial list for topic areas for which I attempted to locate book sets is in Appendix A. My intent was to create a list to supplement or give additional perspective to these units.

I researched books, using the above websites and search terms based on the essential questions and standards, while following a systematic approach to generate results and allowing me to draw on the accumulated expertise of the social studies, history, library and other fields. As the researcher I began with online searches for historical picture books in the library catalogs and on websites. I began my search on websites pertaining specifically to history and social studies as listed above. I found that these websites, if there were search capabilities at all, did not accommodate the type of

search that would allow me to input a specific topic or grade. For this reason, I searched the Children's Literature Comprehensive Database. There I was able to search with terms such as "historical fiction" and "picture book" and the topic derived from the Wonders program, such as community, transportation, inventions, nature, technology, "westward movement," traditions, immigration, and others. I assessed the titles I found for copyright, grade level, and content, by reading, physical inspection, or use of descriptions and reviews for those books I could not access at the time of this study. The Children's Literature Comprehensive Database listed awards for books and reviews from professional resources. I searched the web for library guides with lists of books in the topic areas I sought by searching with the terms, "libguide" and "historical fiction" (or nonfiction and a key word from the essential question or standard). I then searched for reviews and awards for these books, starting again with the Children's Literature Comprehensive Database.

Though I had planned to search for nonfiction and fiction books separately, my searches frequently brought up both, making it more efficient to search by topic first rather than genre. The books, though not always on the same topic, all related to the Wonders or Iowa Core topics, sometimes showing another perspective to that topic.

Once thematically related pairs were designated, I had to rethink how all of the collected information would fit into my final bibliography. I created a list of each Wonders unit essential question and/or theme, paired with the Iowa Core Standard to which I felt each unit relates (see Appendix A). This framework serves as a key, allowing me to simply list the unit and standard numbers, rather than compiling these within the body of the table, allowing viewers to focus more easily on the book data. In

the left column, I listed both the Wonders Unit and Iowa Core Standard to which the sources can be applied. The next column contains the bibliographic information and annotation for each book. The following column lists the grade and age recommendations for the book. Awards and reviews are listed in the final column. I felt this was the most user friendly arrangement for the intended audience.

I shared the bibliography and key with staff at my school, as well as the curriculum specialist. I also placed a link to them on the school library webpage, where other teacher librarians and classroom teachers will be able to access the information.

CHAPTER 4

ANNOTATED BIBLIOGRAPHY OF THEMATICALLY RELATED TEXT SETS

This bibliography was created for use with the social studies curriculum at one elementary school, using Wonders unit essential question and/or theme, paired with the Iowa Core Standard to which I felt each unit relates (see Appendix A). The left column contains the Wonders unit and Iowa Core Standard to which the sources can be applied. The second column contains the bibliographic information and annotation for each book. The third column lists the grade and age recommendations for the book. Awards are listed in the final column.

Table 1: *Historical Fiction Picture Book & Nonfiction Book Pairs*

Historical Fiction Picture Book & Nonfiction Book Pairs			
Unit/ Standard	Bibliographic Information	Grade /Age	Awards/Reviews
Kindergarten			
K.4.3 SS.K-2.H.4 Historical Fiction	Stewart, Sarah, David Small, and Lilian Rosenstreich. <i>The Gardener</i> . New York: Farrar Straus Giroux, 1997. A story of a Depression-era girl who is sent to the city to live with her uncle. She brings a suitcase full of seeds that she uses to transform attitudes and the neighborhood with flowers and a garden.	gr Pre- 2/ 4-11	Children's Book Sense 76 Picks, Bank Street College of Education:-Best Children's Books of the Year, -Books that Comfort Us, -Books to Read Aloud to Children of All Ages, Junior Master Gardener Program/American Horticulture Society-Growing Good Kids-Excellence in Children's Literature Awards, ALSC American Library Association-Notable Children's Books, SLJ-Best Books, Smithsonian Magazine's Notable Books for Children, Caldecott Honor Book, ABC Children's Booksellers Choices Award Winner, Christopher Award Winner, Cuffies: Children's Booksellers Choose Their Favorite (and not-so-favorite) Books of the Year Winner, Friends of American Writers Juvenile Literature Award

			Winner, Multiple State Award Nominations
K.4.3 SS.K-2.H.4 Nonfiction	Johnson, Jen Cullerton, and Sonia Lynn Sadler. <i>Seeds Of Change: Planting a Path to Peace</i> . New York: Lee & Low Books, 2010. Biography of Nobel Prize winning Kenyan Wangari Maathai, who started a Green Belt Movement to help plant millions of trees to restore the ecosystem.	gr 2-4/ 6-12	Coretta Scott King/John Steptoe Award for New Talent, Green Earth Book Award-Honor Book, ALA: Youth Media Award Winners
K.8.2 SS.K-2.H.2 Historical Fiction	Smith, Lane. <i>John, Paul, George & Ben</i> . New York: Hyperion Books for Children, 2006. Humorous story of five founding fathers and how childhood traits helped them as adults.	gr 2-5/ 5-10	California Young Reader Medal, Magnolia Award, US Books of the Year, Connecticut Book Awards, National Parenting Publications Award-Gold Book, Quill Awards-Nominee, Society of School Librarians International Book Awards-Honor Book
K.8.2 SS.K-2.H.2 Nonfiction	Coury, Tina Nichols., and Sally Wern Comport. <i>Hanging Off Jefferson's Nose: Growing up on Mount Rushmore</i> . New York: Dial Books for Young Reader, 2012. Tells the story of two generations of the Borglum family who carved the faces of the presidents on Mount Rushmore during the fourteen year project.	gr K-3/ 5-8	California Reading Association Eureka! Honor Book Award
K.10.1 SS.K-2.H.2 Historical Fiction	Lorbiecki, Marybeth, and K. Wendy Popp. <i>Sister Anne's Hands</i> . New York: Dial Books for Young Readers, 1998. Second grader, Anna, learns about racism when she notices her new teacher, Sister Anne, has the darkest skin she has ever seen.	gr 1-3/ 3-10	NCTE Children's Literature Assembly-Notable Children's Books in the Language Arts, National Council for the Social Studies-Notable Social Studies Trade Books for Young People, Storytelling World Resource Award
K.10.1 SS.K-2.H.2 Nonfiction	Rappaport, Doreen, and Bryan Collier. <i>Martin's Big Words: the Life of Dr. Martin Luther King, Jr.</i> New York: Hyperion Books for Children, 2001. A biography of the civil rights leader highlighted by King's own immortal words.	Gr 3-5/ 4-10	ABC Children's Booksellers Choice Award, Coretta Scott King Book Award, Great Lakes Great Books Award, Jane Addams Children's Book Award, Orbis Pictus Award for Outstanding Nonfiction for Children Honor Book, Randolph Caldecott Medal, Storytelling World Resource Award Honor Book

First Grade			
1.3.4 SS.K-2.H.1 Historical Fiction	Hopkinson, Deborah, John Hendrix, and Charles Dickens. <i>A Boy Called Dickens</i> . New York,: Schwartz & Wade Books, 2012 Twelve year old Charles Dickens works long days in a factory, distracting his thoughts of hunger and boredom by dreaming up stories in 19th century London. The story touches on child labor and social reform.	gr 3-9/ 4-10	Booklist Best Children's Book of the Year
1.3.4 SS.K-2.H.1 Nonfiction	McKendry, Joe. <i>One Times Square: a Century of Change at the Crossroads of the World</i> . Jaffrey, NH: David R. Godine, 2011. Introduces Times Square, how it got its name, and how it has changed from the 1800's to the present.	gr 5-8 6-14	Kirkus Review-Best Children's Books, NY Times-Best Illustrated Children's Books of the Year
1.3.6 1.5.3 SS.K-2.H.5 Historical Fiction	Kulling, Monica, and Marie Lafrance. <i>The Tweedles Go Electric</i> . Toronto: Groundwood Books, 2014. In 1903 the Tweedles buy an electric car rather than buying a gas-guzzler, bringing ridicule from their neighbors.	gr K-3/ 3-12	Finalist: Amelia Frances Howard-Gibbon Award
1.3.6 SS.K-2.H.5 Nonfiction	Yolen, Jane, and Jim Burke. <i>My Brothers' Flying Machine: Wilbur, Orville, and Me</i> . New York: Little, Brown, 2003. The story of the Wright brothers as told by their sister, Katharine.	gr 1-5/ 6-11	International Reading Association Teachers' Choice,
1.5.3 SS.K-2.H.5 Nonfiction	Brown, Don. <i>Odd Boy out: Young Albert Einstein</i> . Boston: Houghton Mifflin Co., 2004. The odd boy at school, not only because he was Jewish, but also because he puzzled his teachers, Einstein excelled in math and science. He was indifferent to other topics, yet came up with unique ideas, even as a child.	gr 2-6/ 4-12	Booklist-Notable Children's Books, NCSS-Notable Social Studies Trade Books for Young People

Second Grade			
2.3.3 SS.K-2.H.4 Historical Fiction	Bradby, Marie, and Chris K. Soentpiet. <i>More Than Anything Else</i> . New York: Orchard Books, 1995. Nine year old Booker T. Washington works at the salt works, but wants more than anything else to learn to read.	gr PreK-3/ 5-8	Children's Literature Choice Award, International Reading Association-Teachers' Choices, Multiple state Awards and Nominations, IRA Children's and Young Adults' Book Award International Winner
2.3.3 SS.K-2.H.4 Nonfiction	McCully, Emily Arnold. <i>Marvelous Mattie: How Margaret E. Knight Became an Inventor</i> . New York: Farrar, Straus, Giroux, 2006. Already an experienced inventor by age 12, Mattie designed a shield to make textile looms safer for workers. Knight was the first woman to receive a U.S. patent and became known as "The Lady Edison".	Gr K-3/ 4-12	NCSS-Notable Social Studies Trade Books for Young People, SB&F Prize for Excellence in Science
2.4.2 SS.K-2.H.6 Historical Fiction	Yin, and Chris K. Soentpiet. <i>Coolies</i> . New York: Philomel Books, 2001. Chinese immigrants, called Coolies, help build the railroad, suffering discrimination and dangerous conditions in 1869 Utah.	gr 1-4/ 5-9	ALSC American Library Association-Sharing Cultures: Asian American Children's Authors, Asian Pacific American Award for Literature-Honorable Mention, International Reading Association Children's Book Award, IRA Children's and Young Adults' Book Award, Parents' Choice Award-Gold
2.4.2 SS.K-2H.6 Nonfiction	Branley, Franklyn M., Megan Lloyd. <i>Volcanoes: Let's Read and Find Out Science 2</i> . New York: Harper Collins, 2008. What is a volcano? Why does it erupt? What happens to the earth when a volcano erupts?	gr PreK-4/ 4-9	
2.5.2 SS.K-2.H.4 Historic Fiction	<i>One Thousand Tracings: Healing the Wounds of World War II</i> . New York: Hyperion Books for Children, 2007. After WWII, a Midwestern farm girl tells how over 3000 German survivors sent tracings of their feet. The family would use these tracings	gr 3-6/ 5-10	IRA Children's and Young Adults' Book Award International Winner, Jane Addams Children's Book Award Honor Book, National Parenting Publications Award Gold Book, Society of School Librarians International Book Awards

	to collect donations of shoes. They sent care packages of shoes and other items.		Best Book, Storytelling World Resource Award,
2.5.2 SS.K-2.H.2 Nonfiction	Bridges, Ruby. <i>Ruby Bridges Goes to School: My True Story</i> . New York: Scholastic Inc., 2009. Six year old Ruby was the first to integrate all white schools, attending classes alone when all the other parents pulled their children rather than have them attend with a black child.	gr PreK- 3/4-8	
2.5.3 SS.K-2.H.4 Historical Fiction	Beaty, Andrea, and David Roberts. <i>Rosie Revere, Engineer</i> . New York: Abrams Books for Young Readers 2013. Rosie tries to build a flying machine for her great-great aunt Rose (Rosie the Riveter) but feels like she has failed when it only hovers.	gr K-2/ 3-8	Little Rebels Children's Book Award for Radical Children's Fiction-Shortlist
2.5.3 SS.K-2.H.4 Nonfiction	Mortenson, Greg, and Susan L. Roth. <i>Listen To the Wind: the Story of Dr. Greg and Three Cups of Tea</i> . New York: Dial Books for Young Readers, 2009. How one man helped to bring schools to remote areas of Pakistan, and the struggles to make it happen.	gr K-4/ 5-11	Children's Choice Book Award-Finalist, Indies Choice Book Award-Honor Book, Indies Choice Picture Book Hall of Fame-Honor
2.5.6 SS.K-2.H.4 Historical Fiction	Fern, Tracey E., and Lauren Castillo. <i>Buffalo Music</i> . New York: Clarion Books, 2008. In the late 1800's Mary Ann Goodnight, a Texas pioneer, helps rebuild the buffalo population by creating one of the first captive buffalo herds.	gr PreK-4/ 4-11	IRA Children's and Young Adults' Book Award-Notable Book
2.5.6 SS.K-2.H.4 Nonfiction	Brill, Marlene Targ., and Joanne H. Friar. <i>Margaret Knight: Girl Inventor</i> . Brookfield, CT: Millbrook Press, 2001.	gr 2-5/ 5-11	NCSS-Notable Social Studies Trade Books for Young People

	In the 1800's twelve year old Mattie worked in a textile mill seeing women severely injured by the shuttle. She invented a shield to make the looms safer.		
2.6.5 SS.K-2.H.5	Yamada, Kobi et al. <i>What Do You Do with an Idea?</i> . Seattle, WA: Compendium Kids, 2013. A child and his confidence grow as his brilliant idea grows, until something remarkable happens.	gr PreK-2/ 4-8	Independent Publisher Book Award-Gold, Moonbeam Children's Book Award-Gold, Scanduizzi Children's Book Award
2.6.5 SS.K-2.H.5 Nonfiction	Berne, Jennifer, and Vladimir Radunsky. <i>On a Beam of Light: a Story of Albert Einstein</i> . San Francisco: Chronicle Books, 2013. Chronicles Einstein's life as a three year old who didn't speak, to a renowned and respected scientist and inventor.	gr 1-3/ 5-10	Washington Post Best Kid's Books, Mind the Gap Award,
Third Grade			
3.1.5 SS.3-5.H.6 Historical Fiction	McCully, Emily Arnold., Jay Colvin, and Robin Gourley. <i>Squirrel And John Muir</i> . New York: Farrar Straus Giroux, 2004. Floy, nicknamed Squirrel, and her father move to Yosemite Valley, open a hotel, and hire John Muir. Squirrel is fascinated by Muir's interest in nature.	gr K-4/ 4-12	Giverny Book Award
3.1.5 SS.3-5.H.6 Nonfiction	Rosenstock, Barb, and Mordicai Gerstein. <i>The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and Our National Parks</i> . New York: Dial Books for Young Readers, 2012. In 1903 Roosevelt and John Muir camp in Yosemite, leading to the establishment of US national parks.	gr 1-3/ 7-11	John and Patricia Beatty Award
3.2.2 SS.3-5.H.3	Fleischman, Paul, and Bagram Ibatoulline. <i>The Matchbox Diary</i> .	gr 1-4/ 6-10	Children's Literature and Reading Special Interest Group IRA-Notable Books for a Global Society, International

Historical Fiction	Somerville MA: Candlewick Press, 2013. When visiting her grandfather, a young girl learns about his past as he explains what memory from his history each matchbox holds, from living in Italy to immigrating to the United States.		Reading Association-Teachers' Choices, Multiple State Awards
3.2.2 SS.3-5.H.3 Nonfiction	Bial, Raymond. <i>Tenement: Immigrant Life on the Lower East Side</i> . Boston: Houghton Mifflin, 2002. A look at the living conditions of new German, Italian, Jewish, and Irish immigrants in New York City's tenements during peak immigration using words and pictures.	gr 4-8/ 8-13	Bank Street College of Education-Best Children's Books of the Year, H.W. Wilson- Children's Catalog-Middle and Junior High School Catalog, NCSS- Notable Social Studies Trade Books for Young People, Special Interest Group of the International Reading Association-Best Books, Orbis Pictus Award for Outstanding Nonfiction for Children/Booklist,-Starred Review, Children's Literature, Kirkus Reviews, The Bulletin of the Center for Children's Books, Publishers Weekly
3.3.2 SS.3-5.H.3 Historical Fiction	Johnson, Angela, and Eric Velasquez. <i>A Sweet Smell of Roses</i> . New York: Simon & Schuster Books for Young Readers, 2005. Simon & Schuster Books for Young Readers, 2005. Two sisters sneak out one night to see Martin Luther King, Jr. speak and prepare for a march. Tells of the participation of children in the Civil Rights movement of the 1960's.	gr K-3/ 5-10	
3.3.2 SS.3-5.H.3 Nonfiction	Kamkwamba, William, Bryan Mealer, and Elizabeth Zunon. <i>The Boy Who Harnessed the Wind</i> . New York: Dial Books for Young Readers, 2012. After his village is struck by drought, 14-year-old William Kamkwamba spends time in the library learning how to build, and then building a windmill to bring electricity to his village.	gr 1-8/ 4-16	Books for Students K-12, Amazon Editors' Picks: Best Books of the Year
3.3.5 SS.3-5.H.6	Hopkinson, Deborah, and Nancy Carpenter. <i>Apples To Oregon: Being</i>	gr K-4/ 4-12	Bank Street College of Education-Best Children's Books of the Year, H. W.

Historical Fiction	<p><i>the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) across the Plains.</i> New York: Atheneum Books for Young Readers, 2004.</p> <p>A family in the 1800's moves from Iowa to Oregon carrying fruit tree saplings.</p>		Wilson-Children's Catalog, Cooperative Children's Book Center-Choices, American Library Association ALSC-Notable Children's Book, Publishers Weekly Best Children's Books, Indiana Library Federation-Read Alouds Too-Good-To-Miss, School Library Journal Best Books, Multiple State Award Nominations and Awards, Golden Kite Award Book, Western Writers of America Spur Award/SLJ-Starred Review, Booklist-starred review, Publisher's Weekly-Starred Review, NY Times, Philadelphia Inquirer, Kirkus Reviews-starred review, BookHive, Children's Literature, Cooperative Children's Book Center Choices, The Bulletin of the Center for Children's Books
3.3.5 SS.3-5.H.6 Nonfiction	<p>Murphy, Patricia J. <i>Journey Of a Pioneer.</i> New York: DK Pub., 2008.</p> <p>Written in journal style, a young girl tells of her six month journey from Missouri to Oregon in a wagon train.</p>	gr 1-3/ 6-8	Cybils Awards Finalist
3.4.4 SS.3-5.H.7 Historical Fiction	<p>Bildner, Phil, and John Holyfield. <i>The Hallelujah Flight.</i> New York: G.P. Putnam's Sons, 2010.</p> <p>Set in the depression-era, pilot James Banning with co-pilot and mechanic, Thomas Allen, the first African-Americans to fly across the USA, deal with discrimination and support along the way.</p>	gr K-4/ 5-8	Bank Street College of Education-Best Children's Books of the Year, Kiddo Award
3.4.4 SS.3-5.H.7 Nonfiction	<p>Fleming, Candace, and Jessica Hische. <i>Amelia Lost: the Life and Disappearance of Amelia Earhart.</i> New York: Schwartz & Wade Books, 2011.</p> <p>Not only a biography of Amelia Earhart, Fleming looks at women in aviation, Earhart's final flight, and the search to find her.</p>	gr 4-9/ 8-14	Notable Children's Books, NCTE Children's Literature Assembly-Notable Children's Books in the Language Arts, ALSC American Library Association-Notable Children's Books, Washington Post Best Kid's Books, Cybils Awards, Mind the Gap Award, Orbis Pictus Award for Outstanding Nonfiction for Children,

3.4.5 SS.3-5.H.3 Historical Fiction	Blake, Robert J., and Patricia Lee. Gauch. <i>Togo</i> . New York: Philomel Books, 2002. Togo is the lead sled dog on a dangerous trip to deliver serum to Nome, Alaska in order to stop a diphtheria epidemic in 1925.	gr K-5/ 5-12	Bank Street College of Education-Best Books of the Year, Association-Teachers' Choices, Parents' Choice Award-Silver, Multiple States Award Awards
3.4.5 SS.3-5.H.3 Nonfiction	Miller, Debbie S., and Jon Van Zyle. <i>The Great Serum Race: Blazing the Iditarod Trail</i> . New York: Walker & Co., 2002. Sled dogs race 600 miles from Anchorage to Nome, Alaska to deliver serum for diphtheria victims in 1925 through subzero temperatures and blizzard conditions.	Gr 2-6/ 7-10	NCSS-Notable Social Studies Trade Books for Young People, Children's Crown Award-Honor Book, Orbis Pictus Award for Outstanding Nonfiction for Children
Fourth Grade			
4.3.2 SS.3-5.H.2 Historical Fiction	Stroud, Bettye, and Erin Susanne Bennett. <i>The Patchwork Path: a Quilt Map to Freedom</i> . Cambridge, MA: Candlewick Press, 2005. Before she dies, Hannah's mother teaches her to read the symbols on the quilt as a map to help her and her father to escape to Canada with the underground railroad.	gr K-4/ 4-9	Multiple State Awards, Comstock Read Aloud Book Award Honor Book, Gustavus Myers Center for the Study of Bigotry and Human Rights Outstanding Book, Honorable Mention, Oppenheim Toy Portfolio Gold Award Winner
4.3.2 SS.3-5.H.2 Nonfiction	Christensen, Bonnie. <i>The Daring Nellie Bly: America's Star Reporter</i> . New York: Knopf, 2003. At the turn of the 20th century, Nellie Bly was an investigative newspaper reporter who traveled around the world and wrote about women's and children's living conditions, orphans and the mentally ill in institutions, was a WWI reporter, and an advocate for women's rights.	gr 2-8/ 5-12	ALA Social Responsibilities Round Table-Amelia Bloomer List, Booklist Top 10 Biographies for Youth, Dorothy Canfield Fisher Children's Book Award Nominee, Orbis Pictus Award for Outstanding Nonfiction for Children
4.3.3 SS.3-5.H.3	Zee, Ruth Vander, and Roberto Innocenti. <i>Erika's Story</i> . Mankato, MN: Creative Editions, 2003.	gr 3-8/ 8-12	Flicker Tale Children's Book Award Nominee

Historical Fiction	Parents give their infant daughter a chance at life by throwing her from the train taking them to a concentration camp in 1944 Germany.		
4.3.3 SS.3-5.H.3 Nonfiction	Deedy, Carmen Agra., Wilson Kimeli, Naiyomah, and Thomas Gonzalez. <i>14 Cows for America</i> . Atlanta, GA: Peachtree Publishers, 2009. Upon returning home to Kenya, Naiyomah tells his village about the attack in New York City on September 11, 2001. The village elders bless the cows and offer them to the people of America.	gr 2-4/ 4-13	Children's Literature Special Interest Group IRA-Notable Books for a Global Society, Multiple State Book Awards, Comstock Read Aloud Book Award, Cuffies: Children's Booksellers Choose Their Favorite (and not-so-favorite) Books of the Year, Cybils Awards Finalist, E.B. White Read Aloud Award Honor Book, Parent's Choice Award-Gold, Society of School Librarians International Book Awards-Honor Book
4.4.5 SS.3-5.H.7 Historical Fiction	Jenkins, Emily, and Sophie Blackall. <i>A Fine Dessert: Four Centuries, Four Families, One Delicious Treat</i> . New York: Schwartz & Wade Books, 2015. Four families, one hundred years apart, prepare the same desert, showing the changes in technology in the kitchen.	gr K-2/ 4-9	
4.4.5 SS.3-5.H.7 Nonfiction	Dooling, Michael. <i>Young Thomas Edison</i> . New York: Holiday House, 2005. Biography of Edison covering from his youth with his own lab at age 9 to his life as a successful inventor.	gr 1-3/ 4-12	NCSS-Notable Social Studies Trade Books for Young People, Black-Eyed Susan Book Award, Children's Crown Award Nominee
4.5.2 SS.3-5.H.1 Historical Fiction	Bunting, Eve, and Ronald Himler. <i>Train To Somewhere</i> . New York: Clarion Books, 1996. Marianne is the last of fourteen children from New York on an orphan train to be adopted by an elderly couple in Somewhere, Iowa.	gr 2-5/ 5-10	
4.5.2 SS.3-5.H.1 Nonfiction	Mackall, Dandi Daley., and Chris Ellison. <i>Rudy Rides the Rails: a Depression Era Story</i> . Chelsea, MI: Sleeping Bear Press, 2007.	gr 3-6/ 4-14	NCSS-Notable Social Studies Trade Books for Young People, Delaware Diamonds Nominee, Emphasis on Reading Nominee

	During the depression era 1932, thirteen year old Rudy decides to travel from Ohio to California riding the rails like a hobo.		
4.5.5 4.6.2 SS.3-5.H.1 Historical Fiction	Siebert, Diane, and David Frampton. <i>Rhyolite: The True Story of a Ghost Town</i> . New York: Clarion Books, 2003. Rhyolite was a thriving mining town during the gold rush growing to 10,000 people after a gold strike, then dying out within a few years to become a ghost town. Told in iambic tetrameter couplets.	gr 2-4/ 4-12	Red Clover Award, Society of School Librarians International Book Awards Honor Book
4.5.5 SS.3-5.H.1 Nonfiction	Rumford, James. <i>Sequoyah: The Cherokee Man Who Gave His People Writing</i> . Boston: Houghton Mifflin Co., 2004. Written in English and Cherokee, this biography tells the story of Sequoyah, who created 84 symbols to represent the written word for the Cherokee Nation. These were then used to write books and newspapers.	gr 1-4/ 5-9	Bank Street College of Education-Best Children's Books of the Year, NCTE Children's Literature-Notable Children's Books in the English Language Arts, SLJ-Best Books, Children's Crown Award Nominee, Jane Addams Children's Book Award-Honor Book, Norman A. Sugarman Children's Biography Award, Robert F. Sibert Informational Book Medal
4.6.2 SS.3-5.H.8 Nonfiction	Castrovilla, Selene, and Bill Farnsworth. <i>By The Sword: a Young Man Meets War</i> . Honesdale, PA: Calkins Creek Books, 2007. During the American Revolution, Headmaster Tallmadge decides it is time for him to join George Washington's Army.	gr 4-6 10-18	International Reading Association-Notable Books, Moonbeam Children's Book Award
4.6.1 SS.3-5.H.3 Historical Fiction	Baker, Jeannie. <i>Mirror</i> . Somerville, MA: Candlewick Press, 2010. Using a unique layout, Mirror compares the daily life of two families, one in Sydney, Australia, the other in a North African village.	gr PreK-4/ 5-10	Children's Literature and Reading Special Interest Group IRA-Notable Books for a Global Society, Prairie Bud Award, Western Australian Young Readers' Book Award, Canberra's Own Outstanding List, Kids Own Australian Literature Awards, Middle East Book Award Winner (USA), Mind the Gap Award Winner (USA), Oppenheim Toy Portfolio Award, Picture Book of the Year Winner (Australia), Young

			Australians' Best Book Award-Shortlist (Australia)
4.6.1 SS.3-5.H.3 Nonfiction	Reynolds, Jan. <i>Celebrate!: Connections among Cultures</i> . New York: Lee & Low Books, 2006. Compares the traditions and celebrations of countries from around the world with those in America.	gr 3-5/ 5-12	Bank Street College of Education-Best Children's Books of the Year
4.6.6 SS.3-5.H.4 Historical Fiction	Burleigh, Robert, and Wendell Minor. <i>Into The Woods: John James Audubon Lives His Dream</i> . New York: Atheneum Books for Young Readers, 2003. Poetic text tells how Audubon went against his father's wishes for him to become a shopkeeper, instead becoming a woodsman and renowned artist	gr 2-8/ 6-14	National Science Teachers Association-Outstanding Science Trade Books for Students K-12, Connecticut Book Awards-Winner
4.6.6 SS.3-5.H.4 Nonfiction	Rappaport, Doreen, and C. F. Payne. <i>To Dare Mighty Things the Life of Theodore Roosevelt</i> . New York: Disney-Hyperion, 2013. At the request of his father, sickly Teddie tries to strengthen his body to be as strong as his mind, enabling him to pursue a wide range of interests, ultimately becoming president.	gr 3-5 7-12	Bank Street College of Education-Best Children's Books of the Year
Fifth Grade			
5.3.1 SS.3-5.H.3 Historical Fiction	Weber, Elka, and Adam Gustavson. <i>The Yankee At the Seder</i> . Berkeley: Tricycle Press, 2009. Jewish Yankee in occupied South after Lee's surrender spends Passover with a Southern family to the irritation of the family's 10 year old son.	gr 2-5/ 7-10	Sydney Taylor Book Award-Honor Book

<p>5.3.1 SS.3-5.H.3 Nonfiction</p>	<p>Brown, Monica, and López Rafael. <i>My Name Is Celia: the Life of Celia Cruz = Me Llamo Celia: La Vida De Celia Cruz</i>. Flagstaff, AZ: Rising Moon, 2004. This bilingual biography tells the story of Cruz as she began singing in Havana, then came to the United States as a refugee, facing racial discrimination, but remained positive, becoming famous in the United States.</p>	<p>gr 2-4/ 8-12</p>	<p>Americas Award for Children's and Young Adult Literature, Pura Belpre Award-Honor Book</p>
<p>5.3.4 SS.3-5.H.4 Historical Fiction</p>	<p>Elvgren, Jennifer Riesmeyer, and Fabio Santomauro. <i>The Whispering Town</i>. Holland, OH: Dreamscape Media, 2015. A Danish family hides a Jewish family in their cellar while waiting for a boat to take them to Sweden.</p>	<p>gr 2-4/ 5-10</p>	<p>Jane Addams Children's Book Award-Honor Book, National Jewish Book Award-Finalist, Sydney Taylor Book Award-Honor</p>
<p>5.3.4 SS.3-5.H.4 Nonfiction</p>	<p>Stone, Tanya Lee., and Marjorie Priceman. <i>Who Says Women Can't Be Doctors?: the Story of Elizabeth Blackwell</i>. New York: Christy Ottaviano Books/Henry Holt and Co., 2013. Elizabeth Blackwell dealt with ridicule and broke through barriers to become the first female physician.</p>	<p>gr K-3/ 4-9</p>	<p>Booklist Top 10 Biographies for Youth,</p>
<p>5.3.6 SS.3-5.H.6 Historical Fiction</p>	<p>Floca, Brian. <i>Locomotive</i>. New York: Atheneum Books for Young Readers, 2013. A story of the making of the transcontinental railway, the structure of the locomotive's mechanics, and crew member tasks during a trip from Omaha to Sacramento just after the Civil War.</p>	<p>gr K-7/ 6-9</p>	<p>Bank Street College of Education-Best Children's Books of the Year, Booklist Editors Choice: Books for Youth, - Lasting Connections, -Top of the List, International reading Association- Teachers' Choices, Orbis Pictus Award for Outstanding Nonfiction for Children, Randolph Caldecott Medal, Robert F. Sibert Informational Book Medal-Honor Book,</p>
<p>5.3.6 SS.3-5.H.6 Nonfiction</p>	<p>Pringle, Laurence P., Cornelius Van Wright, and Ying-Hwa Hu. <i>American Slave, American Hero: York of the Lewis and Clark Expedition</i>.</p>	<p>gr 3-5/ 7-11</p>	<p>Sequoyah Book Award, Society of School Librarians International Book Awards-Honor Book</p>

	Honesdale, PA: Calkins Creek Books, 2005. Biography of Clark's personal slave who gave invaluable service during the Lewis & Clark expedition. The account is as accurate as can be expected coming from accounts in expedition journals written by others on the expedition.		
5.5.1 SS.3-5.H.2 Historical Fiction	Bunting, Eve, and Chris K. Soentpiet. <i>So Far From the Sea</i> . New York: Clarion Books, 1998. A Japanese-American girl preparing to move from California to Boston with her family visits her grandfather's grave and the site of the internment camp where 10,000 Japanese Americans were relocated during World War II.	gr 2-6/ 5-12	Bank Street College of Education-Best Children's Books of the Year, NCSS-Notable Social Studies Trade Books for Young People, Friends of Children and Literature (FOCAL) Award, Once Upon A World Children's Book Award, Society of School Librarians International Book Awards-Honor
5.5.1 SS.3-5.H.2 Nonfiction	Malaspina, Ann, Steve James, and Nick Tiemersma. <i>Heart On Fire: Susan B. Anthony Votes for President</i> . Chicago, IL: Albert Whitman & Co., 2012. Anthony is jailed and fined \$100 after voting in a presidential election.	gr 2-4 5-10	ALA Social Responsibilities Round Table-Amelia Bloomer List
5.5.2 SS.3-5.H.3 Historical Fiction	Yamasaki, Katie. <i>Fish For Jimmy: Inspired by One Family's Experience in a Japanese American Internment Camp</i> . New York: Holiday House, 2013. After Japan bombed Pearl Harbor, a family with two sons is relocated to an internment camp. The older brother sneaks from the camp each night to get fish for his younger brother.	gr 1-5/ 5-10	Bank Street College of Education-Best Children's Books of the Year, Oppenheim Toy Portfolio Award
5.5.2 SS.3-5.H.3 Nonfiction	Cooper, Michael L. <i>Fighting For Honor: Japanese Americans and World War II</i> . New York: Clarion Books, 2000. Told with many first person accounts, depicts the treatment of Japanese	gr 5-12 9+	NCSS-Notable Social Studies Trade Books for Young People, YALSA Best Books for Young Adults

	Americans during WWII after Pearl Harbor - from their being transported by train to an internment camp to the battlefield with the all-Asian 100th Infantry Battalion, during a time when Japanese American men were expected to show loyalty by enlisting.		
5.5.3 SS.3-5.H.6 Historical Fiction	Godkin, Celia. <i>Hurricane!</i> Markham, Ont.: Fitzhenry & Whiteside, 2008. A Florida coastal town prepares for, is struck by, and rebuilds after a hurricane.	gr 1-6/ 6-12	Resource Link-Best of 2008 list- Rating: Excellent,
5.5.3 SS.3-5.H.6 Nonfiction	Ehrlich, Amy, and Wendell Minor. <i>Rachel: The Story of Rachel Carson</i> . San Diego: Harcourt, 2003. Biography of a scientist, writer, and nature lover who brought about the beginning of the environmental movement.	gr PreK-5/ 5-14	Science Books & Films-Best Books for Children, Bank Street College of Education-Best Children's Books of the Year, NCSS-Notable Social Studies Trade Books for Young People, NSTA-Outstanding Science Trade Books for Students K-12
5.6.1 SS.3-5.H.2 Historical Fiction	Hesse, Karen, and Wendy Watson. <i>The Cats in Krasinski Square</i> . New York: Scholastic Press, 2004. The Jewish resistance uses cats to thwart the Nazi's efforts to prevent food from being smuggled into the ghettos.	gr2-5/ 5-11	Bank Street College of Education-Best Children's Books of the Year, National Council for the Social Studies-Notable Social Studies Trade Books for Young People, Koret Jewish Book Award Winner, Parents' Choice Award-Gold, Sydney Taylor Book Award-Honor Book, Time of Wonder Children's Book Award-Honor Book,
5.6.1 SS.3-5.H.2 Nonfiction	Mochizuki, Ken, and Dom Lee. <i>Passage To Freedom: the Sugihara Story</i> . New York: Lee & Low Books, 1997. The story of Chiune Sugihara is told in the voice of his young son, Hiroki. Sugihara, the Japanese Schindler, who was Japanese consul in Lithuania personally hand wrote hundreds of visas allowing Polish Jews to escape the Nazis, though denied by his government to do so. Sugihara's efforts saved thousands of Jews.	gr 3-8/ 4-12	Bank Street College of Education-Best Children's Books of the Year, Association of Jewish Librarians-Best of the Bunch, NCTE Children's Literature Assembly-Notable Children's Books in the Language Arts, ALSC American Library Association-Notable Children's Books, NCSS-Notable Children's Trade Books in the Field of the Social Studies, NCSS-Notable Social Studies Trade Books for Young People, Parenting-Reading Magic Award, ALSC American Library Association-Sharing Cultures: Asian American Children's Authors,

			Smithsonian Magazine's Notable Books for Children, ABC Children's Booksellers Choices Award, Jane Addams Children's Book Award, Parents' Choice Award-Gold, Society of School Librarians International Book Awards
5.6.3 SS.3-5.H.6 Historical Fiction	Phelan, Matt. <i>The Storm in the Barn</i> . Somerville, MA: Candlewick Press, 2009. Suspenseful graphic novel tells the story of an eleven-year-old boy who in 1937 Kansas during the Dust Bowl deals with dust dementia.	gr 5-8/ 8-14	Booklist Editors Choice: Books for Youth, YALSA Great Graphic Novels for Teens, Scott O'Dell Award for Historical Fiction, Multiple State Awards
5.6.3 SS.3-5.H.6 Nonfiction	Sandler, Martin W. <i>The Dust Bowl Through the Lens: How Photography Revealed and Helped Remedy a National Disaster</i> . New York: Walker & Co., 2009. Photo essay cites some factors that contributed to this natural disaster that forced hundreds of thousands of people to desert their farms in the Southeast during the depression.	gr 5-9 10-18	NCTE Children's Literature-Notable Children's Books in the Language Arts, Parents' Choice Award
5.6.4 SS.3-5.H.2 Historical Fiction	Say, Allen. <i>Home Of the Brave</i> . Boston: Houghton Mifflin, 2002. After going down a rapids in a kayak, a young Japanese American finds himself in a desert near a fenced area and discovers it is a Japanese American Internment camp from WWII time.	gr 5-9/ 6-12	
5.6.4 SS.3-5.H.2 Nonfiction	Cooper, Michael L. <i>Indian School: Teaching the White Man's Way</i> . New York: Clarion Books, 1999. In 1879 eighty-four Sioux children are removed from their family homes and placed in government run Indian schools, had their names changed, and taught the ways of the white men, including dress and hair.	gr 4-8/ 8-13	Bank Street College of Education-Best Children's Books of the Year, NCSS-Notable Social Studies Trade Books for Young People

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Problem and Purpose

Teachers do not have a readily available list of historical fiction books and nonfiction books to help meet Iowa Core Standards and the social studies curriculum requirements at my elementary school. Teachers may benefit from having an annotated bibliography of paired sets of historical fiction picture books and nonfiction books to help teach social studies topics. Therefore, the purpose of this project is to develop an annotated bibliography of thematically related historical fiction picture books and nonfiction books that align with the curriculum and assist in teaching social studies in elementary classrooms.

Conclusions

The researcher identified pairs of historical fiction and nonfiction books related to the school curriculum that also met the Iowa Core Standards for each unit identified as lending itself to history. One challenge in completing this bibliography was to find books on a wide range of topics to meet one school's units based on social studies standard for grades K-5. Some of the units, such as how life was different long ago or how people can help in their community, had many options from which to choose. Others, such as how the earth's physical features have changed, were limited. For this particular topic, there were more nonfiction than historical fiction books available. Limiting historical fiction to picture books further limited the selection. I chose a nonfiction book about volcanoes and a historical fiction picture book about building the transcontinental

railroad, giving another perspective. Yin's *Coolies* showed how humans changed earth's physical features.

This project also provided an opportunity to select the best books. All of the books selected received at least one favorable review from a professional resource, and some received multiple positive reviews. Many titles were also award winners. On those topics with multiple qualifying books, the best were selected based on the relevance to the curricular topic, grade level, reviews, awards, and the researcher's knowledge of what would most appeal to the students.

Further, this project required identification of the genre of narrative nonfiction. At first many of the titles identified in nonfiction searches were biographies. Although I did not exclude biographies, I wanted a wider range of books for nonfiction selection, so I continued to search for books that were narrative nonfiction.

Finding lesser known topics presented a challenge. Also, there were many titles, both historical fiction and nonfiction dealing with the Holocaust, African slaves, and the Wright Brothers. Not to discount these topics, but because students have repeatedly read and created projects on these topics, I chose to search for titles on other topics that would broaden student knowledge of events that happened during that time. With titles I chose, students will learn about York, a slave who was invaluable to the Lewis and Clark expedition; Native Americans who were removed from families to attend schools hundreds of miles away to learn how to talk and dress like Europeans; Chinese immigrants who helped build America's railroads; a Union soldier who celebrated a religious holiday with a Southern family; American citizens of Japanese heritage who were sent to internment camps; Sugihara, a Japanese hero who helped several thousand

Jews escape the Germans; Jewish resistance who helped many other Jews who were confined to ghettos; an African-American pilot who flew across the United States, and other stories that will enrich and give a more personal side to history.

When creating this bibliography, I found it useful to think beyond the common topics, finding lesser known accounts for historical periods. I also considered the friendlier form of narrative nonfiction that will help my students not only learn the facts, but more deeply understand through developing empathy with people in the time period being studied.

Finally, flexibility was required in sharing and adapting the project to teachers' needs. Iowa recently adopted new core standards for social studies, and our school changed the literacy and social studies curriculums. After attending a planning meeting with the social studies department, I decided that it would be very helpful for the teachers to have a list of books that would meet both the Iowa Core Standards and literacy curriculum requirements. I examined the literacy units' essential questions and combined them with social studies standards for history. The final result is this project's annotated bibliography.

Recommendations

This researcher recognized limitations of this study in that it was restricted to the social studies curriculum of one elementary school. One recommendation for further research would be to identify pairs of texts that would be beneficial in other areas of the curriculum.

Grade level recommendations were taken into account when selecting books for this project. Another area for future review would be to select additional books for each

unit that are above and below grade level to diversify the list to meet the needs of all of the students in the class.

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APPENDIX A

This list is comprised of Grade Level, Wonders Literacy Units, and Iowa Core Social Studies Standards for history.

Gr.K

Unit 4.3 How can people help to make your community better?

[SS.K-2.H.4] Essential Concept and/or Skill: Understand individuals and groups within a society may promote change or the status quo.

Unit 8.2 What do you know about our country?

[SS.K-2.H.2] Understand national symbols through which American values and principles are expressed.

Unit 10.1 What can happen when we work together?

[SS.K-2.H.2] Understand factors that contribute to disputes or cooperation in groups and nations.

Gr.1

Unit 3.4 How is life different than it was long ago?

[SS.K-2.H.1] Understand past, present, and future time in relation to historical events.

Unit 3.6 What can happen over time?

[SS.K-2.H.5] Understand changes in transportation and communication and their effects.

Unit 5.3 What inventions do you know about?

[SS.K-2.H.5] Understand the development of technological innovations and their economic effects.

Gr.2

Unit 3.3 How can people help out their community?

[SS.K-2H.4] Essential Concept and/or Skill: Understand individuals and groups within a society may promote change or the status quo.

Unit 4.2 How does the earth change?

[SS.K-2H.6] Understand that the earth's physical features have changed over time.

Unit 5.2 How do people get along?

[SS.K-2.H.2] Understand factors that contribute to disputes or cooperation in groups and nations.

Unit 5.3 What do heroes do?

[SS.K-2H.4] Essential Concept and/or Skill: Understand individuals and groups within a society may promote change or the status quo.

Unit 5.6 How can people make a difference?

[SS.K-2H.4] Essential Concept and/or Skill: Understand individuals and groups within a society may promote change or the status quo.

Unit 6.5 Where can your imagination take you?

[SS.K-2.H.5] Understand the development of technological innovations and their economic effects.

Gr.3

Unit 1.5 How do landmarks help us to understand our country's story?

[SS.3-5.H.6 (A)] Understand varying landforms and geographic features and their importance in the development of communities.

Unit 2.2 Why do people immigrate to new places? (Classroom=Ellis Island)

[SS.3-5.H.3] Understand major historical events and developments that involved interaction among various groups.

Unit 3.2 How can one person change the way you think?

[SS.3-5.H.3] Understand ways culture affects decisions of a society, group or individual

Unit 3.5 How is each event in history unique?

[SS 3-5.H.6](Class=Oregon Trail) Understand varying landforms and geographic features and their importance in the development of communities.

Unit 4.4 How are people able to fly?

[SS.3-5.H.7 (C)] (Classroom=how flight has changed) Understands that the use of technology in the local community has changed over time.

Unit 4.5 How can others inspire us?

[SS.3-5.H.3] (Classroom Iditarod) Understand ways culture affects decisions of a society, group or individual

Gr.4

Unit 3.2 In what ways can you help your community?

[SS.3-5.H.2] Understand groups and institutions work to meet individual needs and the common good of all.

Unit 3.3 How can one person make a difference?

[SS.3-5.H.3] Understand ways culture affects decisions of a society, group or individual

Unit 4.5 How do inventions and technology affect your life?

[SS.3-5.H.7] Understands that the use of technology in the local community has changed over time.

Unit 5.2 What are some reasons people moved west?

[SS.3-5.H.1] Essential Concept and/or Skill: Understand historical patterns, periods of time and the relationships among these elements.

Unit 5.5 How can learning about the past help you understand the present?

[SS.3-5.H.1] Essential Concept and/or Skill: Understand historical patterns, periods of time and the relationships among these elements.

Unit 6.1 How do traditions connect people?

[SS.3-5.H.3] Understand ways culture has influenced interactions of various groups.

Unit 6.2 Why is it important to keep a record of the past?

[SS.3-5.H.8] Understand processes important to reconstructing and interpreting the past.

Unit 6.6 How can you build on what came before?

[SS.3-5.H.4] Essential Concept and/or Skill: Understand the role of individuals and groups within a society as promoters of change or the status quo.

Gr.5

- Unit 3.1 What can learning about different cultures teach us?
[SS.3-5.H.3] Understand ways culture has influenced interactions of various groups.
- Unit 3.4 What benefits come from people working as a group?
[SS.3-5.H.4] Essential Concept and/or Skill: *Understand the role of individuals and groups within a society as promoters of change or the status quo.*
- Unit 3.6 What kinds of experiences can lead to new discoveries? (Weekly concept: Getting from Here to There)
[SS.3-5.H.6] Understand major land and water routes of explorers.
- Unit 5.1 What experiences can change the way you see yourself and the world around you?
[SS.3-5.H.2] Understand that belief systems affect government policies and laws.
- Unit 5.2 How do shared experiences help people adapt to change?
[SS.3-5.H.3] Understand major historical events and developments that involved interaction among various groups.
- Unit 5.3 What changes in the environment affect living things?
[SS.3-5.H.6] Understand seasons, climate, and weather, environmental change and crises affect social and economic development.
- Unit 6.1 How do different groups contribute to a cause?
[SS.3-5.H.2] Understand groups and institutions work to meet individual needs and the common good of all.
- Unit 6.3 How are living things adapted to their environment?
[SS.3-5.H.6] Understand seasons, climate, and weather, environmental change and crises affect social and economic development.
- Unit 6.4 What impact do our actions have on our world?
[SS.3-5.H.2] Understand the consequences of governmental decisions.